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: 152

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

Course Title: World Civilizations II

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

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: __________________________  Patrick Patterson  9/1/2009

Initiator’s signature
Initiator’s printed name
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
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?

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. 152 as an FG Course

Honolulu Community College, Spring 2009

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Compiled by Patrick Patterson, Asst. Prof. History 845-9417
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I. Course Description (from Course Outline, updated August 21, 2006)

COURSE DESCRIPTION:

History 152 is the second of two World Civilizations courses in the University of Hawaii system. This course covers world history from about 1500 AD, beginning about the time of the Renaissance in Europe.

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. 152 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 152 at Honolulu Community College takes a global integrative approach. While the course follows individual civilizations at some critical points in their history, the primary focus is on world history in context. For this reason, many of our study and exam questions are comparative across cultures and time. This is also related to our third student learning outcome. The goal with these questions is to direct student coursework, reading, discussion and writing toward thinking of the globe as a set of interrelated communities moving unevenly through time.

Study/Exam Questions:

How and why did nationalist movements in Africa resemble or differ from the nationalist movements in India?

Describe and give concrete illustrations of the effects of the Atlantic system on African, European, and American societies and their environments.

Describe the construction of the Mughal Empire in India and the relations between Islam, Hinduism, and Sikhism.

Describe the roles of the Jesuits and the East India Companies in the development of cultural exchange and trade between Europe and Eastern Asia.

Use the concept of "land-based empires" to analyze the territorial expansion, the economic and political structures, and the foreign relations of the Russian and Qing empires.

Describe the Tokugawa political system and explain why and how the decentralized political structure contributed simultaneously to economic growth and to the weakening of the Tokugawa state.

Discuss and compare the course of the American, the French, and the Haitian revolutions, and analyze the reasons for and significance of the different outcomes of these three revolutions.

Describe and give concrete examples of the ways in which African, Asian, and Pacific peoples demonstrated the continued vitality of local cultures during the 19th century.

Explain three of the external and internal challenges that weakened the Qing Empire in the nineteenth century.
Compare the histories of Japan and China from 1900 to 1929 and be able to offer explanations for the differences in the destinies of these two nations.

Describe the process by which Central and Southeast Asia and the Pacific islands were brought under the domination of the great powers.

Explain the origins, conduct, and social and political effects of the First World War in Europe, Africa, Asia, and the United States.

Describe the effects of colonial rule on Africa between 1900 and 1949 and to analyze the relationship between the effects of colonial rule, the World Wars, and the Depression, and the beginnings of the independence movement in Africa.

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.**

Again, at HCC, the focus is on global history in a comparative sense, with a goal of giving students experience in human diversity both in tradition and in terms of choice of solutions to problems. We therefore offer students the opportunity to think about diversity in the context of global cause and effect relationships. The hope here is that in seeing how different societies solved similar problems in different ways, or solved differing problems with similar ideas, students will begin to see the vastness of human possibility, and recognize, respect, and attempt to analyze difference.

Study/Exam Questions:

How and why did the social and political effects of the Depression vary in different parts of the world?

What effects did the experience of the First World War and the scientific and technological advances of the post-war years have on Western society and on the relations between the West and the colonized world?

What different strategies might historians use to explain the contrasting destinies of China and Japan from 1900 to 1929?
If the German, British, and French peoples were strengthened by the forces of nationalism, why did nationalism weaken Russia and Austria-Hungary?

Explain the relationship between the spread of sugar plantations and the growth of the slave trade.

Describe and give concrete illustrations of the effects of the Atlantic system on African, European, and American societies and their environments.

Understand the requirements (necessary conditions) for a society to successfully undergo industrialization. Be prepared to describe in general terms some of the dramatic consequences, in particular the global consequences, of the Industrial Revolution.

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 152 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 theater. Some of the questions we ask our students to be prepared to discuss and write about include the following.

**Study/Exam Questions:**

Use the concept of "land-based empires" to analyze the territorial expansion, the economic and political structures, and the foreign relations of the Russian and Qing empires.
Discuss and compare the course of the American, the French, and the Haitian revolutions, and analyze the reasons for and significance of the different outcomes of these three revolutions.

Explain the relationship between the industrialized world and the nonindustrial world as demonstrated in the cases of Russia, Egypt, and India.

Explain the development of British rule in India, the contradictory policies (social reform vs. support of tradition) of the raj, and the significance of the Sepoy Rebellion.

Describe the effects of colonial rule on Africa between 1900 and 1949 and to analyze the relationship between the effects of colonial rule, the World Wars, and the Depression, and the beginnings of the independence movement in Africa.

In his essay about Philippine Nationalism excerpted in the Reilly textbook, Benedict Anderson calls José Risal the “First Filipino”. In his essay in the same chapter, Theodore von Laue explains his idea of the “Westernized non-western intellectual”. Apply these two ideas to an analysis of the excerpt from Risal's *Noli Me Tangere* in Reilly, p. 300-310. Do the ideas and situations that Risal's hero find himself in reflect the ideas in the other two essays? Where, and in what ways?

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 their host culture and the Pacific Rim in relation to global change since 1500 in a number of ways. First, a large part of the course concentrates on Asian, Pacific Island, and Hawaiian 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 Hawaii, the Pacific Islands, and Asia whenever possible.

Study/Exam Questions:
After reading Iwasaki Yataro's "Mitsubishi Letter to Employees" answer Reilly’s question on p. 272: “does Iwasaki speak more as a capitalist or industrialist. . .” in the letter?

In his essay about Philippine Nationalism excerpted in the Reilly textbook, Benedict Anderson calls José Risal the “First Filipino”. In his essay in the same chapter, Theodore von Laue explains his idea of the “Westernized non-western intellectual”. Apply these two ideas to an analysis of the excerpt from Risal's *Noli Me Tangere* in Reilly, p. 300-310. Do the ideas and situations that Risal's hero find himself in reflect the ideas in the other two essays? Where, and in what ways?

Describe the process by which Central and Southeast Asia and the Pacific islands were brought under the domination of the great powers.

Understand the meaning of New Imperialism. Be prepared to discuss in general terms the effects of this period in India, Africa, China, Japan and the Pacific.

Describe and give concrete examples of the ways in which African, Asian, and Pacific peoples demonstrated the continued vitality of local cultures during this period.

Evaluate the causes and the consequences of the Second World War in Europe and in the Asia-Pacific theater.

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 including those below.

Jose Rizal
Iwasaki Yataro
Bernal Diaz de Castillo
The Aztec Empire
Chinhua Achebe

Nzinga Mbemba
V.I. Lenin
Mao Zedong
Ho Chi Minh
Simon Bolivar

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

Sample Essay Questions:

**THINGS FALL APART, Chinua Achebe**

1. Why do you think it was possible for the new European culture to so dramatically impact the traditional Ibo (Ebo) culture? In other words, in how and why was the traditional Ibo culture vulnerable to the impact of British culture and changes?

2. Explain the ways in which the new religious ideas introduced by the Europeans then influenced and changed other aspects of the Ibo life/society? In other words - what were some of the ripple, subsequent effects of introducing a new religion to Ibo culture? Be as complete as possible.

3. What were the benefits of the influences brought in by the British; what were the losses to Ibo culture resulting from introduced Western influences? You should identify and describe specific examples of both to support your general statements.

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.
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. 151, or any other FG course whose chronology runs from the earliest times to 1500, Hist. 152 meets this standard. History 152 covers the period from 1500 to the present day on a global level. Another sample of study questions used for Hist. 152 at Honolulu Community College can function as evidence of this, as can the list of terms and study questions on which the course is evaluated through knowledge surveys and embedded assessments throughout the semester.

Study/Exam Questions:

- Show how the religious reformation and dynastic rivalries further divided the people of Europe at a time when greater unity seemed desirable.

- Describe how royal centralization increased the unity and power of Spain, France, and England

- Describe and give concrete illustrations of the effects of the Atlantic system on African, European, and American societies and their environments.

- Describe the construction of the Mughal Empire in India and the relations between Islam, Hinduism, and Sikhism.

- Describe the roles of the Jesuits and the East India Companies in the development of cultural exchange and trade between Europe and Eastern Asia.

- Use the concept of "land-based empires" to analyze the territorial expansion, the economic and political structures, and the foreign relations of the Russian and Qing empires.

- Describe the Tokugawa political system and explain why and how the decentralized political structure contributed simultaneously to economic growth and to the weakening of the Tokugawa state.

- Discuss and compare the course of the American, the French, and the Haitian revolutions, and analyze the reasons for and significance of the different outcomes of these three revolutions.

- Describe the technological innovations that spurred industrialization.

- Compare the political challenges faced by Latin American and English-speaking North American nations in the nineteenth century.
Describe the ways in which the First World War, economic growth, technological change, and scientific advances led to social and cultural change in Western Europe and North America from 1918 to 1929.

Compare the histories of Japan and China from 1900 to 1929 and be able to offer explanations for the differences in the destinies of these two nations.

Evaluate the causes and the consequences of the Second World War in Europe and in the Asia-Pacific theatre.

Assess the causes of the Cold War and its political and environmental consequences for Europe, Asia, Africa, Latin America, and the two superpowers.

Assess the dynamics of Latin American, Middle Eastern, and Asian political and economic development from about 1975 through the 1990s.

Discuss the main benefits and dangers of growing political, economic, and cultural integration.

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. 152 Paper Assignment – Fall 2006

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

- Tuchman, Barbara: *The Guns of August*
- Tuchman, Barbara: *The Proud Tower*
- Tuchman, Barbara: *Doing History*
- Dower, John: *War Without Mercy*
- Dower, John: *Embracing Defeat*
- Bloch, Marc: *The Historian’s Craft*
- Ambrose, Stephen: *Band of Brothers*
- Schama, Simon: *Citizens, A Chronicle of the French Revolution*
- Tuchman, Barbara: *Stillwell in China*
- Foucault, Michel: *Discipline and Punish*
- Keegan, John, *A History of Warfare*
- Keegan, John, *The First World War*
- Keegan, John, *The Second World War*
- Kennedy, Paul. *The Rise and Fall of the Great Powers*
- Beasley, W.G.: *The Meiji Restoration*
- Evans, Richard J. *The Coming of the Third Reich*
- Spence, Jonathan. *The Search For Modern China.*
- Beevor, Antony: *Stalingrad*
- Walters, Ronald G., *American Reformers, 1815-1860*
- Preston, Diana. *The Boxer Rebellion*
- Hochschild, Adam. *King Leopold’s Ghost*
- Armstrong, Karen. *Islam, A Short History*
- Shelly, Mary. *Frankenstein*
- Alexander, Edward. *The Holocaust and the War of Ideas*
- Grmek, Mirko. *History of Aids: emergence and origin of a modern pandemic*
- McShine, Kynaston. *Andy Warhol: a retrospective*
- Caute, David. *The Year of the Barricades: a journey through 1968*
- Chandler, David P.. *In Search of Southeast Asia: A modern history*
- Kendrick, Walter. *Secret Museum: Pornography in Modern Culture*
- Heller, Charles E., and William A. Stofft. *America's First Battles, 1776-1965*
- Lloyd, Trevor Owen. *The British Empire, 1558-1883*
- Tuchman, Barbara. *The March of Folly: from Troy to Vietnam*
- Johnson, Paul. *Modern Times: The World from the Twenties to the Eighties*
• Fuchs, Lawrence H. *Hawaii Pono: A social history*
• Osorio, Johanathan Kay Kamakawiwo’ole. *A History of the Hawaiian Nation to 1887.*

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.hawai.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.

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**Appendix 2: Hist 152 Knowledge Survey Form**

**HIST 152- 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 8:30 AM PATTERSON  T R 10:00 AM ZIEGLER

WEB (CRN 20148) PATTERSON  T R 1:00 PM PATTERSON

WEB (CRN 20615) PATTERSON  T R 2:30 PM LIGHTNER

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

- Describe how the differing approaches of the Spanish and Portuguese as compared with the English toward colonial conquests between 1500 and 1700, including values, institutions, and policies were reflected in the new economy of Europe and the Atlantic Triangular Trade. Relate the Atlantic trade to changing trading patterns across the globe in the same period.
- Describe the intellectual and historical changes that occurred during the Renaissance (1250-1450) and Reformation (1519-1688) led to the centralization of power in early nation states such as England and France, and relate those intellectual and historical changes to the movement of some of those states toward constitutional limits on the monarch's powers while others became absolutist.
- Discuss and compare the course of the American and the French Revolutions, and analyze the reasons for, and the significance of, the different outcomes of these two movements.
- Describe the key ideas and theorists of the Scientific Revolution and the Enlightenment, and explain how they shaped the modern world.
- Explain the relationship of the industrialized world in the 19th century with the non-industrialized world, including the Middle East, India, East Asia, and Africa.
- Explain the concepts of nationalism, socialism, and classical liberalism and be able to give concrete examples of the development and uses of those ideologies in world history.
- Describe the ways in which economic growth, technological change, and scientific advances, as well as the nature of war led to cultural and social change in Western Europe and North America following World War I.
- Describe the processes of neo-imperialism by which much of the world, including parts of East and SE Asia, the Pacific Islands, and Africa, were brought under the domination of the European "Great Powers" after 1848, and how Japan and Ethiopia were able to avoid being colonized.
• Briefly outline the stages of 'decolonization' in Asia, Africa, and the Middle East following the world wars, and explain how the wars contributed to its causes.
• Summarize the course of World War II and its consequences, especially the rise of the superpowers and the resulting Cold War.
• Describe the major events of the Cold War, and explain the reasons for the US/Western victory and the Soviet/communist collapse.
• How has globalization changed the world order?

Mahalo for completing the HIST 152 Knowledge Survey!
History 152: World Civilizations II

Instructor: PATRICK PATTERSON  
Office Location: Building 7, Room 617  
Office hours: Online Virtual Office Hours  
Office phone: 845-9417 (e-mail works better)  
e-mail address: (use the Mail Tool in the tool bar to the left)  
Class meeting place & time: online any time (asynchronous course)  
Prerequisites: Writing 100 (recommended)

Course Description
History 152 covers world history from about 1500 CE to the present.

Method of Instruction
The course will be taught using a combination of methods including, but not limited to, online discussion forums, exams, paper assignments, written, audio, and video lectures, and textbook reading assignments.

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 B. (renewed 12/2006)

Student Learning Outcomes

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

**Lecture and Assignment Schedule Hist 152 Summer 2009**


Take the Unit 17 Pre-unit survey
Read:  *The Heritage of World Civilizations* (from now on "HWC") Chapter 1, pages 490-525
Finish the Knowledge Survey if you have not already
Answer the discussion question.

[August 31] Unit 18: Conquest and Exploitation: The Development of the Transatlantic Economy  p. 528

Unit 19: East Asia in the Late Traditional Era  p. 560

Take the Unit 18 & 19 Pre-unit Survey
Read HWC Ch. 18 (pp. 528-559) and Ch. 19 (pp.560-603)
Answer the discussion question and reply to the answer of one other student
[Sept. 7] Unit 20: State Building and Society in Early Modern Europe p. 604

Unit 21: The Last Great Islamic Empires, 1500-1800 p. 644

Take the Unit 20 & 21 Pre-unit Survey
Read HWC Ch. 20 (pp. 604-643) & Ch. 21 (pp. 644-670)
Answer the discussion question and reply to the answer of one other student

[Sept. 14] Unit 22: The Age of European Enlightenment p. 674

Unit 23: Revolution in the Transatlantic World p. 706

MIDTERM EXAM all week
Take the Unit 22 & 23 Pre-unit Survey
Read HWC Ch. 22 (pp. 674-705) & Ch. 23 (pp. 706-741)
Answer the discussion question and reply to the answer of one other student

[Sept. 21] Unit 24: Political Consolidation in Nineteenth Century Europe and North America p. 742

Take the Unit 24 Pre-unit Survey
Read HWC Ch. 24 (pp. 742-775)
Answer the discussion question and reply to the answer of one other student

[Sept. 28] Unit 25: Northern Transatlantic Economy and Society, 1815-1914 p. 778

Unit 26: Latin America From Independence to the 1940's p. 816

Take the Unit 25 & 26 Pre-unit Survey
Read HWC Ch. 25 (pp. 778-815) & Ch. 26 (pp. 816-843)
Answer the discussion question and reply to the answer of one other student

[Oct. 5] Unit 27: India, the Islamic Heartlands, and Africa, 1800-1945 p. 844

Unit 28: Modern East Asia p. 878

Take the Unit 27 & 28 Pre-unit Survey
Read HWC Ch. 27 (pp. 844-876) & Ch. 28 (pp. 878-917)
Answer the discussion question and reply to the answer of one other student


Take the Unit 29 Pre-unit Survey
Read HWC Ch. 29 (pp. 920-951)
Answer the discussion question and reply to the answer of one other student
Take the Midterm Exam

Take the Unit 30 Pre-unit Survey
Read HWC Ch. 30 (pp. 952-981)
Answer the discussion question and reply to the answer of one other student

[Nov. 2] Unit 31: World War II p. 982

Take the Unit 31 Pre-unit Survey
Read HWC Ch. 31 (pp. 982-1012)
Answer the discussion question and reply to the answer of one other student

[Nov. 9 & 16] Unit 32: The West Since World War II p. 1014

Take the Unit 32 Pre-unit Survey
Read HWC Ch. 32 (pp. 456-487)
Answer the discussion question and reply to the answer of one other student

[Nov. 23] Unit 33: East Asia: The Recent Decades

Take the Unit 33 Pre-unit Survey
Read HWC Ch. 33 (pp. )
Answer the discussion question and reply to the answer of one other student

[Dec. 7] Unit 34: Post Colonialism and Beyond

Take the Unit 34 Pre-unit Survey
Read HWC Ch. 34 (pp. )
Answer the discussion question and reply to the answer of one other student

[Dec 13-18] Final Examination Week

Textbook

Assignments and Examinations

<table>
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<tr>
<th>Assignment</th>
<th>Total Points</th>
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<tr>
<td>10 Quizzes (multiple choice, 20 points each)</td>
<td>200</td>
</tr>
<tr>
<td>10 Discussion Posts &amp; Responses (20 points each week)</td>
<td>200</td>
</tr>
</tbody>
</table>
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 historical terms and answer historical questions if you were asked. You receive full points for taking a knowledge survey: there is no grading.

2. Discussion Posts
Each week you have the opportunity to practice for the midterm and final exams by posting on the discussion board answers to posted questions, and replies to the answers given by fellow students. 14 of these posts, and 14 responses will be required - one each for every week of the course with the exception of the midterm week, and one other by week. You'll be given 10 points for each discussion post, and 10 points for each response. As long as your posts and responses make a reasonable attempt to answer the question, or engage constructively in a historical conversation with your fellow students, you'll get full points for these posts - they are an opportunity to practice the standards and thinking processes of the discipline. I'll be reading and commenting on your posts as well. I'll be looking for increasing evidence that you understand and can use historical methods and thinking processes, that you use evidence to lead you to your conclusions, and can cite that evidence, that you are learning how to engage in conversation with other historians and use the work of other historians to deepen and broaden your own thinking. This is a great opportunity to take some chances with your thinking, allow yourself to make some mistakes, and learn from them without penalties. All of the discussion questions will be potential exam questions, so it is also a chance to see what you may be tested on, and practice with that. It can also give you the chance to talk to and hear from your classmates about the questions and your answers - helping each other along in the course.
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 history. Questions will come from the information provided in lectures, class discussions, the textbook, and other sources. The essay questions will all be taken from questions featured in the weekly discussions mentioned above. By the time you take your exams, you will have had plenty of opportunities to practice for them, and had some feedback from me, and from fellow students as well. 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.

Late Assignments
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.)

Keeping Records of Your Work
Keep all quiz, exam, 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. 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)

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
Discussions may not be made up. You have a week to post each discussion.
Exams may only be made up if you provide a valid excuse, and evidence to support it.

Plagiarism Policy
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 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.

Policy on Cheating
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.

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 are more than welcome. 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.