Honolulu Community College  
University of Hawai`i  
General Education  
Foundations Course Designation Proposal Form  
For Fall 2009 – Summer 2014

Global & Multicultural Perspectives  Symbolic Reasoning  Written Communication

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 Alpha HIST  
   
   Course Number 151  

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

   Course Title: World Civilizations I

2. **Foundations area requested.** Check one.  
   
   Global & Multicultural Perspectives ☒  
   
   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.

   Initiated by: __________________________  
   
   Initiator’s signature  
   
   Initiator’s printed name  
   
   9/1/2009  
   
   Date

   Approved by: __________________________  
   
   Division Chair’s signature  
   
   Division Chair’s printed name  
   
   Date

   Routed via: __________________________  
   
   CPC Chair’s signature  
   
   CPC Chair’s printed name  
   
   Date

   Accepted by: __________________________  
   
   Foundation Board Chair’s signature  
   
   Foundation Board Chair’s printed name  
   
   Date
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? See attached.

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? See attached.

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? See attached.

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? See attached.

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? See attached.

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? See attached.
Request for Renewal of Hist. 151 as an FG Course

Honolulu Community College, Spring 2009

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I. Course Description (from Course Outline, updated August 21, 2006)

COURSE DESCRIPTION:

History 151 is the first of two World Civilizations courses in the University of Hawaii system. This course covers world history from the most ancient times to about 1500 AD. During the semester, we will consider political, economic, social, and cultural changes.

STUDENT LEARNING OUTCOMES

   Students in this course will:

   1. Demonstrate an ability to analyze and explain cause/effect relationships in history. (measured in discussions and exams)
   2. Summarize key ideas in history, including major world philosophies, religions, and political theories and systems. (measured in discussions and exams)
   3. Demonstrate an ability to compare and contrast historical experiences across cultures and time. (measured in discussions and exams)
   4. Describe and define major historical events, ideas, places, people, and other items of historical import. (measured in quizzes and discussions)
   5. Demonstrate their understanding of the historical roots of current events. (measured in discussions and exams)

II. Changes

   No significant changes have been made to Hist. 151 since the 2006 request for Foundations Global/Multicultural designation was approved.

III. Assessment of Course

   On the following pages are samples of course materials that illustrate the ways in which the course meets the Foundations Hallmarks. Original course materials may be viewed upon request.
Hallmark 1. From multiple perspectives, the course analyzes the development of human societies and their cultural traditions through time and throughout the world, including Africa, the Americas, Asia, Europe, and Oceania.

History 151 at Honolulu Community College is designed to give students the greatest possible exposure to the variety of human cultures and experiences from the earliest times for which historical evidence is available until 1500 CE. As the earliest societies developed in Asia and Africa, they are the primary focus of the earliest part of the course. The communication and trading that were so important in Oceania and Europe become major themes in the later half of the course.

Study/Exam Questions:

1. Compare and contrast the 'styles' of the Ancient Civilizations - China, India, Crete, Egypt, and Mesopotamia. Explain why they collapsed, and review the commercial, cultural, and technological bonds of the following Classical Civilizations which began early Eurasian unification.

2. Explain what historical forces have given Indian Civilization its unique cultural features, especially in beliefs and institutions such as caste, karma, and reincarnation.

3. Using the excerpts from *The Epic of Gilgamesh* and *The Code of Hammurabi* as primary sources, what innovations of the city do you see in these sources? Explain, then give examples from the texts.

4. Describe the life and teachings of Mohammed, and explain the popularity of Islam in the Middle East. Trace the expansion of Islam east and west through Caliphates until the Crusades (c1100).

5. Summarize the state of civilizations and peoples in Africa, the Americas, and Australia. Describe the changing balance of power among the world's major civilizations and the factors behind it.

6. Compare and contrast the experiences and developments of civilizations in Saharan and sub-Saharan Africa, and the Americas, with the cradle civilizations we covered.

To discover the degree to which students are meeting this hallmark, within final examinations, each history instructor will embed a question similar to one of those above. The History Faculty, in consultation with the Foundations Board at Honolulu Community College, has devised a rubric by which answers to this question can be rated by skill level. After final exams have finished and grades assigned, the History Faculty will gather a random sample of thirty student responses to this question from faculty. These essays will be distributed to members of an ad-hoc reading committee, who will then rate the skill level demonstrated in the essays as designated in the rubric. In this way, the History Faculty hopes to gain an objective measure of the degree to which our students are meeting the requirements of Hallmark #1.
**Hallmark 2.** 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.

At HCC, the focus is on global history in a comparative sense, with a goal of giving students a sense of the vastness of choice and human. This diversity is often most demonstrable in the history of ancient societies. History 151 deals with a long period during which communication between cultures was limited, for which reason global encounters and migrations were that much more extraordinary than they are today, and differences more easily visible. This allows us to concentrate on the vastness of human experience, and help students to recognize, respect, and attempt to analyze cultural differences.

Study/Exam Questions:

- Explain how geography has influenced the development, belief systems, political systems and historical experiences of civilizations we have covered.

- Explain how geography has influenced the development, belief systems, political systems and historical experiences of civilizations we have covered.

- Compare and contrast China and Japan between c 600 - 1600 especially regarding political development and cultural achievements and borrowing.

- Compare and contrast the 'styles' of the Ancient Civilizations - China, India, Crete, Egypt, and Mesopotamia. Explain why they collapsed, and review the commercial, cultural, and technological bonds of the following Classical Civilizations which began early Eurasian unification.

- Explain what historical forces have given Indian Civilization its unique cultural features, especially in beliefs and institutions such as caste, karma, and reincarnation.

To discover the degree to which students are meeting this hallmark, within final examinations, each history instructor will embed a question similar to one of those above. The History Faculty, in consultation with the Foundations Board at Honolulu Community College, has devised a rubric by which answers to this question can be rated by skill level. After final exams have finished and grades assigned, the History Faculty will gather a random sample of thirty student responses to this question from faculty. These essays will be distributed to members of an ad-hoc reading committee, who will then rate the skill level demonstrated in the essays as designated in the rubric. In this way, the History Faculty hopes to gain an objective measure of the degree to which our students are meeting the requirements of Hallmark #2.
Hallmark 3. While recognizing diversity, the course also examines processes of cross-cultural interaction and exchange that have linked the world’s peoples through time.

Cross-cultural interaction and exchange is a critical part of the History 151 course at Honolulu Community College. Our concern is to trace both changes within societies, and influences upon those societies from other global players in the historical theatre. Some of the questions we ask our students to be prepared to discuss and write about include the following.

Study/Exam Questions:

Summarize the causes of the decline of Classical Civilizations, especially the role of the nomads and barbarians. Explain what factors with the barbarian invasions made the Great Western Exception. Outline commercial, technological, and religious bonds completing Medieval Eurasian Unification.

Describe the life and teachings of Mohammed, and explain the popularity of Islam in the Middle East. Trace the expansion of Islam east and west through Caliphates until the Crusades (c1100).

Describe the important role that empires have played in history - in changing, enriching, destroying and increasing interchange between cultures. Support with specific references to one of the key empires covered.

Summarize the state of the Chinese, Japanese, and Islamic Civilizations and their early responses to the West.

To discover the degree to which students are meeting this hallmark, within final examinations, each history instructor will embed a question similar to one of those above. The History Faculty, in consultation with the Foundations Board at Honolulu Community College, has devised a rubric by which answers to this question can be rated by skill level. After final exams have finished and grades assigned, the History Faculty will gather a random sample of thirty student responses to this question from faculty. These essays will be distributed to members of an ad-hoc reading committee, who will then rate the skill level demonstrated in the essays as designated in the rubric. In this way, the History Faculty hopes to gain an objective measure of the degree to which our students are meeting the requirements of Hallmark #3.
Hallmark 4. The course includes at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions.

The course makes an attempt to connect students in Hawaii with the Pacific and Asia in relation to global change before 1500 in a number of ways. First, a large part of the course concentrates on Asian and Pacific history. Second, students are encouraged to read from the histories of these regions for paper assignments, and third, students are introduced to primary sources from the Pacific Islands, and Asia whenever possible.

Study/Exam Questions:

Describe the three major Chinese Schools of Thought and explain their influence on Chinese Civilization and history through the dynasties.

Compare and contrast China and Japan between c 600 - 1600 especially regarding political development and cultural achievements and borrowing.

Using the two articles by Valerie Hansen in Reilly, explain the methods used by Qin Shi Huangdi (the first Qin emperor) to create a centralized bureaucratic state.

Explain the causes of the technological and economic developments and their relationship to the blossoming of urban life in Song China.

Compare and contrast the means of social advancement in the Chinese and Japanese Imperial courts of the 10th century AD.

Describe the effects of Mongol power and conquest on the political and cultural developments of Japan and Korea between 1180-1368.

Sample Homework Assignment:

Using insights gained from looking at the impact of geography on ancient societies, identify how geography has impacted development of Hawaiian cultural, political and historical developments.

To discover the degree to which students are meeting this hallmark, within final examinations, each history instructor will embed a question similar to one of those above. The History Faculty, in consultation with the Foundations Board at Honolulu Community College, has devised a rubric by which answers to this question can be rated by skill level. After final exams have finished and grades assigned, the History Faculty will gather a random sample of thirty student responses to this question from faculty. These essays will be distributed to members of an ad-hoc reading committee, who will then rate the skill level demonstrated in the essays as designated in the rubric. In this way, the History Faculty hopes to gain an objective measure of the degree to which our students are meeting the requirements of Hallmark #4.
Hallmark 5. The course engages students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

The course offers students the opportunity to analyze primary sources from all of the various cultures we study throughout the period from 1500 to the present. Students also get the opportunity to read and respond to secondary analyses from scholars around the world. Students study and are asked to discuss in class, and on papers, writers and books including those below.

- Plato
- Aristotle
- Hammurabi
- *The Epic of Gilgamesh*
- *The Baghavad Gita*
- Zahi Hawass
- Pericles
- Richard Foltz
- William McNeil
- Ban Zhao
- Jerry Bently

There are many more. In addition, please see the writing assignment sample in Appendix #1.

Study/Exam Questions:

Read over the Code of Hammurabi and develop an overall description of the society that produced this law code. This should include two areas of discussion: 1) use some of the specific laws in this code and describe what you think were the kinds of specific issues Mesopotamians were dealing with; 2) provide general observations of the kind of society that created and lived by these kinds of laws. Use the handout given in class.

Choose one of the four *Listening to the Past* primary source readings: “A Quest for Immortality” (pp. 28-29); “The Covenant Between Yahweh and the Hebrews” (pp. 50 - 51); “Rama and Sita” (pp. 76-77); or “The Book of Mencius” (pp. 102-103). Answer all three questions asked in the “questions for analysis” section. You should structure your responses to these questions in the form of a formal essay that ties all three answers together.

To discover the degree to which students are meeting this hallmark, within final examinations, each history instructor will embed a question similar to one of those above. The History Faculty, in consultation with the Foundations Board at Honolulu Community College, has devised a rubric by which answers to this question can be rated by skill level. After final exams have finished and grades assigned, the History Faculty will gather a random sample of thirty student responses to this question from faculty. These essays will be distributed to members of an ad-hoc reading committee, who will then rate the skill level demonstrated in the essays as designated in the rubric. In this way, the History
Faculty hopes to gain an objective measure of the degree to which our students are meeting the requirements of Hallmark #5.

**Hallmark 6. In combination, a student's two FG courses will provide a large-scale analysis of human development and change over time from prehistory to the present.**

In combination with Hist. 152, or any other FG course whose chronology runs from 1500 to the present, Hist. 151 meets this standard. History 151 covers the period from prehistory to 1500. Another sample of study questions used for Hist. 151 at Honolulu Community College can function as evidence of this, as can the knowledge survey which also serves as the basis for embedded assessments throughout the semester.

**Study/Exam Questions:**

- Compare and contrast the Paleolithic Age with Neolithic Age in terms of the following: food sources, tools, social organization, culture, and time spans.

- Compare and contrast the 'styles' of the Ancient Civilizations - China, India, Crete, Egypt, and Mesopotamia. Explain why they collapsed, and review the commercial, cultural, and technological bonds of the following Classical Civilizations which began early Eurasian unification.

- Describe the development of, achievements of, and key value of Greek and Roman Civilizations, noting similarities, differences, and connections between them - "Greco-Roman" Civilization.

- Explain what historical forces have given Indian Civilization its unique cultural features, especially in beliefs and institutions such as caste, karma, and reincarnation.

- Describe the three major Chinese Schools of Thought and explain their influence on Chinese Civilization and history through the dynasties.

- Summarize the causes of the decline of Classical Civilizations, especially the role of the nomads and barbarians. Explain what factors with the barbarian invasions made the Great Western Exception. Outline commercial, technological, and religious bonds completing Medieval Eurasian Unification.

- Describe the life and teachings of Mohammed, and explain the popularity of Islam in the Middle East. Trace the expansion of Islam east and west through Caliphatess until the Crusades (c1100).

- Compare and contrast China and Japan between c 600 - 1600 especially regarding political development and cultural achievements and borrowing.
Summarize the state of the Chinese, Japanese, and Islamic Civilizations and their early responses to the West.

Describe the causes of, stages of, and the effects of the Renaissance and Reformation on European Civilization. Explain how these religious and cultural movements strengthened the West.

Sample Essay Questions:

In this course, four themes have been used to compare early civilizations: the role of geography, the development and importance of religious beliefs, the search for stability, and the role of empires in world history. If you were to suggest another theme for a world civilizations course (History 151), what would it be? Explain the topic or idea and why you think it is a significant theme.

Most of the issues in the news today require one to have an understanding of historical roots and legacies to fully comprehend what is taking place. Identify and explain one current event or issue that you understand better based on your knowledge of historical roots and patterns. Explain both the current issue and the key historical connections/roots that are necessary for informed understanding this issue.

Why do you think World History is a required course? What kind of insights and knowledge are gained from looking at the past that are necessary for a well-rounded, well-educated person. Support your general observations with specific material and examples covered in the class.

To discover the degree to which students are meeting this hallmark, within final examinations, each history instructor will embed a question similar to one of those above. The History Faculty, in consultation with the Foundations Board at Honolulu Community College, has devised a rubric by which answers to this question can be rated by skill level. After final exams have finished and grades assigned, the History Faculty will gather a random sample of thirty student responses to this question from faculty. These essays will be distributed to members of an ad-hoc reading committee, who will then rate the skill level demonstrated in the essays as designated in the rubric. In this way, the History Faculty hopes to gain an objective measure of the degree to which our students are meeting the requirements of Hallmark #6.
Appendix 1: Sample Term Paper Assignment

Hist. 151 Paper Assignment – Fall 2006

1. Please choose a book to read and review from the list below:

- Keegan, John, and Joseph Darracott: *The Nature of War*
- Renault, Mary: *The Praise Singer*
- Renault, Mary: *the Persian Boy*
- Renault, Mary: *Fire From Heaven*
- Renault, Mary: *The Bull from the Sea*
- Armstrong, Karen: *Islam: A Short History*
- Bloch, Marc – (any title)
- Hanson, Victor Davis: *A War Like No Other*
- Hanson, Victor Davis: *Warfare and Agriculture in Classical Greece*
- Keegan, John: *A History of Warfare*
- Diamond, Jared: *Guns, Germs, & Steel*
- Ehrman, Bart D.: *Truth & Fiction in the Da Vinci Code*
- Armstrong, Karen: *A Short History of Myth*
- Armstrong, Karen: *The Great Transformation*
- Armstrong, Karen: *A History of God: The 4000 Year Quest of Judaism, Christianity, and Islam*
- Armstrong, Karen: *Visions of God: Four Medieval Mystics and their Writings*
- Armstrong, Karen: *Buddha*
- Falkenhausen, Lothar (Any Title)
- Fagan, Brian: *The Journey from Eden: the Peopling of Our World*
- Fagan, Brian: *The Great Journey: The Peopling of Ancient America*
- Fagan, Brian: *Return to Babylon: Travelers, Archaeologists, and Monuments in Mesopotamia*
- Fagan, Brian: *In The Beginning: An Introduction to Archaeology*
- Whitfield, Susan: *Life Along the Silk Road*
- Hopkirk, Peter: *Foreign Devils on the Silk Road*
- Tuchman, Barbara: *The March of Folly: From Troy to Vietnam*
- Tuchman, Barbara: *Bible and sword*
- Tuchman, Barbara: *A Distant Mirror: The Calamitous 14th Century.*
- Eco, Umberto: *The Name of the Rose*
- Hay, Jeff, ed.: *The Early Middle Ages*
- Greenhalg, P.A.L.: *Pompey, The Roman Alexander*
- Salway, Peter: *Roman Britain*
2. Length: 5-10 pages
3. Content: Summarize or review the book you have read from the list above.
4. Instructor Assistance: The instructor will review drafts of papers in any state of readiness up to the last two weeks before the paper is due. Following that, drafts will not be accepted for review. You may e-mail your drafts to me at patrick@hcc.hawaii.edu.
5. Due Date: Last class of the second to last week before finals. Your paper must be turned in by the beginning of class on the due date. After that time, the paper will be considered late. It is your responsibility to get the paper to me on time. I will not accept internet down time, exploded computers, or other reasons for late work.

Appendix 2: Hist 151 Knowledge Survey Form

HIST 151- KNOWLEDGE SURVEY FALL '09

Is this Survey being conducted at the BEGINNING or at the END of the Semester?

BEGINNING of the Semester END of the Semester

YOUR CLASS IS:

M W 1:00 PM FORBIS T R 8:30 AM PATTERSON WEB (CRN 20154)
SMITH

T 5:00 PM BORYK T R 11:30 AM PATTERSON M W 10 AM
ZIEGLER

T R 1:00 PM LIGHTNER WEB (CRN 20143) SMITH M W 11:30 AM
ZIEGLER

This is a Knowledge Survey rather than a "test." There are no right or wrong answers. While you will not be graded on this survey, please be very candid in your responses!

By completing this survey, both at the beginning and at the end of the semester, your instructor will be able to gauge your initial level of knowledge and then measure the amount of knowledge you gain during the semester. This information will help your instructor modify and improve the course.
Read each statement carefully and then choose a response based on the following instructions:

Mark A as your response to the item if you are not confident in your skills in the area and do not feel you can adequately demonstrate these skills on a test/essay/research paper.

Mark B as your response to the item if you feel somewhat confident that you are reasonably skilled in the area and can demonstrate these skills at a reasonable level on a test/essay/research paper.

Mark C as your response to the item if you feel very confident that you are highly skilled in the area and can demonstrate these skills at a high level on a test/essay/research paper.

CONFIDENCE IN HISTORICAL TERMS/CONCEPTS -
YOUR ABILITY TO DEFINE, DESCRIBE, CITE HISTORICAL SIGNIFICANCE OF THE FOLLOWING:

Your skill level in area:

A: Low B: Modest C: High

Compare and contrast the Paleolithic Age with Neolithic Age in terms of the following: food sources, tools, social organization, culture, and time spans.

Explain how geography has influenced the development, belief systems, political systems and historical experiences of civilizations we have covered.

Describe the development of, achievements of, and key value of Greek and Roman Civilizations, noting similarities, differences, and connections between them.

Explain what historical forces have given Indian Civilization its unique cultural features, especially in beliefs and institutions such as caste, karma, and reincarnation.

Describe the three major Chinese Schools of Thought and explain their influence on Chinese Civilization and history through the dynasties.

Describe some of the factors leading to the rise and fall of the Roman Republic and in broader terms the Roman Empire.
Describe the life and teachings of Muhammad, and explain the popularity of Islam in the Middle East. Trace the expansion of Islam east and west.

Describe the changing balance of power among the world's major civilizations, and the impact of geography, technology, political organization, religion and ideology on the rise and fall of civilizations in human history.

Describe the cases, stages, and effects of the Renaissance (1250 - 1450), and the Reformation (1517-1688) in Europe. Explain how events during these two major historical periods transformed the West.

Describe the important role that empires have played in history, changing, enriching, destroying, and increasing interchanges between cultures.

Mahalo for completing the HIST 151 Knowledge Survey!
WORLD CIVILIZATIONS TO 1500

COURSE SYLLABUS

INSTRUCTOR: PATRICK PATTERSON

OFFICE LOCATION: Building 7, Room 601
OFFICE HOURS: M-R 10:30 - 12:00
OFFICE PHONE: 845-9417
E-MAIL ADDRESS: patrick@hcc.hawaii.edu
INSTRUCTOR WEB PAGE: http://www.hcc.hawaii.edu/~patrick
CLASS HOURS: Tuesday & Thursday, 8:30-9:45 AM
PREREQUISITES: Writing 100 (recommended)

COURSE DESCRIPTION:

History 151 is the one of two World Civilizations courses in the University of Hawaii system. The course covers world history from the earliest evidence of human civilization to about 1500 AD.

METHOD OF INSTRUCTION:

Instruction in this course will involve a combination of methods, including lectures and discussions of assigned primary and secondary source readings, and presentation of visual and audio material.

TRANSFER OF CREDIT

This course transfers to all other UH System campuses. At Kapi‘olani CC and UH Manoa, this course fulfills the Foundations – Global/Multicultural requirement in Category A. (renewed 12/2006)
COURSE LEARNING OUTCOMES

By the end of this course, you should, in a basic way, be able to:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Corresponding Assessment Exercise</th>
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<tbody>
<tr>
<td>1. Demonstrate an ability to analyze cause and effect relationships in history.</td>
<td>Papers, midterm and final exams, discussions.</td>
</tr>
<tr>
<td>2. Summarize key ideas in history, including major world philosophies, religions, and political theories and systems.</td>
<td>Quizzes, midterm and final exams, discussions.</td>
</tr>
<tr>
<td>3. Demonstrate an ability to compare and contrast historical experiences across cultures and time.</td>
<td>Paper, midterm and final exams, discussions.</td>
</tr>
<tr>
<td>4. Describe and define major historical events, ideas, places, people, and other items of historical import.</td>
<td>Quizzes, discussions.</td>
</tr>
<tr>
<td>5. Demonstrate understanding of the historical roots of current events.</td>
<td>Paper, midterm and final exams, discussions.</td>
</tr>
<tr>
<td>6. Create and sustain an effective written argument regarding a historical event or process, including effective use of evidence, and consistency in direction and theme.</td>
<td>Paper, discussions.</td>
</tr>
</tbody>
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ASSIGNMENT & LECTURE DATES

Jan. 12 – Prehistory and the Origins of Patriarchy, Reilly, p. 1
Historical Context: Gathering, Agricultural, and Urban Societies, 20,000–3000 B.C.E.
Thinking Historically: Thinking about History in Stages
Extra Reading: Guns, Germs, & Steel, ch. 6
Film: Guns, Germs, and Steel, pt. 1
Discussion: Stages & Staging your life.
Plan for reading quiz next week.
Terms: Stage theory, hunter-gatherer society, string revolution

Jan. 19 - The Urban Revolution and “Civilization,” Reilly, p. 29
Historical Context: Mesopotamia and Egypt, 3500–1000 B.C.E.
Thinking Historically: Distinguishing Primary and Secondary Sources
*Reading quiz on chapter 2
Discussion: The beginnings of an urban society, sources, and meaning.
Hand out paper assignment
Terms: Gilgamesh, Ur, Assyrian Empire, Sumeria, Mesopotamia
(Jan. 19 is Martin Luther King Day – No Class)

Jan. 26 - Identity in Caste and Territorial Societies, Reilly, p.66
Historical Context: Greece and India, 1000–300 B.C.E.
Thinking Historically: Interpreting Primary Sources in Light of a Secondary Source
*Reading quiz on ch. 3
Discussion: Territorial sovereignty, civic society, and caste models
Film: The Greeks (if time allows)
Terms: Greece, India, Plato, Socrates, Caste System, Territorial sovereignty, Thucydides, Pericles, Peloponnesian War, Krishna, Baghavad Gita, Arjuna, Dharma

Feb. 2 - Classical Civilizations and Empires, Reilly, p. 108
Historical Context: China and Rome, 300 B.C.E.–300 C.E.
Thinking Historically: Making Comparisons
*Reading quiz on chapter 4
Discussion: Comparing China and Rome
Terms: Han Empire, Roman Empire, Confucius, Plutarch, Salt and Iron
Debate, Cicero
Feb. 9 - Women in Classical Societies, Reilly, p. 154
Historical Context: India, China, and the Mediterranean, 500 B.C.E.–500 C.E.
Thinking Historically: Considering Historical Moment and Historical Process
*Reading quiz on chapter 5
Discussion on the development of patriarchy
*First Midterm Exam
Terms: Vedas, The Ramayana, Indra, Sita, Rama, Ban Zhao, Confucianism, Valerius, Cato, Livy

Feb. 16 - From Tribal to Universal Religion, Reilly, p. 187
Historical Context: Hindu-Buddhist and Judeo-Christian Traditions, 1000 B.C.E.–100 C.E.
Thinking Historically: Detecting Change in Primary Sources
*Reading quiz on chapter 6
Discussion on history as process. Looking at the history of women
Terms: Hinduism, Judaism, Christianity, Buddhism, Upanishads, Brahman, atman, Vedas, Jews, Abraham, monotheism, King Saul, King David, King Solomon, Babylonian Captivity

Feb. 23 - Encounters and Conversions: Monks, Merchants, and Monarchs, Reilly, p. 221
Historical Context: Expansion of Salvation Religions, 400 B.C.E.–1400 C.E.
Thinking Historically: Studying Religion in Historic Context
*Reading quiz on chapter 7
Discussion of history and change in religion and culture
Terms: Persians, Silk Road, Salvation Religions, Pliny, Emperor Trajan, Emperor Nero, Emperor Constantine, pagan

March 2 - Medieval Civilizations, Reilly, p. 268
Historical Context: European, Islamic, and Chinese Societies, 600–1400 C.E.
Thinking Historically: Distinguishing Social, Economic, Political, and Cultural Aspects
*Reading quiz on chapter 8
Discussion: Is the past a foreign country?
• Paper due
Terms: Manorialism, Magna Carta, Muslim, hadiths, Abbasids, Saladin, Chinese Civil Service Exams
March 9 - Love and Marriage, Reilly, p. 301
Historical Context: Medieval Europe, India, and Japan, 400–1200 C.E.
Thinking Historically: Analyzing Cultural Differences
*Reading quiz on chapter 9
Discussion on love and marriage, and the meaning of culture

March 16 - The First Crusade, Reilly, p. 337
Historical Context: Muslims, Christians, and Jews during the First Crusade, 1095–1099 C.E.
Thinking Historically: Analyzing and Writing Narrative
*Reading quiz #8
Discussion on the history of the Crusades
*Second Midterm Exam
Paper rewrite due (if your grade was C or lower)
Terms: Emperor Alexius, Byzantine Empire, Pope Urban II, Christendom, The Peace of Christ, Seljuk Turks, Jerusalem, Islam, Egyptian Fatimid Caliphate, Caliphate at Baghdad, Council of Clermont

March 23- 29 – Spring Break

March 30 - View Digging for the Truth: Chinggiss Khan

April 6 - Raiders of Steppe and Sea: Vikings and Mongols, Reilly, p. 375
Historical Context: Eurasia and the Atlantic, 750–1350 C.E.
Thinking Historically: Distinguishing Historical Understanding from Moral Judgments
*Reading quiz on chapter 9
Discussion on the “barbarians” of history
Terms: Vikings, Eurasian Steppe, Mongols, Khan of Khans, Yuan Dynasty, “barbarians”

April 13  - View The Medici

April 20 - The Black Death, Reilly, p. 422
Historical Context: Afro-Eurasia, 1346–1350 C.E.
Thinking Historically: Considering Cause and Effect
*Reading quiz on chapter 10
View episode 2 of The Medici
Discussion on the results of the Black Plague in history
Terms: Black Death, Silk Road, Central Asia, pandemic
April 27 - On Cities, p. 455

- Historical Context: European, Chinese, Islamic, and Mexican Cities, 1000–1550 C.E.
- Thinking Historically: Evaluating a Comparative Thesis
- *Reading quiz on chapter 11
- Discussing Braudel and theories of history.
- Terms: Fernand Braudel

May 4 - Ecology, Technology, and Science, p. 493

- Historical Context: Europe, Asia, Oceania, and Africa, 500–1550 C.E.
- Thinking Historically: Evaluating Grand Theories
- *Reading quiz on chapter 12
- Discussing grand theories of history, continued
- Terms: Middle Ages, Lynn White, Jr., Lynda Norene Schaffer, Jared Diamond, anthropocentric, Latin West, Zen Buddhism, Southernization, Westernization, Sung Dynasty, Moluccas

Final Exam: Tuesday, May 12 8:30–11:20 AM

**the reading for each lesson should be done in advance, so that you are prepared to discuss the materials in class.

TEXTBOOKS & REQUIRED MATERIALS

Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Knowledge Surveys</td>
<td>40</td>
</tr>
<tr>
<td>14 Class discussions</td>
<td>280</td>
</tr>
<tr>
<td>10 Quizzes</td>
<td>200</td>
</tr>
<tr>
<td>1 Paper</td>
<td>100</td>
</tr>
<tr>
<td>2 mid-term exams</td>
<td>200</td>
</tr>
<tr>
<td>Final Examination</td>
<td>200</td>
</tr>
</tbody>
</table>

Failure to fulfill any one of these requirements with at least a D grade will constitute failure in the course. You must participate in all assignments in order to pass the class.

GRADING RUBRIC FOR PAPERS AND EXAMS

Grading in this course is based on two assumptions. They are:

1. Adequate/acceptable work at the first year level will receive a C grade. B grades denote work that is better than adequate, and an A grade denotes truly exceptional work.
2. Grading of written work is based on a rubric, the standards for which are stated below:

<table>
<thead>
<tr>
<th>Grade item</th>
<th>Description</th>
<th>A - Excellent</th>
<th>B - Good</th>
<th>C - Adequate</th>
<th>D - Poor</th>
<th>F - Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis Statement</td>
<td>Gives an interpretive answer to the question.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Organization</td>
<td>An organizational structure is elucidated, then maintained, for the length of the paper.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Grammar</td>
<td>correct grammatical usage is maintained throughout the paper.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Vocabulary/Precision</td>
<td>Word choice is precise and serves to advance the argument.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Chronology</td>
<td>There is a clear sense of the passage of time, and of change over time producing cause and effect connections.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Cause/Effect</td>
<td>There are clear cause/effect relations detailed in the paper.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Assertions</td>
<td>Each assertion is made clearly, and is directly related to the thesis statement.</td>
<td>9</td>
<td>8</td>
<td>7</td>
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<td>5</td>
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<tr>
<td>Facts, Evidence, Examples</td>
<td>Facts and evidence, and examples are accurate and relevant and support the argument being made.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Critical thinking/ point of view</td>
<td>The paper demonstrates an understanding of evidence and points of view counter to the one being expressed, and takes them into account.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Conclusion</td>
<td>The conclusion draws meaning from the history discussed.</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

The instructor reserves the right to assign the grade based on performance as he, based on experience, knowledge, and the rubric above, sees fit. The grade levels given to the right of the table are examples, and not guarantees, of points to be assigned in any given assignment. Grades may be given in whole or partial numbers above or below the examples provided. Scores below 5 points will be given where they appear to make the most sense - for example, in the near or complete absence of a component, etc...

The rubric above applies to papers and exams only.

Grading of assignments and quizzes will be based on separate standards. Students have the right to know what the grading standards are at any time before or after an assignment is given.
COURSE COMPONENT SPECIFICS

1. Quizzes
   - Each quiz will reflect the terms in assigned chapters in the Reilly textbook. The quizzes will require students to demonstrate knowledge of historical facts, events, persons, and chronological relationships. Each quiz will be worth 20 points total. As stated in the Classroom Code of Conduct below, Quizzes cannot be made up.

2. 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 historical terms and answer historical questions if you were asked. You receive full points for taking a knowledge survey: there is no grading.

3. Reading Quizzes and Discussions
   - Each week a quiz will be given on the reading due for that week. Following the quiz, a discussion session may be used to help illuminate the importance, historical meaning, and context. Quizzes and discussions are mandatory parts of the course.

4. Paper
   - A paper will be required in this course. The paper will be a review or report on a book you will choose from the list distributed with the assignment near the beginning of the semester. The paper should be at least 3 pages long, and should follow the content and style guidelines presented on the assignment.
   - The paper is due on March 2. If you receive a grade of C (79%) or less, you may rewrite the paper and turn it in again on March 16. However, if you do not turn in your original paper by March 2, you will not be eligible to do a rewrite.

4. Exams
   - On the midterm and final examinations you will be responsible for knowing, and being able to write about, the information provided in lectures, class discussions, the textbook, and other sources provided by the instructor. Examination review questions may or may not be provided. Such
reviews are, in any case only guides and are not guarantees in any way as to the questions that will appear on exams. To ensure that you are prepared for examinations, do the reading, read the lectures, and participate in class discussions.

- Cellular phones, personal music players, websites, personal digital assistants, computers of any kind, watches, electronic dictionaries, etc. are all prohibited during exams.

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. 2, Rm. 108A. 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)

CLASSROOM CODE OF CONDUCT

1. Students will be expected to follow the HCC Student Conduct Code ([http://honolulu.hawaii.edu/intranet/policies/scc.pdf](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.

2. Late Assignments
   a. Late assignments will be docked one full grade level per week until turned in. (If the paper is not handed in by midnight on the due date, it is considered a week late, whether handed in the next day, or 5 days later.)
3. **Submitting Papers**
   a. All papers are to be submitted electronically, either in the body of an e-mail message, or through an attachment (the software should be either Corel Word Perfect, or Microsoft Word. If you have a different word processor, please submit in the body of the e-mail). If this is impossible, contact me.
   b. When submitting, **include your last name and HIST 151 in the filename and in the e-mail subject line**. Without those, the paper will be returned to you unread, and marked late if your return of it is beyond the deadline.
   c. If you use a word processor other than MS Word, please submit the paper in Rich Text Format - go to your File menu, choose save, and in the lowest field in the "Save As" dialogue box, choose RTF.
   d. To attach the paper to an email, choose "browse" in the mail composition menu. Once you have found the file, don't forget to click on "Attach".

4. **Making up work**
   a. **Quizzes may not be made up.**
   b. **Exams may only be made up if you provide a valid excuse,** and evidence that such excuse was in fact real, such as a doctor's note, etc. What constitutes a valid excuse is the instructor's prerogative.
   c. Papers can be turned in at any time before or after the due date. See the section above on late penalties for papers. However, papers not turned in by the first due date are not eligible for the rewrite opportunity.

5. **Plagiarism** will not be tolerated. Make sure that none of your work is plagiarized. I will be checking every paper (and draft) for plagiarism. Plagiarism is easy to detect. If I find you have plagiarised, in the first instance, I will ask you to re-write your exam or paper with no penalty. Any instance beyond one will result in immediate failure of any assignment that shows evidence of plagiarism, and the College Administration will be informed. Instances beyond two will result in a failing grade for the course and the 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. Do your own work. Make your friends do their own work. 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; or dry labbing, which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results.

6. **Cheating on Exams and Quizzes**

   a. Cheating on exams will not be tolerated. Any student who cheats will fail the course, and the 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 as:

   "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."

7. **Keeping Records of Your Work**

   a. Keep all quiz, exam, and essay papers I return to you as proof that you have completed the assignment.

8. **Assigning of Grades**

   a. 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 are more than welcome. Come prepared to discuss the specifics of your paper in terms of those standards.
I certify that I have read this syllabus, and will abide by its terms and requirements. I further certify that documents related to this syllabus, in the form of grading standards (rubric), assignments, and all other related documents will be treated by me as addendums to this syllabus, and further explicating the goals, policies, and subject of the course.

I agree that the scores and other results of my exams, papers, quizzes, and class participation may be used by the Instructor and by Honolulu Community College as part of composite data that will be used by the Instructor and the College to evaluate the effectiveness of the course and improve it in the areas necessary.

Print Name:___________________________________

CRN & Course__________________

Semester:_____________________________________

Signature:______________________________________________________________