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 152
   If the course is cross listed, please provide the cross-listing:  Alpha Number

   Course Title: World History since 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: [Signature] Cynthia Smith 10/19/2015
   Initiator's printed name

   Division Chair's printed name

Routed via: [Signature] Karadeen Kah-Kalanri 4/15/16
   CPC Chair's printed name

Accepted by: [Signature] Steven T. Mendieta 4/11/2016
   Foundation Board Chair's printed name

Foundations Course Designation Proposal Form by Ross Eglita – Ver 2 (10/6/2015) – Page 1
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?
Application Questions for Hallmarks: History 152

Information below is based on information from the syllabi of all those who teach History 152 (full time faculty and lecturers). Currently three full time History instructors and one full time American Studies instructor teach World History 152 courses. The Department also relies on a pool of 2-4 regular lecturers who teach lecture sections of World History provide students with a large-scale analysis of human development and change over time.

1. Where does your course best fit in the scheme: Group B – content primarily after 1500 CE.

For all sections of World History – History 152, courses analyze developments in societies beginning with the 1500s through the late 20th and early 21st century. Students explore these 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 152 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** assessed by specific mapped Knowledge Survey questions every spring.

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

* SLO 1: Demonstrate an ability to analyze and explain cause and effect relationships in history.
* SLO 4 Describe and define major historical events, ideas, places, people, and other items of historical import
* SLO 5 Demonstrate their understanding of the historical roots of current events (carried out Fall 2015)

**Assessment Results**

- Need to strengthen student ability to provide causal explanations of major events that are more inclusive and developed.
- For some topics, student confidence in understanding of key topics is less than desired due to instructor running out of time e.g. later 20th century topics. Conversely, because instructor spends so much detailed time on favored topic, students are sometimes overwhelmed by detail and again, confidence is lower than desired.

**Improvement strategies**

- Should integrate more focused assignments and/or discussion exercises dealing with what **caused** events to help students better understand and be able to articulate cause and effect arguments.
- Instructors will reevaluate how they schedule coverage of topics to better ensure they do not run out of time near the end. Also will evaluate need to condense to broad overview treatment of complex topics versus too many minute details. Sometimes better to truncate, provide broad overview.
- To help improve coverage of topics, department will utilize online communication tools between instructors to better share resources (readings, videos, websites, class assignments/activities)

**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 during the Modern era starting in the 1500s. This includes coverage of key developments in, and exchange/conflicts between, societies in: Europe, pre and post Columbian Americas, Asia, Africa, Islamic states, and Pacific societies. Important developments in these societies are understood by analyzing impact of global empires and trade, revolutionary changes and ideas (political, social, technological, industrial), and the world wars and confrontations of the 20th century.

What perspectives are employed? Though instructors differ in their emphasis in class, all instructors necessarily include a mix of social, political, cultural and economic analyses in the coverage of these societies.

What time periods are covered? History 152 covers the late 15th and early 16th centuries through to the late 20th and early 21st centuries. This includes the age of exploration, colonization and decolonization, the age of revolution, the industrial revolution, and the turbulent global events of the 19th and 20th centuries.

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

All sections of History 152 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 assessed by specific mapped Knowledge Survey questions every spring.

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

* SLO 4 Describe and define major historical events, ideas, places, people, and other items of historical import.
* SLO 5 Demonstrate their understanding of the historical roots of current events (carried out Fall 2015)
Assessment results

- One obstacle to student learning is when students think they know something because it is touched on in popular culture e.g. WWII so they put little effort into learning new information or correcting erroneous existing preconceptions. Work they do sometimes focuses on a few prominent themes or people (e.g. Hitler) but conveys insufficient grasp of broader context and lacks a holistic and balanced understanding.
- Weakest area seems to be student appreciation for social history, likely due to prominence of political and military developments covered in classes and textbook (in particular with some instructors). Students sometimes struggle to recognize the significance of gender, class, and race in shaping human experiences of past events.

Improvement strategies:

- Should integrate more focused assignments and/or discussion exercises dealing with what caused events to help students better understand and be able to articulate cause and effect arguments.
- Instructors will share successful approaches to making history - especially social history – to include engaging primary materials from the time (e.g. media, political cartoons and images). Increased use of visuals from covered eras should increase student connection to events, motives, responses. Instructors will use technology to better share with each other these resources.

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? Historical analysis necessarily includes addressing social and cultural characteristics and changes over time, political systems and ideologies, impact of environmental factors, and intellectual as well as technological achievements. A major emphasis in World History 152 is exploring inter-cultural interchange (cultural enrichment as well as the destructive effects of conflict) that resulted from a more global world.

How does the course recognize diversity? Since this is a World History course, a shared feature in all sections taught is use of comparison and contrast 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 of class, and is addressed in course assignments and exam questions. Changes in societies over time focus on gender, ethnic, nationalist, political and religious characteristics and developments.

In what ways are analyses integrated? Use of structured and consistently reinforced themes ensures integration of coverage of specific topics linked by broader comparative perspective and understanding. Some themes present in all History 152 courses include: comparison of social systems and changes in those systems (e.g. differing hierarchies, comparison of gender relations, and ethnic/nationalist identities and relations), comparison of state-building and empire building efforts, impact of colonization and decolonization, impact of influential political ideologies, and comparison of cultural and technological achievements.

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

All sections of History 152 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 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 1: Demonstrate an ability to analyze and explain cause and effect relationships in history.
* SLO 4 Describe and define major historical events, ideas, places, people, and other items of historical import
* SLO 5 Demonstrate their understanding of the historical roots of current events (carried out Fall 2015)

Assessment Results

- Students need to strengthen discussion of causal relations with more specific supporting information.
- Weakest area seems to be student appreciation for social history.
For some topics, student confidence in understanding is less than expected due to instructor running out of time e.g. later 20th century topics.

Improvement strategies:

- Should integrate more focused assignments and/or discussion exercises dealing with what caused events to help students better understand and be able to articulate cause and effect arguments.
- Instructors will share successful approaches to making history - especially social history – to include engaging primary materials from the time (e.g. media, political cartoons and images). Increased use of visuals from covered eras should increase student connection to events, motives, responses. Instructors will use technology to better share with each other these resources.

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 152 courses directly relate to cross cultural interactions, including analyzing creation of global interactions resulting from the age of European expansion, the spread of revolutionary ideas and influences, impact of colonization, New Imperialism and decolonization, the global impact of the industrial revolution, the global nature of environmental concerns, the spread of influential ideologies and the nature of 20th century warfare. As part of all specific 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 1: Demonstrate an ability to analyze and explain cause and effect relationships in history.
* SLO 4 Describe and define major historical events, ideas, places, people, and other items of historical import

**Assessment Results**

- Discussion/assertion of causal connections are sometimes weakly made, proximity of events *implying* causation but actual cause and effect relations not adequately linked or explained. Need to further develop student abilities to support assertions with more specific supporting information.
- Students sometimes exhibit lack of mastery of important vocabulary.

**Improvement strategies:**

- Will integrate more use of visual aids and primary source materials to make clearer causes and in particular consequences of events.
- Will further emphasize mastery of terminology - ideologies, terms that distinguish complex eras etc. Instructors will share successful teaching strategies related to this goal.

**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 152 courses have several class sessions or online Units related to influential Asian civilizations including modern historical experiences in India, China, Japan, and the Islamic world. Discussion of regional relations related to expansion and colonization includes discussion of impacts on Hawaii as well as the Pacific region as a whole. In explaining global impacts of colonization as well as spread of revolutionary forces (ideas, systems, industrialization), coverage in History 152 necessarily addresses important developments in societies throughout these regions.

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 4 Describe and define major historical events, ideas, places, people, and other items of historical import

**Assessment Results**

- One area that could be improved is student understating of impact of geographic influences.
- Instructors identified a need to foster students’ ability to appreciate diverse cultures through use of primary sources.

**Improvement strategies:**

- More use of visual aids, primary source materials emphasize historical impacts on different groups. More work in class developing student skills in analyzing primary materials.
- Instructors will work to ensure inclusion of map work in course assignments.

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

6. engage students it 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 analysis and briefly explain what perspectives they represent.

Primary and Secondary source readings
Marks, Robert B., *The Origins of the Modern World.* – (alternative to the “Rise of the West” narrative, addressing history of non-Western societies that had agency in their own development and critique of logical errors in “Rise of the West” canon).

- Rizal, Jose, from *Noli me tangere* – (an example of Westernized non-Western intellectuals questioning the colonial values of the West).

- Equiano, Olaudah, from *The Interesting Narrative of the Life of Olaudah Equiano, the African* (1789) – (Equiano provides discussion of the slave trade from the perspective of an African taken captive in a number of different cultural and geographical settings)

- Excerpts from Slave Narratives (dozens of testimonies of former slaves)

- History of Japan (Discussion of Japanese trade relations with the Dutch)

- All Men are Born Free and Equal (Massachusetts yeomen discuss discontent with the leaders of the American Revolution)

- Testimonies Before Parliamentary Committees on Working Conditions (first-hand accounts of factory life during the Industrial Revolution)

- Declaration of the Rights of Man and Citizen and Declaration of the Rights of Woman and of the Woman Citizen (liberal political goals, as well as call for women’s rights)

- *Things Fall Apart* Chinua Achebe (African novel, African perspective on complex effects of New Imperialism)

- Constitution of Meiji Japan (Japan, reflection of impact of New Imperialism)

- *The 47 Ronin Story* John Allyn (Japan; cultural insights)

- World War One Poetry (European, insights into impact of modern war)

- *All Quiet on the Western Front* Erica Maria Remarque (German novel, commentary on WWI)

- On the Conditions of Peace (German dissent to the terms of WWI peace treaty)

- *Animal Farm* George Orwell (novel providing insights into totalitarianism)

- White House Press Release (White House account of the dropping of the atomic bomb on Hiroshima, to be compared with the document below).

- Interview With a Survivor of Hiroshima

- *Night,* Elie Wiesel (Jewish author, insights into the Holocaust)

- Gandhi, Mahatma, from *Hind Swaraj.* (helps students think about the process of colonialism, and the politics of decolonization).

- Handouts with facts and figures on climate change (scientific, contemporary issues)

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

All sections of History 152 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 1: Demonstrate an ability to analyze and explain cause and effect relationships in history.

**Assessment Results (identified strategies for improvement)**

- Instructors identified a need to foster students’ ability to appreciate diverse cultures through work with primary sources.

**Improvement strategies:**

- More use of visual aids, primary source materials to bring home historical impacts on different groups, e.g. WWII civilians. More work in class developing student skills in analyzing primary materials.
- To help improve coverage of topics, department will utilize online communication tools between instructors to better share resources (readings, videos, websites, class assignments/activities)

**Assessment to be done in future:** Remaining SLOs will be evaluated via department wide embedded assessment in coming Fall semesters.
History 152 – World History since 1500
Spring 2015       Instructor: Cynthia Smith

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

REQUIRED TEXTS:
- Understanding World Societies, A Brief History; Volume II since 1450, 2013.
- 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 a strong emphasis on identifying historical roots of current issues and relations. Student participation is strongly encouraged however the structure of the class is based primarily on lecture presentations. 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
1) Understanding roots of contemporary issues: By studying prominent societies, events and ideas influencing past events, we better understand how these shaped cultures THEN - and helped create the world we live in TODAY. Complex historical and cultural roots underlie critical issues we confront today. To participate in the world as an informed global citizen, you must be grounded in the history of world cultures and their interactions. By examining the influence of powerful cultures and ideas of the past, we more clearly understand current societies and relationships. As you watch/read the news, there are – daily - numerous stories directly linked to topics covered in class. Understanding the historical roots of present day issues helps you better grasp and respond to complexities of current events.

2) Identify patterns and lessons: The second objective of a World History class is gaining clearer understanding of human possibilities and failures. History provides invaluable insights that can be used to address problems and possibilities of the 21st century. We can use knowledge gained by past experiences to frame solutions to current crises and questions for example .... what (social/economic/political/cultural approach) worked? what did not? why? how do we replicate OR avoid past attempts at achieving order, prosperity, justice, progress and peace. History is the foundational discipline enabling access to invaluable, often painfully-learned, lessons from the past. Then we have the responsibility to apply this knowledge responsibly and constructively.

THEMES: Over the next 16 weeks, we look at several different regions and societies developing during the last 500 years. This amount of information might seem intimidating but you can relate topics covered to two fundamental structuring themes traced throughout this course.

GLOBAL INTERACTIONS: One dominant theme framing a History 152 class is the dramatic increase in global interactions occurring over the last 500 years. Initiated by European expeditions in the late 1400s and early 1500s, all regions of the world were tied more closely together through trade and war. Intensified interactions between diverse peoples of the world led to mixed legacies. Some consequences were beneficial, such as expanded economic growth, accelerated technological progress and inter-cultural enrichment. But evolution of a truly global world also led to tragic consequences including violent slaughter, destruction of cultures and elimination of entire societies.

Understanding events leading to the global world you live in is a core goal of this course, requiring assessment of costs and outcomes of global impacts of trade, migrations, empires and wars - the dominant features of the last 500 years in world history. Many complex and pressing issues faced in the 21st century are directly related to realities of the globalized world created over the last five centuries. You *must*understand these influential events to effectively participate in creating a future based on sustainable and respectful global relations.
REVOLUTIONS: The second significant theme underlying an overview of the last 500 years is the fact the world has changed at a dizzying pace. The degree to which humans across the globe transformed political structures, social relations, economic lives and technological capabilities over the relatively brief period of five centuries is nothing short of staggering. We cover several influential revolutions in this class - tracing effects (good and bad) on societies. Due to increased global interactions, revolutions in one corner of the world rapidly spread along trade and colonial empire links, impacting people across the globe. Today's world was decisively shaped by revolutions of the 16th - 19th centuries (1500s-1800s); these revolutionary influences "continue" to impact the world. Some revolutionary developments occurring over the last few centuries include:

- establishment of Western global dominance in cultural/political/economic terms
- emergence of an influential secular, scientific world view
- birth of ideologies such as liberalism, socialism and nationalism
- epic and ongoing effects of industrialization
- the shift in world economic power and wealth/standard of living
- the rise, fall and lingering effects of colonial empires
- significant changes in warfare and political relations
- changing, largely deteriorating, relationship of humans with the earth

These are key issues addressed in this class, themes to bear in mind as we travel across continents and through the centuries. Although the number of diverse cultures briefly investigated can seem overwhelming, behind the breathtaking variety of human beliefs and experiences are profound similarities and connections. Woven together, they create one continuous and dramatic human story. These threads lead us to our present dynamic 21st century in which we, as members of a truly global world, benefit from exhilarating opportunities but also collectively face daunting challenges.

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
- 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 152 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 choose from a list of *primary sources* (writings directly from past time periods). I provide links online and ask questions requiring you to analyze these sources. You choose one set of readings and questions to answer in the form of an essay.
- For Essay # 2, you choose one out of a list *novels* selected for this class; these are classic works providing deeper historical insights into eras covered. You choose one novel and read this at your pace during the course. Your essay in response to the question asked about that novel is due in April. **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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<tr>
<th>Attendance</th>
<th>TOTAL POINTS – 450</th>
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<tr>
<td>15 pts</td>
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<tr>
<td>Discussion Participation</td>
<td>25 pts</td>
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<tr>
<td>Plagiarism Assignment</td>
<td>10 pts</td>
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<td>Map Exercise</td>
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<td>Essays</td>
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<td>Term/Idea Summaries</td>
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<td>Internet Exercise</td>
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**Attendance     15 pts**
**Discussion Participation   25 pts**
**Plagiarism Assignment    10 pts**
**Map Exercise     40 pts**
**Essays     60 pts**
**Term/Idea Summaries    80 pts**
**Internet Exercise    20 pts**
**Exams     200 pts**

**TOTAL POINTS – 450**

- 405 - 450 = A
- 360 - 404 = B
- 315 - 359 = C
- 270 - 314 = D
- under 270 = F

**Lecture and Assignment Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>TEXTBOOK PAGE NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 13</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Plagiarism Exercise Assigned</em></td>
<td></td>
</tr>
<tr>
<td>Jan 15</td>
<td>Regional Powers and Significant Trade Links</td>
<td>xxxix - 414</td>
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<td></td>
<td>(Webtext reading – Unit One)</td>
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**Week One  Overview of the world in 15th century**

**Week Two  Emerging Global Connections**

Jan 20  
European Expansion  414 - 431; 492 - 515
*Reading lists for Essay # 1 and Essay # 2 assigned*  (Webtext reading – Unit Two)

Jan 22  
Islamic Powers  518 -543
*Plagiarism Exercise Due*  (Webtext reading – Unit Two)

**Week Three  Emerging Global Connections**
Jan 27     Ming Dynasty China

*Map Exercise # 1 assigned*

546 – 557; 565-573; 410

(Webtext reading – Unit Two)

Jan 29     Tokugawa Japan

558-565

(Webtext reading – Unit Two)

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**Week Four Age of Revolution (Intellectual, Political, Social)**

Feb 3     Intellectual and Cultural Revolution: 434 – 461; 464 - 472

Scientific Revolution/Enlightenment

*Terms assigned*

(Webtext reading – Unit Three)

Feb 5     Intellectual and Cultural Revolution con. 472 - 489

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**Week Five Age of Revolution (Intellectual, Political, Social)**

Feb 10    Political Revolution - America 576 – 584

*Internet exercise assigned*

(Webtext reading – Unit Four)

Feb 12    Political and Social Revolution- France 584 - 603

(Webtext reading – Unit Five)

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**Week Six The French and Industrial Revolutions**

Feb 17    French Revolution con.

Feb 19    Industrial Revolution 606 – 629

*Terms # 1 due*

(Webtext reading – Unit Six)

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**Week Seven The Age of New Imperialism**

Feb 24    Industrial Revolution con.

Feb 26    New Imperialism: Islamic World and India 666; 677 – 691; 694 -699

(Webtext reading – Unit Seven)

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**Week Seven The Age of New Imperialism**

March 3    New Imperialism: Africa 668-677

March 5    New Imperialism: East Asia 699-717

*Essay # 1 due*

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**Week Eight The Age of New Imperialism / Developments in the Western Hemisphere**

Mar 10    The Americas - Impact of the Age of Revolution 720 - 747

*Terms # 2 due*

(Webtext reading – Unit Eight)

Mar 12    The Americas con.

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**Week Ten The World at War**

Mar 17    MIDTERM EXAM

Mar 19    European Politics – Road to World War One 632 – 663;750-754

*Map Exercise # 2 assigned*

(Webtext reading – Unit Nine-Ten)
March 23 – 27  Spring Break

Week Eleven  World War One and its Aftermath
Mar 31  World War One  754- 768
Internet exercise due  (Webtext reading – Unit Ten)
April 2  World War One  768 – 777
(Webtext reading – Unit Eleven)

Week Twelve  The Age of Anxiety
April 7  Age of Anxiety  780 – 803
April 9  Economic Crises and Rise of Dictatorships  806-814
Map Exercise # 2 due

Week Thirteen  The Second World War
April 14  Political Extremism and Repression  814-822
(Webtext reading – Unit Twelve)
April 16  World War Two  822-835
(Webtext reading – Unit Thirteen)

Week Fourteen  World War Two and the Cold War
April 21  World War Two
Terms # 3 due

Week Fifteen Decolonization
April 28  Cold War / Decolonization  838-848; 856-865
Essay # 2 due
April 30  Decolonization  868 - 921
Terms # 4 due  (Webtext reading – Unit Fifteen)

Week Sixteen  Contemporary Issues
May 5  21st Century Challenges and Opportunities  848-856;924-954
(Webtext reading – Unit Sixteen)

FINAL EXAM WILL BE GIVEN:  Tuesday, May 12 OR Thursday, May 14

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Topic:</th>
<th>Participate no later than:</th>
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<tbody>
<tr>
<td>Question 1</td>
<td>Age of European Expansion.</td>
<td>Friday, February 1</td>
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<tr>
<td>Question 2</td>
<td>Age of Revolution.</td>
<td>Friday, March 1</td>
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<tr>
<td>Question 3</td>
<td>The Americas</td>
<td>Friday, March 15</td>
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<tr>
<td>Question 4</td>
<td>World War One and Aftermath</td>
<td>Friday, April 12</td>
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<tr>
<td>Question 5</td>
<td>Second World War</td>
<td>Friday, April 26</td>
</tr>
<tr>
<td>Question 6</td>
<td>21st Century Issues</td>
<td>Friday, May 3</td>
</tr>
</tbody>
</table>

Laulima Discussion Program - Instructions

How to post comments:
1. Log into Laulima using your MyUH user name and password - https://laulima.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.*

Tutoring Help in the class: HonCC Testing and Tutoring Center is providing free tutoring for the History 152 classes. The tutor’s name is John Paul Nartatez. He is there to help students with studying, note-taking, and preparing for the midterm and final exams. He is available for tutoring on Monday/Wednesday - 9-12pm. Students can also get in contact with him to arrange another day/time that works for you both. To make an appointment – contact him directly at: jpn8@hawaii.edu or you can email Charles Miller at the Testing & Tutoring Center to set an appointment: chmiller@hawaii.edu.

CLASS POLICIES - Smith/Spring 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 disconcerting to have a phone go off in class during a lecture and especially during an exam. You need to turn off/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.

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**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
Honolulu Community College  
Hist 152: World History Since 1500  
Fall 2015  

Instructor: Mieko Matsumoto  
Office Hours: Tues: 12:00 -1:00 pm Weds: 3:00-5:00 p.m., Thurs 12:00-1:00 pm and by appointment in 7-616  
Contact Information: miekofm@hawaii.edu  

Course Description:  
Welcome to History 152! 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 course is a global and historical survey focusing on human societies and cross-cultural interactions since 1500 CE.

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 prepare your thoughts, notes, readings, and questions prior to attending class or participating in online discussion boards. 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.

**Textbooks and Required Materials**

(Will be listed as **McKay** in the schedule)


In addition, there will be online reading.

**It is essential that you check Laulima every week to make sure you have completed all of the required readings and assignments.**

**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.** Also, you are **required** to check your UH email account regularly (daily or every other day) for announcements.

**Late Work Policy**

Reading responses, quizzes, extra credit assignments, and any online activities 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, discussion 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.

**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. Seek permission 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. Derogatory slurs of any manner will not be tolerated, use of them will have a negative impact on your grade. 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://www.honolulu.hawaii.edu/node/163)

2. **Come to class and be on time.** If you must miss class you are responsible for obtaining notes from a fellow student.

3. Be prepared to work hard. Complete all assigned readings and take notes.

4. Ask your instructor for help if you do not understand the material or anticipate having difficulty meeting deadlines due to extenuating circumstances.

5. 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 put away during class. Cellphones should not be visible during class. Failure to comply will result in a markdown of participation points, and you will be asked to leave class.

6. Recording class lectures is not allowed except in extenuating circumstances or due to Student ACCESS request. Recordings are for personal use only and may not be disseminated or shared.

7. Practice academic honesty. **Plagiarism and any other forms of cheating 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 individuals’ 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.”
**Online Communication Etiquette**

You may be asked to occasionally participate in online discussions throughout the semester. In addition, it is expected that you will engage in class related email communication. Below are a few of my requirements regarding online etiquette.

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.
5. Respond directly to discussion prompts and (unless otherwise instructed) avoid statements that are grounded in personal opinion rather than historical knowledge.

**Transfer Credit**

This course transfers to UH Manoa as a Foundations Global/Multicultural list B 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.

**Case Study- Imperialism and Decolonization – 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
(3/4-1 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. The only extra credit opportunities available will be those assigned to the class as a whole by the instructor. At the end of the semester, do not request additional assignments to boost your grade.

**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 considered for those students who have completed at least 50% of the semester coursework.

**Students must complete both exams and the Case Study project 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**

*assignments and readings are listed on the day that they are DUE*
**Week 1: The Age of Exploration**
Tues 8/25: Welcome!

Thurs 8/27: Lecture
1. READ McKay Ch.16

**Week 2: Pre-18th Century Developments in Europe**
Tues 9/1: Lecture and begin discussion of Colonialism and Imperialism for Projects
1. READ McKay Ch. 31 (pg 958 start of “Dependency and Development Theories” to pg 960. READ McKay Ch. 18, (pg 514 – pg 537 the end of “Colonial Empires of England and France.”) McKay Ch. 19 (pg 550-560 and pg 561-566 end of “Cultural Contacts and Race.” And pg 572-577 end of “Culture and Community in the Atlantic World.”)

Thurs 9/3
2. READ Sources, Ch. 17: On Divine Right pg 32-35. From Memoirs of Louis XIV

**Week 3: Forced Migrations: Africa and the Slave Trade**
Tues 9/8: Lecture
1. READ McKay, Ch.20
2. Plagiarism assignment due by midnight tonight (Laulima ➔ Assignments)

Thurs 9/10
1. READ Sources, Ch. 19: Narrative of Two Voyages to the River Sierra Leone, pg 87-89. The Interesting Narrative of Olaudah Equiano pg 90-95.
2. Week 3 Reading Response DUE today

**Week 4: China, Japan, and the Islamic Empires**
Tues 9/15: Lecture
1. READ McKay, Ch. 17 (pg. 486-493, pg 501-508) McKay, Ch. 21
2. Part 1: Project Proposal due by midnight tonight. (Laulima ➔ Assignments)

Thurs 9/17
3. READ Sources: Ch 21: History of Japan (pg 124-130), Common Sense Teachings (pg 130-134-117)
4. Week 4 Reading Response DUE today

**Week 5: Resistance, Revolution and Social Change**
Tues 9/22: Lecture
1. READ McKay Ch. 22

Thurs 9/24
2. READ Sources, Ch. 22: The Haitian Declaration of Independence (pg 155-159).
Handout: All Men are Born Free & Equal (Laulima ➔ Resources ➔ Week 5).
3. Working group meeting to discuss topics and research plan.
4. Week 5 Reading Response DUE today
Week 6: Research Week
***You are required to have chosen a research topic by this week***
Tues 9/29: RESEARCH DAY (meet in the library)

Thurs 10/1: RESEARCH DAY (meet in the library)

Week 7: The Industrial Revolution
Tues 10/6: Lecture
1. Part 2: Bibliography due by midnight tonight. (Laulima Assignments)

Thurs 10/8
1. READ McKay Ch. 23
2. READ Sources, Ch. 23 Testimonies before Parliamentary Committees on Working Conditions (pg165-170), Observations on the Effect of the Manufacturing System (pg 163-165). Ch. 24 The Communist Manifesto (pg 181-184) and Why I Became a Socialist (194 -197)
3. Week 7 Reading Response DUE today

Week 8: Nation Building in Europe
Tues 10/13: Mid-Term!!! This test will be taken in class.

Thurs 10/15:
1. READ McKay Ch. 24 (pg 712-pg 717, pg 719 – 720 section on “Liberal Reform in Great Britain.” and pg 731-740 the end of “The German Empire.” Pg 742-744 end of “The Socialist Movement)

Week 9: Nation building in the Americas and Hawai’i
Tues 10/20: Lecture
1. McKay Ch. 27 (pg 814-825 and pg 837-840).

Thurs 10/22

Week 10: Imperial Endeavors in Africa, China, and Japan
Tues 10/27: Lecture
1. READ McKay Ch. 25 (pg 750 to 764). McKay Ch. 26

Thurs 10/29
1. READ Sources, Ch. 25: “Confession and Faith” (206-208), Sources, Ch. 26 (“Letter to Queen Victoria (218-222).
2. Week 9 Reading Response DUE today
3. Part 3: Primary Source Portfolio due at the start of class

Week 11: World War I
Tues 11/3:
1. READ McKay Ch. 28 (start of the chapter through pg 871).

Thurs 11/5
1. READ Sources, Ch. 28 On the Conditions of Peace (291-294), Against a Pacifism Centered on England & America (295-298)
2. Week 11 Reading Response DUE today

**Week 12: The Aftermath of World War I**
Tues 11/10: Lecture
1. Tues 11/10: READ McKay, Ch. 28 (pg. 872-978) McKay, Ch. 29 (pg. 884–908 the end of “Japan against China.”) McKay, Ch. 30 (pg. 916-921)

Thurs 11/12: Lecture and Discussion

**Week 13: World War II & Presentation Week**
Tues 11/17: Presentation day
1. Working Group Presentations today!

Thurs 11/19: Lecture
1. READ McKay, Ch. 30 (pg. 922 to the end of the chapter)

**Week 14: WWII Continued**
Tues 11/24: Lecture and discussion
1. READ Sources, Ch. 30: White House Press Release (338-342), Interview with a Survivor of Hiroshima (342-346).
2. Week 13 Reading Response DUE Thursday midnight ➔ Laulima ➔ Assignments
3. Part 4: Working Group Presentation worksheet due by midnight tonight. ➔ (Laulima ➔ Assignments)

**Happy Thanksgiving!!!**

**Week 15: The Cold War in the Americas**
Tues 12/1: Lecture
1. READ McKay, Ch. 31 (pg 952-957 the end of “The United Nations.” Pg 980 the section on “Communist Revolution in Cuba.”)

Thurs 12/3
1. Part 5: Paper due by midnight tonight. (Laulima ➔ Assignments)

**Week 16: The Cold War and Decolonization in Asia and Africa and the End of the Cold War**
Tues 12/8: Lecture
1. READ McKay, Ch. 31 (pg 966 – 975) McKay, Ch. 32 (pg 1008 start of “South Africa Under Apartheid to 1010). Pg 1016-1025.

Thurs 12/10
2. Week 16 Reading Response DUE today.

**Week 17: Final Exam Week….. Good Luck!!!**
Final Exam: T/TH 8:30 Class- Exam on Tues 12/15
T/TH 1:00 Class- Exam on Thurs 12/17

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.
HIST 152: World History Since 1500

Fall 2015 Semester (WWW Class)

Instructor: Dr. Patrick Patterson (Dr. Pat)
Office: Building 7, Room 617
Office Hours: M-Th 11:30-1:00
Virtual Office Hours: Tuesday/Thursday 11:00-12:00
Phone: 845-9417 CRN: 20148

Course Description

History 152 is a global and historical survey focusing on human societies and cross-cultural interactions since 1500 CE.

This semester we will study global phenomena rather than approach history through civilizations and chronology. We will study the change in human societies over time. This is an evolving field that requires us to constantly evaluate new research and new ways of looking at human history. Therefore it is critical to approach the subject of history with humility and an open mind. Our scholarship will therefore be driven by questions and evidence. Our primary goal will be to learn to think in historical terms, and to use the tools of the historian to try to answer those questions.

So many things have happened in the human past that no one person can hope to know or understand them all. Therefore, all history courses follow certain themes. The first theme that any history student comes into contact with is the geographical reach and time period of her/his course. Those two designations have a huge impact on the other themes, and the questions asked in the course. This particular course challenges us to think of history in a global context, and to consider the period after 1500 CE.

1500 CE seems an arbitrary dividing line, but there are reasons for its use. In 1492 Christopher Columbus sailed from Spain and in the following year accidentally reached the Americas for the first time. In 1517, Martin Luther wrote the document that accidentally started the Protestant Reformation. The date that starts this course is right in between those two. But if that choice seems suspiciously European rather than global, you have already asked one of the key questions. Our course, since it seeks to look at the history of the human race as a whole, will rightly bring that date into question. We will begin, instead, by understanding how human culture and civilization developed within the biosphere. A closed system with finite resources, the biosphere sets natural limits to human endeavors, but also encourages human innovation in order to overcome those limits. As human populations have grown and technology has changed, the human impact on the biosphere has also grown. The development of human culture within the biosphere will thus be the primary focus of this course.
**Dr. Patrick Patterson** is Professor of History at Honolulu Community College. He recently completed his dissertation on the history of Japanese popular music between 1887 and 1952. Professor Patterson has taught classes on World History and Asian Studies for 15 years, and on J-pop and History and Film for the last 3 years. He is currently doing research on Japanese journalism in the prewar period, and is working on an article about prewar Japanese music for future publication. He enjoys learning Japanese songs for karaoke in his spare time.

**Transfer of Credit**

This course transfers to all UH System campuses. At those campuses participating in the System Foundations Agreement, this course transfers with a Foundations/Global B designation.

**Student Learning Outcomes**

By the end of this course, you will be able to:

1. Demonstrate cause/effect relationships in history.
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.
5. Demonstrate understanding of the historical roots of current events.

**Textbooks Required**


Marks, *The Origins of the Modern World, 3rd edition*

Other materials as designated (or distributed) by the instructor

**Course Requirements and Credit Hour Statement:**

World History is a challenging course. Modern World History is made more challenging by the availability of large amounts of data and the continuing debates about the meaning of past events for our own present. In this course you will have the opportunity to view our own time from a historical point of view. The course will require you to challenge your own opinions and ways of viewing the world, and to understand viewpoints of the past that are alien to you. Open-mindedness is a crucial tool to do well in this class. Historians use terms like “liberal” and “conservative,” “democratic,” and “fascist” in very specific ways that carry meanings quite different from their use in our contemporary American popular culture. You will need to pay attention to these and learn to use them with precision. To do so, at least in class, you may have to cast aside preconceptions and personal frameworks of belief in order to understand and
discuss history. In the historian’s craft, these words and others like them are tools for precise description of historical events, not platforms of self-expression. The cool thing is, learning and using these new (and old) terms and ideas well can be an exciting experience if you embrace the process and give it your best shot.

By the same token, you will be expected to do your homework, including reading, which can sometimes be heavy. History is a text-based field, by which I mean that we garner most of our information about the past from written sources (though not, thank goodness, from textbooks). This reading, and the writing and other homework that comes with it can be exciting, too. But there will be a lot on some days. Standard definitions of college student workloads suggest that students in a 3-credit course are expected to devote a minimum of 9-hours a week (135 hours/semester) to course-related work. So the course has been designed with the expectation that students will need to devote a minimum of 9 hours a week attending scheduled class meetings, completing assigned readings, working on the study questions, researching and writing papers, and studying for scheduled exams and quizzes.

In plain English, that means for this class, each day’s class readings should reflect about 6 hours of work and readings. Some of you may require less, others may require more to complete the required reading and assignments, but the 6 hours per week outside of class is a good estimate to go by. If you cannot give yourself that much time to prepare for class, you are sabotaging your chances, and you should consider dropping the course.

If you are still with me, the required coursework is specified below:

**Assignments and Examinations**

- **Attendance (10%)**: Attendance is taken in each discussion. You are required to post two discussion posts per unit/week. You will receive 5 points for each (substantive) post, for a possible attendance total of 10 points per week. If you miss discussion posts, your final grade will be reduced one grade level for every 3 unexcused absences (failures to post discussions). I understand that sometimes you have work or family responsibilities, and cannot make a post. If so, send me an email and we can work things out. If you miss a post without notice you cannot make it up.

- **Quizzes (20%)**: Quizzes will be given periodically. Some will be scheduled, others will be pop quizzes.

- **Participation (20%)**: Participation (active posting) in class discussions is required. Check in more than once a week. Two (2) discussion posts are required for each unit. The ten points for those two posts go to your attendance grade (see above). You are encouraged to post more than the required amount. Any posts beyond the first two will be included in your participation score up to 20 points per week. No set amount of points exists for each post. Instead the instructor will assign points based on the quality and quantity of your participation in the discussion. Please follow the rules for discussion as explained in the Participation section below.
• **Project or Paper (20%)**: You will be required to write a term paper or create a term project. The grade will be based on fulfilling all parts of the assignment. I will accept electronic or printed copies of papers, but projects must be presented via video. You are responsible for printing papers and bibliographies and handing me a paper copy, or sending an e-mail copy on time! Keep all copies of the papers you write on file. If you send the paper electronically, make sure that you include your last name and the assignment name in the file name (i.e. pattersonhist152termpaper.docx). Files called “history paper” will not be accepted. Also be sure to put your name in the top left corner of the paper – even those turned in electronically. Be rigorous in your writing and style.

• **Midterm Exams (10% each)**: There will be two midterm exams. Both are required in order to receive a passing grade.

• **Final Exam (20%)**: The final exam is required in order to receive a passing grade.

• If you have perfect, or near perfect attendance, and work hard at class participation, then you will get a “break” if your grade is on the borderline between two grades.

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**Participation**

Participation in class discussions, group work, debates and other class activities is required and constitutes 20% of your grade. Your participation will be noted by the instructor and scored appropriately. When asked what happened in the last class session, students have said that they don’t remember what the instructor said, “but I remember what I said.” Joining in class discussion and activities is an effective learning tool. Not doing so, just like not turning in papers or quizzes, shows that you don’t care, and will therefore have an effect on your grade. Make that effect positive? Participate actively. Overcome your fears of being wrong, and try – that is what education is about. Remember that the classroom is a safe zone. If you are speaking and you are nervous, remember that we are not judging you as a person – we are interested in your ideas about historical subjects. You are not on trial here. Likewise, if you are a member of the class, listen respectfully to what others have to say, even if you disagree with their ideas. We engage the ideas and not the person in this class.

**Rules for discussions and other class participation:***

1. Name calling (ad hominem argument) is not acceptable.
2. No rudeness, or rude language.
3. Critiquing ideas is okay if you:
   a. Use logic,
   b. Refer to evidence,
   c. Be precise and accurate.
4. Keep the discussion about history.
5. Listen to all participants.
6. Avoid disruptive actions.

Late Assignments and exams

Late papers and projects will be accepted, but at a penalty for each day beyond the deadline. I will not accept late papers/projects more than a week late unless there are some extreme circumstances.

Discussions and quizzes may not be turned in late for any reason. If you miss a discussion or quiz, you will miss those points.

Exams may be made up only with a valid medical excuse. Make-up exams will be different from exams taken by the rest of the class during the exam week. For each week an exam is late, one grade level will be taken from the score (the first week, and first grade level drop, begins on the day after the exam is due) regardless of the reason for taking the exam late. If you know in advance that you cannot be present for the exam, you may talk to the instructor to schedule an early exam.

Plagiarism

Plagiarism will not be tolerated in this class. If you do not know what plagiarism is, be sure to learn. I will be checking every paper and every discussion post for plagiarism. Any use of the words, or the ideas of another person without giving credit to them is plagiarism. Further, any re-use of your own or another student's work, turned in for another class or another assignment, is also plagiarism. According to the UH Student Conduct Code, any instance of plagiarism is grounds for expulsion.

My policy is very simple. If you plagiarize once, you fail the assignment on which plagiarism was found. There is no appeal and no credit. If you plagiarize twice, you fail the course, and the Administration will be notified.

Cheating on Exams and Quizzes

Any student who is found to be cheating will fail the course, and the administration will be notified. According to the UH Code of Student Conduct:

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

**Keeping Records of Your Work**

Keep all assignments you turn in for class, and everything that I return to you. If I require copies in order to verify grades, you must be able to provide them. This is the responsibility of the student, and helps to avoid the problems that can occur in the event of unintentional loss of data.

**Effort and Disputing Grades**

Grades in this course will be assigned based on performance only. The instructor has no way to measure how long you studied, or how hard you may have tried.

If you wish to dispute a grade, you may do so. Understand that disputes will be adjudicated based on the grading rubric for the assignment, and references to effort and time spent will have no effect. Appeals to need of a grade for GPA reasons, or need to pass in order to graduate also will have no merit in adjudicating grading disputes.

**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, Room 108A. Phone 845-9282 voice/text or 845-9272 voice/text for more information. If you have already registered your requests with SSD this semester, please contact the instructor and be prepared to provide a current verification letter from SSD. (rev. 3-29-2004)

**Student Conduct Code**

Students in this class will be expected to follow the HCC and UH student conduct code (http://honolulu.hawaii.edu/intranet/policies/scc.pdf)

**SAFE Zone**

This virtual classroom is a Safe Zone. You may disagree with other students or the instructor, but you are required to listen/read with respect and to address others' ideas seriously and respectfully. We can have a debate without intimidation or anger. Disruption, intimidation, or other forms of physical, verbal, or digital abuse or harassment will result in expulsion from the
class temporarily or permanently and will have a negative impact on grades up to and including a failing grade for assignments and/or the course as a whole.

**Last of all, a request from the instructor**

This course will only be as good as YOU the student, decide to make it. In my experience, sometimes a class is quiet and all students want to do is take notes and leave. This usually leads to boredom and a C average. Other classes are intellectually stimulating, and high energy. This usually leads to an interesting class and an A average. In some years, my students talked to each other in class, but that was about it. This led to a study-on-your-own atmosphere, and lower average grades. In other years, my students became close friends and helped each other out in study groups and during class. This often led to high grade averages and, judging from Facebook posts, lasting friendships. Many of my students from those classes still keep in touch with each other and with me many years after the class. They continue to learn and grow.

So it’s all up to you. I can only do so much, and how the class turns out will depend on YOUR effort. I’ll do my best to keep this class intellectually stimulating and fun, but your participation counts at least as much as mine. While you participate, please be respectful towards others and their views. If you are fan of history, then realize that some people are beginners and please help them learn the basics. If you are a beginner, don’t worry: by the end of the course you will have a working knowledge of the topic. Let’s work on having fun and learning a lot in this class.

And about grades – the key to success is regular attendance, daily study, and intellectual curiosity. If you come to every class, participate enthusiastically and do every assignment, I GUARANTEE you will do well in this course (and enjoy it too!)
The Nitty-Gritty – What we will do in class

We will be paying particular attention this semester to four key topics. They will be a part of nearly everything we discuss. To do well, search for these topics in the threads of lectures, discussions, and readings. Understanding how they have functioned in history will help your grade. Note: the instructor reserves the right to change readings or due dates as necessary.

**Key Topics:**

1. The causes of the Industrial Revolution
2. The Rise of Nation-States
3. The Global Wealth Gap and it’s Consequences
4. The effect of the biosphere on humans, and the human effect on the biosphere

History is driven by questions. Whenever we look at a particular topic, set of events, or time period, our investigation will be driven by the following vectors of inquiry. Look for them in lectures, readings, discussions, and on exams and quizzes. Being able to answer these questions in terms of the topics we discuss in class will help your grade.

**Vectors of Inquiry:**

A. How did people interact with their environment?
B. What new ideas, thoughts, and styles came into existence?
C. How did different societies get along with each other during a given time period?
D. How did economic systems develop and what did they depend on in terms of agriculture, trade, labor, industrialization, and the demands of consumers?
E. Who had power, and who did not, within a given culture, and why?

**Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Due</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>8/24</td>
<td>Course introduction</td>
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<td>Course introduction</td>
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<tr>
<td>8/26</td>
<td>Marks, “Introduction” (p. 1-19)</td>
<td>Map Quiz (Launchpad) for Ch. 16</td>
<td>A History of “The Rise of the West”</td>
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<td>8/31</td>
<td>Marks Ch. 1</td>
<td>Marks Intro &amp; Ch. 1 Quiz</td>
<td>Humans and the Biosphere</td>
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<tr>
<td>9/2</td>
<td>Watch David Christian’s “Big History” TED talk; Watch “The Cosmic Calendar”</td>
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<td>9/7</td>
<td>Labor Day</td>
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<tr>
<td>9/9</td>
<td>McKay Ch. 1</td>
<td>Learning Curve for Ch. 16 on Launchpad. Due 8:00 AM on 9/9</td>
<td>Multipolar globalization</td>
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<tr>
<td>Date</td>
<td>Reading</td>
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<td>9/14</td>
<td>McKay Ch. 17</td>
<td>Learning Curve for Ch. 17</td>
<td>Empire as a system of social organization</td>
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<td>Map Quiz for Ch. 17</td>
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<td>9/16</td>
<td>McKay Ch. 17</td>
<td>Thesis statement</td>
<td>Watch <em>Islam: Empire of Faith</em></td>
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<td>9/21</td>
<td>McKay Ch. 18</td>
<td>Learning Curve for Ch. 18</td>
<td>The causes and consequences of Absolute Rule</td>
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<td>Map Quiz for Ch. 18</td>
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<td>9/23</td>
<td>McKay Ch. 18</td>
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<td>The causes and consequences of constitutionally limited government</td>
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<td>9/28</td>
<td>McKay Ch. 19</td>
<td>Learning Curve for Ch. 19</td>
<td>How did enlightenment ideas and styles impact economy &amp; Politics</td>
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<td>9/30</td>
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<td>10/5</td>
<td>McKay Ch. 20</td>
<td>Learning Curve for Ch. 20</td>
<td>A Rich and Powerful Africa</td>
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<td>10/7</td>
<td>McKay Ch. 20</td>
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<td>Writing a good history essay</td>
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<td>Marks Ch. 2</td>
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<td>Reconciling Marks &amp; McKay</td>
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<tr>
<td>10/12</td>
<td>McKay Ch. 21</td>
<td>Learning Curve for Ch. 21</td>
<td>Describe trade outside of Europe. How does this compare to the ideas in</td>
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<td>Marks Ch. 3</td>
<td>Marks Ch. 2 &amp; 3 Quiz</td>
<td>the “Rise of the West” narrative?</td>
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<td>Shaeffer:</td>
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<td>“Southernization”</td>
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<td>10/14</td>
<td>McKay Ch. 21</td>
<td>Trading Map exercise</td>
<td>How did Europeans successfully join the trade world of Asia?</td>
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<td>10/19</td>
<td>McKay Ch. 22</td>
<td>Learning Curve for Ch. 22</td>
<td>Global Wealth Gap &amp; Revolution</td>
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<td>10/21</td>
<td>McKay Ch. 22</td>
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<td>Economic Systems and Politics</td>
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<td>10/26</td>
<td>McKay Ch. 23</td>
<td>Learning Curve for Ch. 23</td>
<td>Industrial Revolution Ends the Constraints of the Biological Old Regime</td>
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<td>Marks Ch. 4</td>
<td>Marks Ch. 4 Quiz</td>
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<td>10/28</td>
<td>Midterm Exam #2</td>
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<td>Midterm Exam #2</td>
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<td>11/2</td>
<td>McKay Ch. 24</td>
<td>Learning Curve for Ch. 24</td>
<td>Ideologies and Nations</td>
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<td>11/4</td>
<td>McKay Ch. 25</td>
<td>Learning Curve for Ch. 25</td>
<td>New Imperialism in Africa &amp; the Middle East</td>
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<td>11/11</td>
<td>Veterans’ Day</td>
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<td>11/16</td>
<td>McKay Ch. 27</td>
<td>Paper/Project Due</td>
<td>The Guilded Age: An Era of Limitlessness</td>
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<td>Learning Curve for Ch. 27</td>
<td>Begin Project Presentations</td>
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<td>11/18</td>
<td>McKay Ch. 28</td>
<td>Learning Curve for Ch. 28</td>
<td>WWI and Total War Project Presentations</td>
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<td>11/23</td>
<td>McKay Ch. 29</td>
<td>Learning Curve for Ch. 29</td>
<td>Asia Joins the Modern World: Limitlessness for All</td>
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<td>11/25</td>
<td>McKay Ch. 30</td>
<td>Learning Curve for Ch. 30</td>
<td>Unlimited War and Limited Resources</td>
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<td>11/30</td>
<td>McKay Ch. 31</td>
<td>Learning Curve for Ch. 31</td>
<td>Decolonization and the Problems with Sharing the Planet</td>
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<td>12/2</td>
<td>McKay Ch. 32</td>
<td>Learning Curve for Ch. 32</td>
<td>Postwar and Liberalization: Making One World Based on Economic Growth</td>
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<td>and Self-Interest</td>
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<td>12/7</td>
<td>McKay Ch. 33</td>
<td>Learning Curve for Ch. 33</td>
<td>You’re History</td>
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<tr>
<td>12/9</td>
<td>Review</td>
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<td>12/16</td>
<td>Final Exam</td>
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Term Paper/Project assignment – Analyzing a process before and after the Industrial Revolution

This paper or project requires that you choose a process of manufacturing, a system of utilizing energy, or a form of agriculture, discover how it is done now, and how it was done (or what existed in its place) before 1800. You will then explain the changes in process, market, and technology between those two end points, and analyze what specifically has changed, and which endpoint provided a more environmentally sustainable method. If you choose to write a paper, follow the style and content instructions for a paper, below. If you choose to do a project, you will, to the best of your ability, recreate the older of the two methods and demonstrate that method/mechanism to the class in real time. Both paper and project will require research, and an annotated bibliography that documents that research.

- Paper Style Guide:
  1. **Length**: 4-6 pages. (Less than 4 pages will constitute a failing grade, regardless of the quality of the paper. Use 12 point type, double space between lines.)
  2. **Due Date**: November 16 by 11:30 PM. After that time, the paper will be considered late. It is your responsibility to get the paper to me on time. I will not accept internet down time, exploded computers, or other reasons for late work.
  3. Papers may be turned in electronically or in paper form. I prefer electronic form.
  4. **Style requirements**
     a. Please use MS Word, or save in Rich Text Format.
     b. Please include your last name in the file name if turning in electronically.
     c. I will not accept floppy disks, but CD or e-mail is fine.
     d. The paper must be typed, double spaced.
     e. Paragraph beginnings must be shown with an indentation, not an extra space between paragraphs.
     f. You may use any style guide you wish, as long as you specify the guide, and remain consistent throughout the paper.
     g. The paper must include footnotes and a bibliography. Lack of footnotes (or the equivalent) will render your paper incapable of receiving higher than a C grade, and could lead to a failing grade.
     h. Footnote Style (from the Turabian style guide):
  5. Author first name last name, *book title in parenthesis*, edition, series if any (Publisher location: Publisher name, published date(s)), pages (see below)

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1 Double-spaced refers to the spacing between regular lines in the text of the paper, not to the space between paragraphs, which should be the same as between every other line. Paragraphs must be indented and follow other academic style requirements.

2 Double-spaced refers to the spacing between regular lines in the text of the paper, not to the space between paragraphs, which should be the same as between every other line. Paragraphs must be indented and follow other academic style requirements.
6. If there is no series to which the book belongs, omit that part of the note.

7. If the citation is found within an article, chapter of a multi-author book, etc., then the title of the article or chapter goes in quotes, followed by “in” and the book title., such as the citation below:

8. Footnotes should not be in boldface type – they are shown in boldface above in order to set them apart from the text as examples.

9. A useful online tool for creating footnotes and bibliographies can be found at http://www.ccm.uc.edu/performance/turabian/redo.asp
   a. The font should be Times New Roman or another serif type at 12 point.
   b. The cover page should have your name, the title of the paper, and the class information centered in four to six lines, starting 12 lines below the top margin.
   c. The bibliography must be on a separate page.
   d. Be sure to do a spelling and grammar check, and have a friend read over the paper, before you turn it in. Spelling and grammar counts in the grade.
   e. Do a final read of your paper, and make any corrections, before you turn it in to me.

- Project Guide:
  1. The project is to recreate a method/mechanism of manufacture or energy utilization from the period before 1800, then present that method/manufacture to the class and contrast it with the method/mechanism that is used today, or that has replaced it. Your goal will be to determine which method/mechanism is more sustainable environmentally.
  2. Projects must be presented to the class in real time.
  3. The project must be a working process or mechanism that you have researched and recreated (this is about finding what was actually done in the past) that can be actually demonstrated during the presentation.
  4. An annotated bibliography of the research materials you used to create the project in Turabian style (noted above in the paper guidelines) will be required.
Reading Response Week 4

Due: T/TH class: Due Thursday 9/17 in-class
Due: Weds hybrid class: Due Thursday 9/17 midnight online Laulima → Assignments

Instructions: Please answer 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 (Author’s last name, page number).** (Answers must be typed (3/4-1 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.

1. Based on the reading *History of Japan* what was the relationship between the Japanese and Dutch like? Who held the upper hand and why? What aspects of Japanese culture does Kaempfer seem most interested in describing? Why do you imagine he focused on these aspects?

2. Based on the reading *Common Sense Teachings* what were gender relations like in Japanese society? What was expected from males and females in Japanese society? In Japan what types of personal qualities and mannerism were valued?

3. Choose one quote from each of the readings that stands out to you as best representing each author’s understanding of life in Japan. Use a quote that you have not used before. In other words, choose quotes that are significant, that help the reader learn more about Japan. Explain why you think those quotes are important. (Do not use block quotes. Quotes should be 1-3 sentences.)