Honolulu Community College
University of Hawai'i
General Education
Foundations Course Designation Proposal Form
For Fall 2014 – Summer 2019

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 History to 1500

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: Cynthia Smith
Initiator’s printed name 10/19/2015

Approved by: Jennifer Higa-King
Division Chair’s printed name 4/11/2016

Routed via: Kara Kam
CPC Chair’s printed name 4/15/16

Accepted by: Jonathan S. Pua
Foundation Board Chair’s printed name 4/11/2016
Application Questions for Hallmarks: History 151

Information below is based on information from syllabi of all those who teach History 151 (full time faculty and lecturers). Currently three full time History instructors and one full time American Studies instructor teach World History 151 courses. The Department also relies on a pool of 2-4 regular lecturers who teach lecture sections of World History.

1. provide students with a large-scale analysis of human development and change over time.

Where does your course best fit in the scheme: Group A – content primarily before 1500 CE.

For all sections of World History (History 151), courses analyze developments in societies beginning with pre-history and the start of early agricultural based civilizations through to the 1500s CE. Students explore societies through use of primary and secondary sources.

How will you assess this and provide evidence that students are meeting this hallmark:

All sections of History 151 taught share a common core of SLOs assessed across the department. For this hallmark, relevant SLOs are:

* demonstrate the ability to analyze and explain cause and effect relationships in history
* demonstrate an ability to compare and contrast historical experiences across cultures and time
* describe and define major historical events, ideas, places, people, and other items of historical import
* demonstrate their understanding of the historical roots of current events

Explanation of assessment (this description of process applies to all six Hallmark Responses below). Since 2013, the History Department has carried out department wide assessment of shared SLOs. Two methods of assessment are used in department coordinated assessment of shared SLOs.

1. A Knowledge Survey with questions mapped to all 5 SLOs is conducted every spring; results are discussed and analyzed in the Fall.

2. Every Fall semester an embedded assessment is carried out. One question related to one specific SLO is agreed upon and all instructors include this question in required, graded course work – either a formal assignment or exam question. All instructors select representative samples of student work (without grades or comments) and all members of the division look at them and use a rubric scoring to evaluate. The department discusses what is learned about weaknesses and strengths in student performance on this SLO, and identify strategies for improvement interpreted and implemented by individual instructors in their classrooms. All SLOs are evaluated over a 5 year period, then we begin the cycle again.
In addition, individual instructors assess student achievement of SLOs on a regular basis through formal and informal means. Methods vary based on instructor and include (but are not limited to) reflection on in-class and online work.

Assessments done for this Hallmark include:

A. **All relevant SLOs** are assessed by specifically mapped Knowledge Survey questions every spring.

B. Embedded analysis are carried out for the following SLOs related to this Hallmark:

* SLO 3: Demonstrate an ability to compare and contrast historical experiences across culture and time.
* SLO 1: Demonstrate an ability to analyze and explain cause and effect relationships in history (being assessed Fall 2015)

Assessment Results

- Student performance was weaker than desired in ability to articulate causal relations and effects.
- Comparative analyses in some cases too simplistic in nature

Improvement strategies:

- More focused class work giving students chance to practice comparative analysis.
- Build into lectures more explicit compare and contrast examples and emphases.

Assessment to be done in future: Remaining SLOs will be evaluated via department wide embedded assessment in coming Fall semesters.

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? All World History courses include coverage and analysis of influential cultures in the ancient Mediterranean: Egypt, Mesopotamia, Persians, Phoenicians, Hebrews, Greeks, Romans. Also covered are influential Asian cultures: India, China, Japan, Mongols. Emerging European societies and culture are discussed as well as the emerging Islamic world. This includes emergence and spread of the Islamic religion and culture and influential Islamic states and empires. History 151 also addresses key developments and societies in Oceania, Africa and pre Columbian Americas. Defining religious traditions and philosophical traditions are discussed, as are distinctive and defining social patterns (e.g. caste system, Confucian ideas, the polis system in Greece) and political systems.
What perspectives are employed? Though instructors differ in terms of their emphasis in class, since these are history classes all instructors necessarily include a mix of social, political, cultural and economic analyses in the coverage of these societies.

What time periods are covered? Societies are understood by looking at key developmental periods including origins and ancient roots, as well as later evolutionary and transformative experiences and events through the 1500s CE.

How will you assess this and provide evidence that students are meeting this hallmark?

All sections of History 151 taught share a common core of SLOs assessed across the department. For this hallmark, relevant SLOs are:

* summarize key ideas in history, including major world philosophies, religions, and political theories and systems
* demonstrate an ability to compare and contrast historical experiences across cultures and time
* describe and define major historical events, ideas, places, people, and other items of historical import
* demonstrate their understanding of the historical roots of current events

(see description of evaluation methods under # 1)

Assessments done for this Hallmark include:

A. All relevant SLOs are assessed by specific mapped Knowledge Survey questions every spring.

B. Embedded analysis carried out for the following SLOs related to this Hallmark:

   * SLO 2: Summarize key ideas in history, including major world philosophies, religions, and political theories and systems (specific question on world religions)

   *SLO 3: Demonstrate an ability to compare and contrast historical experiences across culture and time. (Specific question on the role / impact of geographic influences)

Assessment Results

- Students still too often communicating misconceptions/preconceptions about other religions (prejudices).
- Weakness in supporting arguments with specific evidence and analysis.
- Students weaker than desired in being able to explain cause and effect relationships. Sometimes only simplistic discussion of causal factors.
- Some students exhibit lack of sufficient grounding in basic chronology and not adequately able to trace evolving changes over time.
- Comparative analyses was in some cases too simplistic in nature.
Improvement strategies:

- Consciously address common misperceptions and correct in class lectures/discussions.
- Spend more class time explaining and giving examples of cause and effect relations, emphasizing the interplay of number of factors involved. Give classroom time and/or assignments to enable practice in making complex causal explanations.
- More conscious focus in class discussion highlighting, emphasizing comparison of parallel experiences (e.g. impact of trade or empires).
- Provide more focused in-class work giving students chance to practice comparative analysis.
- Build into lectures more explicit compare and contrast examples and emphases.

Assessment to be done in future: Remaining SLOs will be evaluated via department wide embedded assessment in coming Fall semesters.

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? An historical analysis of a particular society necessarily includes overview coverage of: defining political systems and influential events, culturally distinctive beliefs and practices and social structures and relations (and how these change over time), the impact of geographic factors, and influential technological achievements. A major emphasis in World History 151 is tracing the ways cultures interact and transformative effects of interchange occurring due to trade, migrations and war/empire, understanding how societies are impacted as a result of external and/or internal influences.

How does the course recognize diversity? Since this is a World History course, a shared feature in all sections taught is use of compare and contrast analysis to both underline shared patterns as well as make clear unique features and achievements, highlighting diversity in human societies in response to similar challenges (e.g. creating social structure, political order, religious explanations etc.) An awareness of and respect for diversity across global cultures is an integral emphasis and part of every class session, as well as a perspective emphasized in course assignments and exam questions.

In what ways are analyses integrated? Use of structured and consistently reinforced themes ensures integration of coverage of specific topics linked by a broader comparative perspective and understanding. Some themes present in all History courses include: comparison of religions (both belief systems and global spread/impact of that religion), comparison of social systems (e.g. differing hierarchies, comparative
gender and ethnic relations), comparison of state-building and empire building efforts, comparison of technological achievements etc..

How will you assess this and provide evidence that students are meeting this hallmark?

All sections of History 151 taught share a common core of SLOs assessed across the department. For this hallmark, relevant SLOs are:

* demonstrate the ability to analyze and explain cause and effect relationships in history
* summarize key ideas in history, including major world philosophies, religions, and political theories and systems
* demonstrate an ability to compare and contrast historical experiences across cultures and time
* describe and define major historical events, ideas, places, people, and other items of historical import
* demonstrate their understanding of the historical roots of current events

(see description of evaluation methods under # 1)

Assessments been done for this Hallmark include:

A. **All relevant SLOs** are assessed by specific mapped Knowledge Survey questions every spring.

B. Embedded analysis carried out for the following SLOs related to this Hallmark:

* SLO 2: Summarize key ideas in history, including major world philosophies, religions, and political theories and systems (specific question on world religions)
* SLO 3: Demonstrate an ability to compare and contrast historical experiences across culture and time. (Specific question on the role / impact of geographic influences)
* SLO 1: Demonstrate an ability to analyze and explain cause and effect relationships in history (evaluating Fall 2015)

Assessment Results:

- Some students not adequately able to trace evolving changes over time (e.g. related to spread of world religions)
- Some student work still reflected dominance of existing preconceptions, stereotypes, personal beliefs (religious) and assumed knowledge.
- Some students only discussing forces and causes in simplistic terms with lack of concrete evidence with students weaker than desired in ability to articulate causal relations and effects. Comparative analyses was in some cases too simplistic in nature.

Improvement strategies:

- Consciously address common misperceptions and correct in class lectures/discussions.
• More use of assignments (e.g. in-class writing exercises, structured discussions in class) to build skills in making a causal assertion and **supporting that** with specific examples
• More class time and possibly specific assignments to emphasize evolution, change over time, in addition to time spent on specific tenets of world religions (e.g. annotated timelines)
• More focused in class work giving students a chance to practice comparative analysis.
• Build into lectures more explicit comparing and contrasting examples and emphases.

**Assessment to be done in future:** Remaining SLOs will be evaluated via department wide embedded assessment in coming Fall semesters.

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?** Major topics covered in all History 151 courses directly related to cross-cultural interaction include analyzing: development and growth of key trade routes and what is exchanged (goods, ideas, diseases etc.); growth and impact of empires and cultural changes that result, and impact of migrations (forced and voluntary). As part of all particular societies covered, an important investigative component is addressing levels of interaction with other cultures and impacts of resulting cultural exchange.

**How will you assess this and provide evidence that students are meeting this hallmark?**

All sections of History 151 taught share a common core of SLOs assessed across the department. For this hallmark, relevant SLOs are:

* demonstrate the ability to analyze and explain cause and effect relationships in history
* summarize key ideas in history, including major world philosophies, religions, and political theories and systems
* demonstrate an ability to compare and contrast historical experiences across cultures and time
* describe and define major historical events, ideas, places, people, and other items of historical import

(see description of evaluation methods under # 1)

**Assessments been done for this Hallmark include:**

A. **All relevant SLOs** assessed by specific mapped Knowledge Survey questions every spring.

B. Embedded analysis carried out for the following SLOs related to this Hallmark:
* SLO 2: Summarize key ideas in history, including major world philosophies, religions, and political theories and systems (specific question on world religions)
*SLO 3: Demonstrate an ability to compare and contrast historical experiences across culture and time. (Specific question on the role / impact of geographic influences)
* SLO 1: Demonstrate an ability to analyze and explain cause and effect relationships in history (being evaluated Fall 2015)

In addition, individual instructors assess student achievement of SLOs on a regular basis through formal and informal means. Methods vary based on instructor and include (but are not limited to) reflection on in-class and online work.

Assessment Results

- Some students not adequately able to trace evolving changes over time (e.g. related to spread of world religions)
- Students weaker than desired in explaining cause and effect relationships. Sometimes simplistic discussion of causal factors.
- Some students communicated lack of sufficient grounding in basic chronology and being able to trace evolving changes over time (e.g. related to spread of world religions)
- Students weaker than desired in ability to articulate causal relations and effects. Comparative analyses in some cases were too simplistic in nature.

Improvement strategies:

- More class time and possibly specific assignments to emphasize evolution, change over time, in addition to time spent on specific tenets of world religions
- More conscious focus in class discussion highlighting and emphasizing comparison of parallel experiences (e.g. impact of trade or empires).
- More focused in class work giving students a chance to practice comparative analysis.
- Build into lectures more explicit comparing and contrasting examples and emphases.

Assessment to be done in future: Remaining SLOs will be evaluated via department wide embedded assessment in coming Fall semesters.

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 the course? All World History 151 courses have numerous class sessions (or online Units) related to influential Asian civilizations including India, China, Japan,
and the Mongols, as well as integrating discussion of developments in the Pacific
including Polynesian migration.

How will you assess this and provide evidence that students are meeting this hallmark?

All sections of History 151 taught share a common core of SLOs assessed across the
department. For this hallmark, relevant SLOs are:

* summarize key ideas in history, including major world philosophies, religions,
and political theories and systems

* describe and define major historical events, ideas, places, people, and other items of
historical import

(see description of evaluation methods under # 1)

Assessments been done for this Hallmark include:

A. All relevant SLOs assessed by specific mapped Knowledge Survey questions every
spring.

B. Embedded analysis carried out for the following SLOs related to this Hallmark:

* SLO 2: Summarize key ideas in history, including major world philosophies, religions,
and political theories and systems (specific question on world religions)

Assessment Results

- Students weaker than desired in terms of being able to explain cause and effect
relationships. Sometimes simplistic discussion of causal factors.
- Some students communicated lack of sufficient grounding in basic chronology and
being able to trace evolving changes over time (e.g. related to spread of world
religions)

Improvement strategies:

- More class time and possibly specific assignments to emphasize evolution, change
over time.
- More conscious focus in class discussion highlighting and emphasizing comparison
of parallel experiences (e.g. impact of trade or empires).

Assessment to be done in future: Remaining SLOs will be evaluated via department
wide embedded assessment in coming Fall semesters.
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.

**Primary and secondary source readings**

- Code of Hammurabi (Mesopotamia, example of influential codified law)
- The Rig Veda: Sacrifice as Creation (India’s caste system, priests/brahmin at the top)
- The Upanishads: Brahman and Atman (challenges to India’s caste system)
- Dao De Jing (Chinese society, spiritual beliefs)
- Han Fei: “The Five Vermin” (Chinese Legalist text)
- Lives of the Eminent Monks (Chinese text written in support of Buddhism, compared with Edict on the Suppression of Buddhism)
- Edict on the Suppression of Buddhism (Chinese text written to persecute Buddhism)
- Aristotle’s The Athenian Constitution: Territorial Sovereignty (insight into divisions of Greece)
- Plato, The Republic (dialogues about public issues and why philosophers should serve the public/city-state)
- The Apology (ancient Greece, reveals complexities of polis culture as well as influential philosophical principles of Socrates)
- The Phaedrus (ancient Greek text on topics of Rhetoric and love)
- The Art of War (ancient China, classic text on warfare)
- The Tale of Genji (ancient Japan, literary culture, alternative political and social systems)
- Tale of the Heike (Japanese text read to understand Japanese beliefs regarding honorable behavior; students consider how text justifies victory in warfare).
- Edicts of Ashoka (ancient India; dictates of a Buddhist state)
- The Travels of Ibn Battuta (Islamic travelogue, observations of other cultures)
- The Constitution of Medina (Islamic text read to develop understanding of the relationship between religion and government in the Islamic world at the time)
- Epitaph for the Honorable Menggu (Chinese text describing Mongol rule of China. Read with emphasis on considering bias in authorship.)
- Song of Roland (Medieval epic poem, comparisons of other cultures, chivalry)
- Fernand Braudel, “Towns and Cities” (an article that discusses the development of towns in Europe)
- Lynda Shaffer “Southernization” from The Journal of World History (presenting a world connected around the Indian Ocean trade region from which Westernization grew)
- Chronicles on the Inca (Spanish text describing the Incan empire and political system)

How will you assess this and provide evidence that students are meeting this hallmark?
All sections of History 151 taught share a common core of SLOs assessed across the department. For this hallmark, relevant SLOs are:

* demonstrate the ability to analyze and explain cause and effect relationships in history
* summarize key ideas in history, including major world philosophies, religions, and political theories and systems

(see description of evaluation methods under # 1)

**Assessments been done for this Hallmark include:**

A. **All relevant SLOs** assessed by specific mapped Knowledge Survey questions every spring.

B. Embedded analysis carried out for the following SLOs related to this Hallmark:

* SLO 2: Summarize key ideas in history, including major world philosophies, religions, and political theories and systems (specific question on world religions)
* SLO: Demonstrate an ability to analyze and explain cause and effect relationships in history. (being evaluated Fall 2015)

**Assessment Results**

- Some students communicated lack of adequate mastery of basic chronology and being able to trace evolving changes over time (e.g. related to spread of world religions)
- In some students’ work, general lack of specific evidence and analysis – insufficient integration of specific examples and supporting evidence with answers being too general.

**Improvement strategies:**

- If students are expected to draw evidence and information from primary sources, need structured help from the instructor in analyzing and applying insights from this material either through in-class assignments or writing assignments. An example of instructor guided analysis of primary sources is included with this application.

**Assessment to be done in future:**

Remaining SLOs will be evaluated via department wide embedded assessment in coming Fall semesters.
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?

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?

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?

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?

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?

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?
Welcome to History 151! This course is a global and historical survey focusing on human societies and cross-cultural interactions to 1500 CE. This course analyzes the historical development of human societies and their cultural traditions in all parts of the world, including Africa, the Americas, Asia, Europe, and Oceania. This class is the first part of two world history courses in the University of Hawai`i System (you are not required to take the courses in sequence).

This semester we will approach history not only as content (e.g. what happened) but also as a process, an academic perspective which involves constant analyses, interpretation, and discussion. This will involve working with not only secondary sources (literature written by scholars) but also primary sources such as artwork, letters, and literature. It is important to recognize that interpretations of history are subject to continual change. Thus, as historians (or hopefully future historians), it is important to be able to assess conflicting interpretations of history. Thinking critically about primary and secondary sources strengthens our abilities to produce strong scholarly analyses.

Regarding content, this course will focus on the histories of various societies, nations, and cultures located around the world. Throughout the semester, several themes will guide our scholarship:

1. Forced and voluntary migration and cross-cultural interaction
2. The influence of technology, goods, disease, and ideas on historical change
3. State-building, expansion, and conflict
4. The development of world religions
5. The relationship between humans, the environment, and geography
6. The significance of class, gender, and ethnicity in shaping historical experiences

Student Learning Outcomes

Students in this course will:

1. Demonstrate an ability to analyze and explain cause/effect relationships
2. Summarize key ideas in history, including major world philosophies, religions, and political theories and systems
3. Demonstrate an ability to compare and contrast historical experiences across cultures and time
4. Describe and define major historical events, ideas, places, people, and other items of historical importance
5. Demonstrate an understanding of the historical roots of current events
6. Develop research and writing/verbal skills necessary in creating and supporting an effective and original written/oral argument

Method of Instruction and Student Responsibilities

Classes will incorporate both lecture and discussion. Discussion is a critical component of this course so please come to class prepared with your thoughts, notes, readings, and questions. Students are responsible for completing all assigned readings and are expected to engage actively with the instructor and with one another. Lectures will be supplemented with visual and audio materials, in-class group activities, and writing workshops.

Textbooks and Required Materials


In addition, there may be the occasional online reading.

You are responsible for bringing materials in either electronic or paper form to class for discussion. It is important that you check the schedule every week to make sure you have completed all of the required readings.

Communication

Email and office hour visits are preferred. I will do my best to respond via email within 48 hours to all emails sent between Monday through Friday. It is required that you regularly check your UH email account for announcements.

Late Work Policy

Reading responses, quizzes, and any online assignments will not be accepted late for any reason. I realize that injury, illness, and family emergencies are tragic, and I am sympathetic to all those who experience these hardships. However, many of the activities are collaborative efforts and the entire class must participate on-time for all to benefit. In addition, you will be given numerous opportunities to complete reading responses, so be sure to manage your time throughout the semester wisely.
Parts 1, 2, and 3 of the HCC Be Aware Research Project will be accepted up to 2 weeks late. Grades will be reduced 10% per week late. Work turned in late will be graded and returned after all other on-time assignments have been dealt with.

Taking an exam late will result in a 20% deduction per week late. If you anticipate being unable to take the exam during the assigned exam time, you are allowed to take the exam early (without penalty) with instructor permission. If you need to take an exam early please notify me ASAP.

Prepare for Success  

1. **Practice respect:** During the course of the quarter, we will engage topics and themes that are politically charged. There will undoubtedly be differences in opinions, beliefs, and interpretations. While it is important that you challenge each other as well as the readings, it is equally important that you treat your peers with respect and consideration. You are never required to agree with each other or with the arguments in the texts we read—rather, the goal is to develop your skills in critical analyses and arguing within an academic context. However, it is imperative to keep in mind that the class is composed of individuals from various backgrounds with various opinions and ideas. Respect for differences is instrumental in fostering a collegial environment in which different perspectives can be exchanged, and differing points of view can be explored. As such, I require each of you to respect one another and listen to the comments offered by your peers. Healthy debates are the keystone of academic inquiry and critical thinking; verbal violence and harassment are not, and will not be tolerated under any circumstances. If you experience these types of problems in the class, whether subtle or overt, come see me or email me immediately. Students are expected to follow the HCC Student Conduct Code ([http://honolulu.hawaii.edu/intranet/policies/scc.pdf](http://honolulu.hawaii.edu/intranet/policies/scc.pdf))

2. **Come to class and be on time.** If you must miss class you are responsible for obtaining notes from a fellow student.
3. **Turn in work on time.** Assignments are due at the beginning of class on the due date.
4. **Be prepared to work hard.** Complete all assigned readings and take notes.
5. **Ask your instructor for help if you do not understand the material or anticipate having difficulty meeting deadlines due to extenuating circumstances.**
6. **Laptops are to be used for class work only and not for Facebook, web-surfing or social networking. All cellphones, ipods, and other unapproved electronic devices should be turned off and out of sight during class. Failure to comply will result in a markdown of participation points, and you will be asked to leave class.**
7. Recording class lectures is **not allowed** unless you are granted permission by the instructor. Recordings are for personal use only and may not be disseminated or shared.

8. Practice academic honesty. **Plagiarism will not be tolerated!** All instances of plagiarism will be reported to Administration. **Plagiarized work will result in an automatic F for the assignment and can result in expulsion from HCC.** 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 applicable. The definition of plagiarism, according to the University of Hawai‘i Code of Conduct, is as follows:
   a. “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.”

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**Online Communication Etiquette**

Due to the group project, a portion of class communication will most likely take place virtually. It is crucial that all members of the class practice respect for one another not only in-person, but also on discussion boards and through e-mail. Below are a few of my requirements regarding online communication.

1. Address one another politely on a first-name basis. No “Hey You!”
2. Remember that it is OK to debate another person’s ideas but it is NOT OK to attack your classmates personally.
3. When providing online feedback try to think of your comments as a sandwich. Begin with a positive comment, provide constructive criticism, and finish it off with another positive comment.
4. **ALWAYS** begin e-mails with a greeting (Dear so and so, etc), include a message, and sign your e-mails with your name (Best Wishes, name). Make sure to include a subject heading in your e-mails as well.

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**Transfer Credit**

This course transfers to UH Manoa as a Foundations Global/Multicultural list A Course

**Course Components**

1 Mid-term exam - 100 points

1 Final exam – 100 points
Both exams will cover information provided in lecture, class discussions, and readings. Completion of readings and consistent attendance are necessary steps in preparing for success on the exam. More information regarding both exams will be provided throughout the semester.

**HCC Be Aware Research Project – 100 points**
See hand out.

**Class Participation – 100 points**
Class participation is an important component of your grade. You will be given 10 opportunities randomly throughout the semester to earn 10 points toward your participation grade. Opportunities will range from an assignment on plagiarism, to in-class reflections on readings and discussions, to pop quizzes. To earn a strong participation grade, it will be necessary for you to keep up with assigned readings. If you miss class, you will not be able to make up the assignment.

**Reading Responses – 100 points**
On weeks indicated in the syllabus, reading response questions will be posted on Laulima in the Resources file. You are required to complete 5 sets of questions. Answers must be typed (1-2 pg single-spaced, 1 in. margin, 12 pt Times New Roman) and turned in in-class on the due date. Each set of questions is worth 20 points. You may choose to complete a 6th set of questions; if you do so, I will include only the 5 highest grades into your grade. If you must miss class but want to turn in an answer set you must e-mail your work to me before the start of class on the due date. **Late answer sets will NOT be accepted so please plan ahead and choose the questions you would like to respond to.** I suggest you choose questions that correspond to topics you are interested in. These are formal written responses so please carefully proofread your work in order to avoid making careless errors.

**Your final semester grade is out of 500 points. You can track your grade throughout the semester by dividing points earned by the total points possible at that time.**

**Extra Credit**
Extra credit will be given randomly through in-class activities.

**Grades**

You are required to keep all work that I return to you as proof that you have completed the assignment. You are responsible for keeping and maintaining a file of your own work.

Grades are assigned based on **performance** alone. If you would like to discuss a grade please come to my office hours prepared to discuss the details of your paper or exam. Appeals for a grade change based on a need to graduate or maintain a certain GPA have no merit in grade disputes.
Grades are **not** assigned on a curve. Grades are based on an A-F letter grading system. “I” and “N” grades will be given out at the instructor’s discretion and only due to extreme circumstances (personal/family emergencies). “I” and “N” grades will only be assigned if the student is in good standing in the class (C grade or better) and has completed at least 70% of the course.

**Students must take both exams in order to pass the class. Students must also attend class in order to pass the class.**

**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 office hours and be prepared to provide a current verification letter from SSD. (Rev. 3-29-2004).

**Course Schedule and Assigned Readings**

Unless noted otherwise, readings and assignments are listed on the day that they are DUE. Readings may change throughout the semester. Changes will be announced in class and/or through UH e-mail.

**Week 1: Evolution, the Paleolithic & Neolithic Eras, & the Agricultural Revolution**

Mon 1/12: Welcome!

Weds 1/14: Lecture  
**Due:** McKay Ch.1

**Week 2: Mesopotamian and Egyptians Civilizations ca. 3200-500 B.C.E.**

Mon 1/19: **NO CLASS!!**  
**Due:** McKay Ch. 2. Sources, Introduction.

Weds 1/21: Lecture  
**Due: Sources Ch 2:** *Gilgamesh* (pg 17-22), *Hammurabi* (pg 23-28), Assyrian Emperor’s Resume (pg 41-44), *Advice* (pg 28-32), *Hymn to the Nile* (pg 33-35),  
**Week 2 Reading Response DUE in-class**  
**Plagiarism Assignment DUE online Laulima ➔ Assignments**

**Week 3: The Foundation of Indian Society, to 300 C.E.**

Mon 1/26: Lecture  
**Due:** McKay Ch.3
Weds 1/28: Lecture/Discussion

**Due: Sources, Ch. 3:** The Buddha Obtains Enlightenment (pg 50-53), Rigveda (pg 47-49), The Laws of Manu (pg 61-66), Thirteenth Rock Edict (pg 66-68).

**Week 3 Reading Response DUE in-class**

Week 4: China’s Classical Age, to 221 B.C.E.
Mon 2/2: Lecture
**Due: McKay, Ch. 4**

Weds 2/4: Lecture/Discussion

**Sources, Ch. 4:** Book of Documents (pg 73-75), Analects (pg 76-79), Administering the Empire (pg 79-81) The Five Vermin (pg 82-84)

**Week 4 Reading Response DUE in-class**

**Part 1 of the HCC Be Aware Project is DUE online Laulima ➔ Assignments**

Week 5: HCC Be Aware Project Research Week
Mon 2/9: Meet in the library

Weds 2/11: Meet in the library

Week 6: The Greek Experience, CA. 3500-100 B.C.E.
Mon 2/16: NO CLASS!
**Due: McKay, Ch. 5**

Weds 2/18: Lecture

**Due: Sources, Ch. 5:** The Iliad (pg. 90-96), On the Murder (pg. 97-100), Apologia (pg. 100-104), Politics (pg. 105-107).

**Week 6 Reading Response DUE in-class**

Week 7: The World of Rome, 750 B.C.E.- 400 C.E.
Mon 2/23: Discussion of Sources Ch 5. /Lecture *Bring Sources to class.*
**Due: McKay Ch. 6**

Weds 2/25

**Due: Sources, Ch. 6:** The Twelve Tables (pg 116-120), Defense of Marcus Caelius (pg 121-123), Letters to and from the Emperor Trajan (pg 134-137), Apologia (pg 137-140).

**Week 7 Reading Response DUE in-class**

Week 8: East Asia and the Spread of Buddhism, 221 B.C.E.- 800 C.E.
Mon 3/2: Lecture
**Due: McKay Ch. 7**

**Literature Review due online Laulima ➔ Assignments**
Weds 3/4: Sources, Ch. 7: Lessons for Women (pg. 144-149), Lives of the Eminent Monks (pg. 258-159), Edict on the Suppression of Buddhism (pg.160-162)

**Week 8 Reading Response DUE in-class**

**Week 9: Europe and Western Asia, 200-850**
Mon 3/9: **Mid-Term**

Weds 3/11: Lecture  
Due: McKay Ch. 8

**Week 10: The Islamic World**
Mon 3/16: Lecture  
**Due: McKay Ch. 9**

Weds 3/18: Lecture  
**Due: Sources, Ch. 9:** Qur’an (pg. 184-189), The Constitution of Medina (190-192), Book of Travels (pg. 195-197).  
**Week 10 Reading Response DUE in-class**  
**Primary Source Analysis DUE online Laulima ➔ Assignments**

**SPRING BREAK No Classes March 23-27**

**Week 11: African Societies and Kingdoms, 1000 B.C.E.-1500C.E.**
Mon 3/30: Lecture  
**Due: McKay, Ch. 10**

Weds 4/1: Discussion/ Thesis & Outline workshop  
**Sources, Ch. 10:** Stele of Ezana (pg. 205-208), The Book of Routes and Realms (pg. 208-211), Gift of the Spirit (212-214), Travels in Asia and Africa (215-219).  
**Week 11 Reading Response DUE in-class**

**Week 12: Civilizations of the Americas, 2500 B.C.E.- 1500 C.E. and Early Societies of Oceania and Polynesian Migrations**
Mon 4/6: Lecture  
**Due: McKay, Ch. 11**

Weds 4/8: Group Work Day.  
**Sources, Ch. 11:** Chronicles on the Inca (pg. 229-232), Book of the Gods and Rites (pg. 233-236), From the Popul Vuh (pg. 239-242).  
**Week 12 Reading Response DUE in-class**

**Week 13: Central and Southern Asia, to 1400**
Mon 4/13: No Class. See Laulima ➔ Resources ➔ Week 13 for online activities.  
**Due: McKay, Ch. 12**
Weds 4/15: Lecture
Due: Sources, Ch. 12: The Secret History of the Mongols (pg.244-249), Epitaph for the Honorable Menggu (pg. 250-253), Travels: Description of the World (pg. 256-260), Kamasutra: About a Wife (pg. 261-264).

**Week 13 Reading Response DUE in-class**

**Week 14: Central and Southern Asia, to 1400 cont. AND East Asia 800-1400**
Mon 4/20: Discussion/Lecture *Bring Sources book to class to review Ch.12 readings.
Due: McKay, Ch. 13

Weds 4/22: Lecture/ Discussion
Sources, Ch. 13: The Tale of Genji (pg 269-271), The Tale of the Heike (pg272-277), On the Arab People (pg 279-282), Widows Loyal Unto Death (pg286-289).

**Week 14 Reading Response DUE in-class**

**Week 15: Europe in the Middle Ages, 800-1450**
Mon 4/27: Lecture
Due: McKay, Ch. 14
HCC Be Aware Project Board and Narrative DUE in-class (board) and online (narrative)

Weds 4/29: Discussion
Due: Sources, Ch. 14: History of the Expedition to Jerusalem (pg 293-295), Annals (pg 296-299), The Knight of the Cart (pg 301-305), Magna Carta (pg 306-309)

**Week 15 Reading Response DUE in-class**

**Week 16: The Renaissance, 1350-1600**
Mon 5/4: McKay, Ch. 15

Weds 5/6: LAST DAY OF CLASS!

**Peer Review of HCC Be Aware Project is DUE in-class**

**Week 17: Final Exam..... Good Luck!!!**
MW 8:30 Class: MONDAY May 11th 8:30 a.m. – 10:30 a.m.
MW 1:00 Class: WEDNESDAY May 13th 10:00 a.m. – 12:00 noon.

**NOTE:**

This course ends with the completion of the final exam. Absolutely NO assignments will be accepted after that time without prior instructor approval.
Changes may be made to this syllabus or any aspect of the course over the course of the semester. It is each student’s responsibility to regularly check their UH e-mail account for possible changes.

Track your grade!

Mid Term ______ /100
Project Part 1 ____/10
Project Part 2 ____/20
Project Part 3 ____/20
Project Part 4 ____/40
Project Part 5 ____10
Project Extra Credit _____15
Reading Response 1 ____/20
Reading Response 2 ____/20
Reading Response 3 ____/20
Reading Response 4 ____/20
Reading Response 5 ____/20
Reading Response 6 (optional- if complete eliminate lowest response score) ____/20
Class Participation Opportunity 1 ____/10
Class Participation Opportunity 2 ____/10
Class Participation Opportunity 3 ____/10
Class Participation Opportunity 4 ____/10
Class Participation Opportunity 5 ____/10
Class Participation Opportunity 6 ____/10
Class Participation Opportunity 7 ____/10
Class Participation Opportunity 8 ____/10
Class Participation Opportunity 9 ____/10
Class Participation Opportunity 10 ____/10
Additional extra credit ____
Final Exam _____/100

TOTAL: _____/500 x 100 = _____%

A- 100%-90%
B - 89%-80%
C - 79%- 70
D - 69%-60
F - 59% and below
HONOLULU COMMUNITY COLLEGE
COURSE SYLLABUS SPRING 2015
HIST 151: WORLD HISTORY TO 1500

SECTION: 24352, Tuesdays and Thursdays from 8:30 to 9:45 a.m. in Building 7, Room 601

INSTRUCTOR: Deborah Forbis

OFFICE HOUR: Building 7, Room 618, on Thursdays, or by appointment. Tel. 845-9468. E-mail address: forbis@hawaii.edu


In addition to the text, selected Internet sites will be used for exercises in critically using Web sites related to assigned historical themes.

COURSE DESCRIPTION: HIST 151 is the first semester of a two-semester course on world civilizations. In this new millennium, historians and students of history continue to look to the past like never before to find harbingers for the future. It is essential that our understanding of the past be based on a balanced appreciation of all civilizations—not only that of the Western civilization. This history course accepts the challenge of examining the major events and personalities over the past millennia that provided the civilizational sources for our 21st century. Our task as students of history (that includes me, your instructor) is to identify the historical legacies of our multicultural world and attempt to understand how they continue to influence our world in 2015—and beyond.

HIST 151 is an elective course in the Associate Science degree curriculum and a required course in the Associate Art degree curriculum. HIST 151 or HIST 152 is a basic requirement for all transfer and four-year programs in the University of Hawaii system. The course can be selected by students in two-year occupational programs to fulfill a humanities requirement for the Associate in Science degree.

COURSE REQUIREMENTS: Assignments have been designed to help students develop critical reading and writing skills by focusing on central themes in the study of history. Two tests, five dialogue exercises, fourteen 5-point quizzes, a midterm exam, History on the Internet Project, and a final exam will make up the major assignments in this course.

HISTORY ON THE INTERNET PROJECT: This course has as its overall objective developing critical skills through reading and writing assignments in history. The Internet Project is specifically designed for this purpose. Each student will write a short essay on one outstanding person in history who lived during one of the time frames that we study in HIST 151, and then locate four relevant Web sites. In collaboration with librarian Sarah Myhre, I will prepare you to identify the characteristics of good Web sites in history. After the midterm exam, a library class
will allow you to actively begin the Internet Project. I will pass out detailed guidelines with a sample assignment before we meet with Ms. Sarah Myhre. You will research one historical individual that you will be assigned at the end of the midterm exam. You need not have a connection to the Internet at home. Ms. Myhre’s Instructional Web pages (to be announced later) will show you how to use the Internet facilities on campus. If, however, this assignment presents a hardship for you, please see me after the first class to discuss.

CLASS PROCEDURES: Each class will introduce major topics that will be drawn from assigned readings in the textbook as outlined in the Tentative Class Schedule. The lecture will develop from historical terms and address major themes from the chapter under discussion. These terms and themes will be used for the two tests and the midterm and final exams. Dialogue exercises will be drawn from thematic essays in the text that will prepare students to read in depth about topics that continue to challenge historians. Tests can only be made up under emergency circumstances, and written excuses must include a supporting letter from a doctor, an employer, or a parent. These make-up tests must be completed at the HCC test center. Dialogues can be made up by a student submitting a written excuse and meeting me in the office before the dialogue deadline written below. 5-point exercises cannot be made up. They can only be taken on the assigned day in the class schedule. Test One and dialogues before the midterm must be made up by Thursday, Feb. 26. A missed midterm must be completed by Tuesday, Mar. 10. Test Two and dialogues after the midterm must be made up by Tuesday, Apr. 28. Students who disregard these make-up opportunities will receive zero for the specific assignment. The Internet Project must be turned in on time (no exceptions) or lose 10 points. I will not accept assignments by e-mail. A roll sheet will be circulated at the beginning of each class to monitor weekly attendance. A class is officially cancelled if the lecturer does not appear before 15 minutes of class time have elapsed.

GRADING SCALE: Final grades will be based on the following points scale.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Fourteen quizzes</td>
<td>70</td>
</tr>
<tr>
<td>Two tests</td>
<td>80</td>
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<tr>
<td>Five dialogues</td>
<td>50</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>60</td>
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<tr>
<td>Final exam</td>
<td>80</td>
</tr>
<tr>
<td>Internet Project</td>
<td>60</td>
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TOTAL 400 points
TENTATIVE CLASS SCHEDULE

1. T Jan 13: Defining history: making connections between the past and the present. Course overview. Using a world map to understand global interconnections. Avoiding plagiarism. **Sample Lecture:** Consensus vs. revisionism in the debate about the origin of *Homo sapiens.*

2. Th Jan 15 Chap 1: **Sample dialogue:** Consensus and revisionism in considering the migration of *Homo sapiens* (pages 8-10). Five terms from pages 2-27.

3. T Jan 20 Chap 2: **Sample 5-point quiz.** Mesopotamian societies and the first cities. (pages 28-39)

4. Th Jan 22 Chap 2: **Dialogue One:** Gilgamesh’s quest for immortality (pages 36-37).


6. Th Jan 29 Chap 3: **First 5-term quiz.** Ancient India (pages 56-77).

7. T Feb 3 Chap 4: **Second 5-term quiz.** Classical China (pages 78-101).

8. Th Feb 5 Chap 4: **Third 5-point quiz.** **Dialogue Two:** Mencius on good government (pages 92-93) **Review for Test One.**

9. T Feb 10: **Test One** on chaps 1, 2, 3, and 4.

10. Th Feb 12 Chap 5: Ancient Greece and the foundation of Western civilization (pages 102-127).

11. T Feb 17 Chap 6: **Fourth 5-point quiz.** Rome from republic to empire (pages 128-155).

12. Th Feb 19 Chap 6: **Fifth 5-point quiz.** **Dialogue Three:** Rome’s pax Romana (pages 143-144, 147).


14. Th Feb 26: **Sixth 5-point quiz.** Review for Midterm and take-home essay.

15. T Mar 3: **Midterm Exam** on chaps 5, 6, and 7.

16. Th Mar 5: Library Presentation to begin **Internet Project.**
17. T Mar 10 Chap 8: Christianity in western and eastern Europe (pages 182-207).

18. Th Mar 12 Chap 9: **Seventh 5-point quiz.** The Islamic world (pages 208-235).


20. Th Mar 19 Chap 11: **Eighth 5-point quiz.** Early Americans and the Maya (pp 264-273) and Chap 12 Pacific Island societies (pages 315-317)

**Spring Recess: Mar 23-Mar 27**

21. T Mar 31 **Ninth 5-point quiz.** Pax Mongolica (chap 12, pp. 290-304). Rough draft of essay Introduction for Internet Project is due.

22. Th Apr 2: **Tenth 5-point test.** Review for Test Two on chaps 8, 9, 11, and 12.

23. T Apr 7: **Test Two.**

24. Th Apr 9 Chap 13: Flowering Cultures of East Asia (pages 320-345)

25. T Apr 14 Chap 14: **Eleventh 5-point quiz.** Chap 14: Christianity’s Influence in Europe and the Middle Ages (pages 346-375).

26. Th Apr 16 Chap 15: **Twelfth 5-point quiz.** Chap 15: Renaissance in Western Europe (pages 376-385). Rough draft of one annotation for Internet Project.


29. T Apr 28: **Fourteenth 5-point quiz.** Chap 16: Consensus vs. revisionism in considering Zheng He as discoverer of the Americas (page 410)

30. Th Apr 30: **Internet Project due.**

31. T May 5: **Review for final exam** and take-home essay on Christopher Columbus.

32. **Day and time to come.**
COURSE OBJECTIVES FOR HIST 151

- Provide an historical and global framework for examining world history from 3000 B.C.E. to 1550 C.E.
- Gain a broad, basic, factual grasp of the course of world civilization in order to better understand contemporary global events
- Gain an understanding of the diversity of human experiences and the many ways in which these experiences can be presented and interpreted
- Develop skills in thinking critically about the past, in analyzing evidence and in reaching informed conclusion based upon such evidence
- Look at history as a process rather than a series of random events. Look at the cause and effect of and the “why, when, how, who and significance” of events that ultimately left their mark on today’s world
- Question previous interpretations of historical events and reach conclusions based on new information

Note: Please keep all your graded papers to indicate your accumulation of points in case I make mistakes. Two times before the final exam, I will total student’s points and explain the grade scale. If I make a mistake, a student can show past papers to guarantee that I have a correct total of points.

Using McKay textbook on line:

1. Go to bedfordstmartins.com/mckayworldunderstanding
2. Select Online Study Guide at Student Center Site.
3. Select Study by Chapter.
4. Choose Chapter 1.
5. Choose Step Two: Test What You Know.
6. Select Test 1. To take this multiple-choice quiz, you must register at New Student with your e-mail address and logon. Quiz questions come from these online test questions and will be used for tests and exams. Use of this text Web site is free.
History 151 – World History to 1500  
Fall 2015    Instructor: Cynthia Smith

CONTACT INFORMATION:  
Office: Building 7/ Room 618  Office Hours : Monday/Wednesday: 10:00 – 11:00;  
Tuesday/Thursday: 9:00 – 10:00; Friday by appointment.  
Phone: 845 - 9253   Email: smithcyn@hawaii.edu

REQUIRED TEXTS:  
- Additional readings (linked to, on the internet) assigned during the semester

DESCRIPTION OF THE CLASS  
This class is a lecture-based course providing a broad-based understanding of stories, patterns and insights gained from an overview of human experiences over the past 500 years. There is an emphasis on identifying historical roots of current issues and relations. The course does not (indeed, cannot) exhaustively cover all cultures during this period but rather gives a 'big picture' overview of key events as well as awareness of influential civilizations. With this as a foundation, the hope is you continue to pursue learning about areas that interest you for the rest of your life through independent reading, watching documentaries and taking other classes in history, religion, political science, geography, regional areas studies, languages and art. There are several important underlying goals and themes for this class.

COURSE GOALS  
The World Civilizations course is intended to give students a sense of the scope and diversity of human cultures and historical experience. Through a brief overview of prominent civilizations and events influencing early stages of human history, students better understand the historical context of contemporary issues as well as gain appreciation for contributions of different cultures. The emphasis is on perceiving similarities in human experiences across time and space as well as respecting the diversity of human societies and traditions. There are several general objectives for this class, areas of understanding fostered by our study of past societies:

* UNDERSTANDING THE IMPORTANCE OF ‘CRADLE’ CIVILIZATIONS: By looking at some of the earliest and most influential civilizations, we better understand the important role these critical cultures had in helping shape the world we live in today. We focus on "cradle" civilizations, early societies which first struggled with myriad challenges of urban, settled life. Because they were the "first" or most successful, they dramatically influenced later cultures and events.

* IDENTIFYING ROOTS OF CURRENT EVENTS: Deeply-rooted historical and cultural causes have contributed to - and in many cases continue to influence - issues and crises dominating the news and our attention today. To participate in and contribute to the world as an informed global citizen you must be grounded in historical foundations of contemporary beliefs, systems, events and issues. For example in this course we trace the development and spread of influential religious traditions, social systems and political ideas. Many of these systems and ideologies still impact world societies today.  

  History helps us understand the historical roots of antagonisms and differences that resulted in - and in some cases continue to fuel - current hostilities. For example historical examination of great empires of the past (e.g. Persian, Roman, Islamic or Mongol) reveals how these empires permanently changed, as well as being impacted by, societies they ruled over. Empires resulted in complex relationships, interactions and tensions still evident today.

* IDENTIFYING PATTERNS AND LESSONS IN HISTORY: An overview of world cultures, particularly ancient peoples, reveals both common patterns in human development as well as the remarkable diversity of human experience. We look at ways human actions and beliefs reflect common themes throughout time, and across the globe. We also explore and appreciate the fascinating differences between peoples, and time periods.  

  History provides us tools necessary to address problems and possibilities that confront us now, using knowledge gained by past experience to identify solutions to current crises and questions. From historical study and comparisons, and in particular by developing an ability to identify significant effects and understand root causes, we can learn - what worked? what didn’t? why? History teaches us necessary and often painfully acquired lessons from the past. Then we have the responsibility to apply this knowledge productively in our own time.
COURSE THEMES

While it may seem we are hopping across the globe and across centuries at a frenetic pace, a few key organizing, structuring themes become apparent when studying world civilizations. Throughout History 151 we continually refer to four recurring themes.

A) GEOGRAPHY - One obvious theme in human history is the fact human cultures have been and still are deeply affected by their natural surroundings. In some cases geographic settings benefitted thriving cultures, for example in Egypt. In other instances, significant burdens or obstacles resulted from geographic conditions, as in Mesopotamia. A culture’s geography often directly impacted (impacts) religious views, political organization and economic developments. The degree to which a civilization is connected to others (e.g. Greece) or isolated from them (e.g. Japan) also has significant consequences on cultures and historical experiences. Throughout this course, we look at connections between geography and development of cultures.

B) RELIGION - It is particularly important in a History 151 course - which addresses the first great cultures and peoples - that time is spent understanding different religious views societies produced. Religious beliefs and structures are at the very core of MOST cultures we study. In some instances religious beliefs were (are) the very foundation of political structures, social systems and cultural developments. Religion was and continues to be a dramatically influential factor in human history. Understanding different religious views helps us appreciate and respect the diversity of human societies.

C) THE SEARCH FOR STABILITY - A fascinating pattern in world history particularly evident in ancient cultures but also manifest in the world today is the desire to achieve stability. In general, humans do NOT like turbulence, uncertainty and instability in their lives. The need to create structures or belief systems to provide a degree of stability or certainty is another clear pattern in human cultures. Different attempted solutions to the problem of establishing social stability leads to fascinating comparisons. Some cultures attempted to create a stable society by emphasizing political solutions, others turned to rigid social structures or deeply traditional religious practices. And then there is the fascinating fact a few cultures (a small minority) de-emphasized stability in favor of a greater degree of individual freedom and mobility. Trade-offs all cultures were and still are forced to make between stability and individual freedom is a key point of comparison, critical to understanding distinctions between societies. And evaluating these trade-offs helps us better understand the choices we continue to face today.

D) ROLE OF EMPIRES - Empires have been a constant feature of human history. The impulse of societies to conquer and rule over other peoples to extract wealth, learn from them and/or impose ideas on them is a clear pattern in human history. Empires have differences and similarities we look at throughout the semester. Differences have to do with methods of conquering and ruling, which impacted those ruled under these expansionary powers. Some empires were clearly more "successful" than others. Those living under different empires had markedly different experiences. Yet underlying similarities include the fact all empires - short-lived or long, brutal or more tolerant – had the same transformative impact. All empires changed those who came under their sway. Empires inflicted damage, disruption and often destruction. But empires also brought in new ideas, created a fusion of ideas and cultures. Empires tied societies together in more tightly knit trading and communication networks, increasing cross-fertilization between peoples. Many cause and effect investigations we pursue deal with the rise and fall of empires and their significant consequences.

STUDENT LEARNING OUTCOMES:

There are specific course learning outcomes (competencies) you are expected to acquire and on which you will be evaluated in this World History course. Upon completion of this course, a student should be able to:

- demonstrate an ability to analyze and explain cause and effect relationships in history.
- summarize key ideas in history, including major world philosophies, religions, and political theories and systems.
- demonstrate an ability to compare and contrast historical experiences across cultures and time.
- describe and define major historical events, ideas, places, people, and other items of historical import.
- demonstrate their understanding of the historical roots of current events.
- synthesize complex material presented in written format
- communicate in written form to present clearly argued and supported analysis
- assess and evaluate historical material on the Internet

2
• continue investigating and analyzing historical information and issues as a lifelong learner

COURSE REQUIREMENTS

Plagiarism Assignment: We start the class with a plagiarism exercise - requiring you to read and convey your understanding of the meaning and consequences of plagiarism, including unacceptable paraphrasing. **10 pts**

Reading: You should complete assigned textbook readings by the class period indicated in the schedule. You are also given access to online class notes (my written lectures – webtext - for my distance education History 151 classes). These are linked to Laulima under ‘Online Class Notes. Though this reading is not required, it is *strongly recommended*.

Attendance: Attendance is crucial in a course covering this amount of material. If you are not in class, you are not benefiting from, nor contributing to, the knowledge derived from discussions and lectures. **15 pts**

Discussion: There are 6 discussion questions posted on Laulima (bulletin board format) during the semester. Students are to participate in 5 out of 6 of these discussions. If you do all 6 – you receive 5 points extra credit. 100% participation (5 posts) = **25 pts**

Map Exercises: Two homework exercises are assigned, requiring students to interpret historical information from online maps. **20 pts each**

Essays: There are two required essays.
• For Essay # 1, you are asked to read brief examples of *primary sources* - writings taken directly from past time periods. I provide links to selected primary source materials to read and ask questions prompting analysis of these sources. You choose one set of possible readings and write an essay responding to a specific question.
  • For Essay # 2, you choose one of a choice of 4 longer primary works (sources are linked to on the web.) **30 each; 60 points total**

Internet Exercise: There is one Internet exercise to help develop skills in researching and evaluating historical information on the Internet. **20 pts**

Term/ Idea Summaries: There are four (4) historical identification assignments requiring you to communicate your understanding of key terms and causal connections. These are intended to help you improve your ability to synthesize important concepts and explain their historical significance. These also help you prepare for the exams. **20 points each; 80 pts total**

Exams: There are two exams requiring students to convey understanding of key topics and explanations of causal relationships. A study guide is provided before each exam. **100 pts each**

Final Grade: Your final grade is based on accumulation of points.

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<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Total Points – 450</th>
</tr>
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<tbody>
<tr>
<td>Attendance</td>
<td>15 pts</td>
<td></td>
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<tr>
<td>Discussion Participation</td>
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<tr>
<td>Plagiarism Assignment</td>
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<td>Map Exercise</td>
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<tr>
<td>Essays</td>
<td>60 pts</td>
<td>360 - 404 = B</td>
</tr>
<tr>
<td>Term/Idea Summaries</td>
<td>80 pts</td>
<td>315 - 359 = C</td>
</tr>
<tr>
<td>Internet Exercise</td>
<td>20 pts</td>
<td>270 - 314 = D</td>
</tr>
<tr>
<td>Exams</td>
<td>200 pts</td>
<td>under 270 = F</td>
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</tbody>
</table>
(Note: USE OF LAUNCHPAD: For those of you who bought the new edition of this textbook - which should be all of you since it was only recently published - the new purchase came with an access code for use of publisher supplemental materials on a program called Launchpad. I will not be assigning required work for use of Launchpad but will recommend uses to you to help you master this material and will offer extra credit work using Launchpad exercises during the course of the semester.)

**Lecture and Assignment Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>TEXTBOOK PAGE NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>The Agricultural Revolution – the start of ‘Civilization’</td>
<td></td>
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<tr>
<td>August 24</td>
<td>Introduction</td>
<td></td>
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<tr>
<td></td>
<td><em>Plagiarism Exercise Assigned</em></td>
<td></td>
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<tr>
<td>Aug 26</td>
<td>The Agricultural Revolution</td>
<td>Pages: 2 - 37 (Webtext reading – Unit One)</td>
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<tr>
<td>Week Two</td>
<td>Early River Valley Based Civilizations</td>
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<tr>
<td>Aug 31</td>
<td>Mesopotamia</td>
<td>38 - 43 (Webtext reading – Unit Two)</td>
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<tr>
<td></td>
<td><em>Reading lists for Essay # 1 and Essay # 2 assigned</em></td>
<td></td>
</tr>
<tr>
<td>September 2</td>
<td>Ancient Egypt</td>
<td>38-48/49 (Webtext reading – Unit Two)</td>
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<tr>
<td></td>
<td><em>Plagiarism Exercise Due</em></td>
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<tr>
<td></td>
<td><em>Semester Terms assigned</em></td>
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<tr>
<td>Week Three</td>
<td>Ancient Near East</td>
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<tr>
<td>Sept. 7</td>
<td>Holiday (Labor Day)</td>
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<tr>
<td>Sept. 9</td>
<td>Small Kingdoms and Early Empires</td>
<td>48-59 (Webtext reading – Unit Three)</td>
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<tr>
<td></td>
<td><em>Map Exercise # 1 assigned</em></td>
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<tr>
<td>Week Four</td>
<td>Ancient Near East (con.)</td>
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<tr>
<td>Sept. 14</td>
<td>Small Kingdoms/Early Empires con.</td>
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<tr>
<td>Sept. 16</td>
<td>Ancient India</td>
<td>62 - 69 (Webtext reading – Unit Four)</td>
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<tr>
<td>Week Five</td>
<td>Ancient Asian Civilizations</td>
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<tr>
<td>Sept. 21</td>
<td>Ancient India (con.)</td>
<td>69-78 (Webtext reading – Unit Four)</td>
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<tr>
<td></td>
<td><em>Internet exercise assigned</em></td>
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<tr>
<td></td>
<td><em>Map Exercise # 1 due</em></td>
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<tr>
<td>Sept. 23</td>
<td>Ancient India</td>
<td>79-85 (Webtext reading – part of Unit Six)</td>
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<tr>
<td></td>
<td><em>Terms # 1 due</em></td>
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<tr>
<td>Week Six</td>
<td>Ancient Asian Civilizations (con.)</td>
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<tr>
<td>Sept. 28</td>
<td>Ancient China</td>
<td>88-101 (Webtext reading – Unit Five)</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>Ancient China (con.)</td>
<td>101-111 (Webtext reading – Unit Six)</td>
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</tbody>
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**Week Seven  Ancient Mediterranean Societies**

October 5  Ancient China (con.)  174-188  

Oct. 7  Ancient Greece  114-121  (Webtext reading – Unit Seven)

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**Week Eight  Ancient Mediterranean Societies**

Oct. 12  Ancient Greece (con.)  121-131  

Terms # 2 due

Oct. 14  Ancient Greece (con.)  132-141  (Webtext reading – Unit Eight)

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**Week Nine  The Roman Empire**

Oct. 19  **MIDTERM EXAM**

Oct. 21  Ancient Rome  144-154  (Webtext reading – Unit Nine)

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**Week Ten  The Roman Empire (con.)**

Oct. 26  Ancient Rome (con.)  154-164

Oct. 28  Ancient Rome (con.)  164-171  

Map Exercise # 2 assigned

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**Week Eleven  European Middle Ages**

November 2  European Middle Ages  202-229/388-399  

Internet exercise due

Nov. 4  European Middle Ages (con.)  402-402/410 – 451  (Webtext reading – Unit Ten)

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**Week Twelve  Asian and Pacific Societies**

Nov. 9  Early Asian Empires and Pacific Societies  189-199/344-345/360-385  (Webtext – part of Unit Six; Unit Twelve)

Nov. 11  Holiday

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**Week Thirteen  The Emergence of Islam**

Nov. 16  Early Asian Empires and Pacific Societies (con.)  355-357  (Webtext reading – Unit Twelve)

Nov. 18  Islamic Religion and Societies  232-238  (Webtext reading – Unit Thirteen)
Week Fourteen  The Emergence of Islam (con.)
Nov. 23  Islamic World  238-245/247-251

Nov. 25  Islamic World (con.)  252-263

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Week Fifteen  Later Asian Empires
Nov. 30  Islamic Empires  Essay # 2 due  240-245/345-355
(Webtext reading – Unit Fourteen)

December 2  Mongol Empire  Terms # 4 due

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Week Sixteen  African and American Societies
Dec. 7  African Societies  266-293
(Webtext reading – Unit Fifteen)

Dec. 9  Pre-Columbian American Societies  296-325
(Webtext reading – Unit Sixteen)

FINAL EXAM WILL BE GIVEN Monday, December 14 or Wednesday, December 16

Discussion Question Assignments and Deadlines

There are 6 discussion questions posted throughout the semester. You are required to participate in 5 discussions to receive all class points for discussion participation. You are graded based on “degree of participation”: 25 points for 100% participation. You are not evaluated on the content of the comments since these comments are personal reflections “however” you need to clearly put some time and thoughts into your posted comments. If you do all 6 posts – you will receive 5 points extra credit.

DISCUSSION TOPICS AND DEADLINES
Question 1  Topic: The Agricultural Revolution  Participate no later than: Friday, September 11
Question 2  Topic: Asian Religions  Participate no later than: Friday, October 2
Question 3  Topic: Ancient Roots of Western Civilization  Participate no later than: Friday, October 30
Question 4  Topic: Asian Societies  Participate no later than: Friday, November 20
Question 5  Topic: Asian Empires  Participate no later than: Friday, December 4
Question 6  Topic: African and American Societies  Participate no later than: Friday, December 18

How to post comments:
1. Log into Laulima using your MyUH user name and password - https://aulima.hawaii.edu/portal
2. Click on the Course tab for this class: History 152
3. Click on ‘Discussions and Private Messages’ button; you should see the ‘Discussion List’ of questions.
4. Click on the Question (Forum) you are responding to. The discussion page will show posted responses to that particular question.
5. Click on the topic title (titles of the posted comments). You can either respond to posted comments of your classmates by hitting “post reply” or start a new line of discussion by adding your individual response to the class discussion question by hitting “new topic”.

How to post individual responses directly to discussion question
To post your comment in response to a specific Forum/question, click on “New Topic”. On that page, fill in: Subject - a title for your comment. Type your comments in Message body text box. Hit the submit button. (Your name will automatically be added since you are logged in to Laulima.)
How to respond to another student. There are two ways to do this.

1. On the page with the comment(s) you want to respond to, you hit “Post Reply”. This adds your comment at the bottom of the list of comments which are all linked to the original comment. So, threaded discussions emerge where a student's comment generates several related responses. To repeat - if you do not want to be linked to and responding to another student's comment, you DO NOT hit “Post Reply” - hit “New Topic”.

2. The other way to respond to another student is to go to the page with their comment and hit the "quote" button which is in the actual text box with that student's comments. Then you add your own comments, which show up as a part of the comment text box. This allows you to respond in a "direct" and clear way to one person's comments and follow up on that idea or thread.

* I have posted up one ‘Sample Discussion Question’ for practice before participating in the first assigned question.*

CLASS POLICIES - Smith/Fall 2015

LATE ASSIGNMENTS: You may turn in assignments late for partial credit but you will lose points - the later the work, the more points lost.

MISSED EXAMS: If an emergency occurs on the day of an exam and you must miss an exam, you must get in touch with me as soon as possible. You can have a make-up exam if you have a good reason and get in touch promptly.

PLAGIARISM: Plagiarism is when you take the words or specific thinking and arguments from another source and present it as your words or your analysis. This is cheating and if you have plagiarized your written work from another student, from the textbook, from the web (which is quite easy to spot and prove) or from other sources with citation, you will receive a 0 for that assignment and the possibility of failing the course. All written work must be your work, reflecting your thinking, interpretation and understanding of terms and ideas, and expressed in your words. On essays, homework assignments or exams - even if you are restating knowledge gained from other sources such as the textbook or my lectures, you must put that understanding into your words (and not cut and paste or just change a few words). You learn nothing by copying. I am understanding about most things but not cheating.

Incomplete Grade: A student can receive the ‘Incomplete’ grade if s/he does most of the class work but due to personal circumstances cannot finish all class work by the end of the semester. The student “must” contact me and request this option. The Incomplete grade gives the student the option of completing the work before the middle of the next semester. If work is not completed, the student receives the grade earned up to that point.

N Grade: In situations where major disruption prevents the student from completing the class and where a substantial amount of work is still owed, or when student performance has suffered due to extreme and unavoidable circumstances, I will give the student an 'N' grade. This grade shows up on a transcript as no credit for a course taken. Although not calculated in the HonCC grade point average, transfer institutions often interpret the N grade in different ways. N grades are given to those students who specifically request this and make their case.

LATE TO CLASS: There are often legitimate reasons why students come late or have to step out early. However, please try to keep this to a minimum and if you do come in or leave while class is in session, please minimize the disruption to me and to your fellow students.

TALKING IN CLASS: Students who talk in class to each other are showing a lack of courtesy to fellow students who are trying to concentrate on the class. I am not talking about a brief question to your neighbor, I am talking about extended audible conversations that need to wait until you are out of the class. PLEASE be a mature and responsible student by paying attention in class and not disrupting the lecture/discussion taking place with distracting conversations. If you would rather talk to your friend than listen to the lecture, do that outside the class.

BEEPERS AND CELL PHONES: There has been an explosion of cell phones and beepers brought into classrooms. It is very disruptive and discourteous to have a phone go off in class during a lecture and especially during an exam. You need to turn off/turn to silent mode all electronic devices when in class; this is particularly important during exams. This is a necessary courtesy to your fellow students.

EMAIL SUBMISSION OF WORK: If you send me email questions, updates, explanations for absences etc. PLEASE make sure you include your name in the email and write in a courteous, formal manner. There is a troubling decline in basic correspondence protocol in email students send. For your college work and for all your instructors, you should...
be practicing necessary professional communication skills when using email for formal correspondence. I will not open attachments if there is no message accompanying which explains who is submitting the work and why. In terms of homework, students may submit homework via email ONLY if there is a legitimate reason why they did not bring the hard copy to class. I will print out and grade your assignment only in special circumstances.

**ACCOMMODATIONS:** Qualified students with documented disabilities will always receive appropriate accommodations in this course. Students may obtain information on available services online at the College by going to: honolulu.hawaii.edu/disability. Specific inquiries may be made by contacting Student ACCESS at 844-2392, by e-mail at access@hcc.hawaii.edu, or by stopping by the office located in 5/107B.

**TRANSFER OF CREDIT:** This course transfers to all other UH System campuses.

**Explanation of Assignments:** To enhance student awareness of “why” assignments are given, the intellectual benefits to be gained and the relationship of the work to achieving course outcomes, I have outlined intended learning benefits to be achieved through these assignments.

**Definition of Terms:** There are four definition/identification assignments.
- These assignments are intended to ensure that students keep up with class readings, and are attending lectures and not falling behind.
- By requiring students to synthesize information in the form of definitions which include discussion of “significance” of the topic, student and instructor can identify areas of confusion and incomplete understanding early on (and hopefully clarify things) rather than having confusion or lack of understanding only become apparent during an exam.
- Students can use their written work and instructor feedback to help study for the exams.
- Weekly questions require students to write and the more writing done, the faster and more significant the improvement in a student’s written communication skills and ability to think.
- These assignments make it possible for students to build up points, contributing to a higher course grade through diligent and earnest performance of weekly assignments.

**Class Discussions:** There are five required discussion questions.
- Discussion participation provides the opportunity for students to post up ideas that are more personal, opinionated and reflective rather than composing right or wrong graded comments. It enables students who take this requirement seriously to ponder challenging issues and dilemmas, explore causal connections, and make enlightening comparisons between human experiences on their own (rather than merely relying on instructor analysis.)
- Discussion participation provides an opportunity for students to know what other students are thinking, providing the opportunity for interaction between students.
- Discussion participation enables students to share personal experiences or insights relevant to the topics. Given the varied backgrounds, life stories, cultural affiliations of HCC’s student body, there are fascinating personal insights and observations offered by students related to topics discussed.

**Map Assignments:** The two map assignments assigned.
- Working with maps promotes better understanding of geographic locations and also how borders of states and empires have changed over time, knowledge clearly critical to understanding historical events and influences. Map exercise work increases student awareness of geographic locations and relations – past and present.
- The assignments hone a student’s skill in reading maps, enhancing the ability to learn and interpret information from visual sources. Interpretation is not just of the maps themselves but also the ability to interpret information presented through historical maps and their keys.

**Essays:** There are two essays assigned based on additional readings.
- There is a clear consensus among faculty that students need to write more. One cannot become a better writer just by taking a few English classes or by just fulfilling the minimum WI requirement. Writing is a “skill” - it requires constant or at least periodic practice to sustain or improve. Ideally, students are doing formal writing every semester in at least one class. Requiring two essays is intended to help students improve in their ability to structure and organize arguments and write clearly, persuasively and directly in response to a question.
- Writing also is a proven tool which dramatically helps in thinking. The act of writing out ideas and concepts helps the brain to make connections and retain information. It is important for students to realize thorough experience how writing out arguments and ideas in a formal structure helps in the act of analyzing and making connections.
Essays provide students the chance to explore and convey their thinking about an historical topic in greater depth than weekly work or exam questions allow.

**Internet Evaluation Assignment:** There is one internet evaluation assignment.

- Students **must** know how to evaluate information presented on the web. Too many students simply trust the web as a source without fully realizing that using information on the internet requires them to be the ‘editors’, to decide what is relevant, reliable or legitimate information. Evaluating whether factual and especially opinion-based information is something to trust, to rely on is an essential skill for the 21st century student and the lifelong learner.

- Students can explore topics they have an interest in as they demonstrate their ability to evaluate historical sites. As a result, students become more aware of the kinds of material (a vast amount) available on the web related to cultures and historical topics/experiences.

**Exams:** There are two exams given.

- While exams are not fun (for students or instructors), the fact is that without the pressure, the demand of preparing for an exam, most students will not take the time to go back and review, assimilate and think about material covered. Exams prompt re-thinking past material, making the connections to information learned later clearer and more comprehensive. Reviewing past material leads to new insights and understanding as well as leading to greater assimilation of material.

- Studying for the exam requires the student to identify areas that were not very clear, this (hopefully!) prompts questions to the instructor and/or
Reading Response Week 4

Due: Sunday night at MIDNIGHT February 9. Turn in your work using the Assignments Tool on Laulima. If this is the FIRST time you are submitting a Reading Response submit your work as Reading Response 1. If this is the SECOND time you are submitting a Reading Response submit your work as Reading Response 2 and so on. Reading Responses will not be accepted late.

Instructions: Please answer all of the following questions. **You must answer all parts of the questions.** Use specific examples from the text to answer the questions. When using quotes please be sure to introduce and **analyze** the quotes. You must explain the significance of the quotes. **When using quotes cite them by including the relevant page number in parentheses.** Answers must be typed (1–2 pg **total** (not per question) single-spaced, 1 in. margin, 12 pt Times New Roman) Please do not copy and paste these instructions or the text of the questions into your assignment (they will not be counted as part of the page count).

I strongly suggest that you finish the assigned readings in *Understanding World Societies* (Mckay) before you work on this assignment. McKay will help you understand the primary sources. You can refer to the Mckay text, however, the purpose of this assignment is to analyze the primary sources in *Sources of World Societies*. You must provide specific evidence to defend your arguments from these readings.

Please title your work with the week #, your name, and the time and date our of class meetings (exp M10:00).

1. *(The Book of Documents, Analects, Administering the Empire, The Five Vermin)*
   Compare the advice these documents offer to rulers. How are they similar? How are they different? What values do Confucianism, Daoism, and Legalism believe an effective ruler must possess? If you were a Chinese emperor, which text would you use to run your empire? Why?

2. *(The Analects)* How, according to the Analects, should a son interact with his parents? What is filial piety?

3. *(The Book of Documents)* According to the text why did the Shang rebel against the Xia? What gave them the right to rebel? What types of Shang religious rituals are mentioned? What do these rituals tell us about the importance of ancestors in Confucian philosophy?