

**Submission for Renewal of
Hist 152: World Civilizations II
as an FG course**

**Leeward Community College
Spring 2007**

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Course Description

Hist 152: World Civilizations II

A survey of the development of world cultures, institutions and thought from 1500 A.D. to the present. Emphasis is given to broad relationships and trends and to the political, religious, economic and social changes most relevant to contemporary society.

Student Learning Outcomes

At the successful completion of this course, students should be able to demonstrate, through writing, discussion and other means that they can:

1. distinguish the characteristics of the world's major civilizations in their geographic settings;
2. develop a sense of historical time;
3. describe the interactive roles which social, religious, political, economic, scientific and technological forces have played among the civilizations of the world;
4. evaluate such historic theories as the "great person" in history or deterministic interpretations;
5. trace the development of traditional civilizations and recognize their enduring influences;
6. discuss the historical dimensions of contemporary world affairs and issues;
7. describe global processes (eg. agricultural and urban revolutions, emergence and growth of civilization, human migrations, the spread of diseases, ecological forces, imperialism, neo-imperialism, decolonization, and industrialization);
8. compare and contrast responses of the world's peoples as a result of intercultural contacts and the diffusion of ideas, institutions, and inventions;
9. draw upon their knowledge of the varieties of human experiences and their sympathetic understanding of cultures other than their own, to define their roles as citizens of the contemporary world;
10. express informed judgments on the behavior of peoples and their institutions;
11. analyze cause and effect relationships in history;
12. discuss the major attempts to decipher the ethical and fundamental questions of life posited throughout history.

Changes

No significant changes have been made in Hist 152: World Civilizations II since the original request for foundations designation was approved.

Assessment

Samples with explanation demonstrating how the Hallmarks have been met since the course was approved for FG designation.

Hallmark 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.)

World Civilizations I covers the development and changes in a variety of human societies and civilizations over a time period from ca. 1500 CE to the present.

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.

The human societies analyzed include those of Asia (East, South, Southwest, Central, and Southeast), Africa (North and sub-Saharan), the Mediterranean and Europe, the Americas (North, South, and Mesoamerica), and Oceania (including Hawaii), with coverage from 1500 CE to the present. Emphasis is placed on the development of unique cultural traditions as well as on cross-cultural encounters through migration, conquest, trade, and spread of religions or philosophies.

Class Lecture topics for a typical class:

- Transoceanic Encounters
- Age of Enlightenment
- Spread of the Ideologies of Liberalism, Nationalism, and Socialism
- The New Imperialism
- The Cold War in Global Context
- Postwar Decolonization

Study Questions:

- What specific motives prompted European overseas voyages?
- In what specific ways did the ideals of the Enlightenment challenge long-held assumptions about government and social order?
- What was the impact of the ideals of the Enlightenment and the events of the revolutionary era on the status of women?
- Summarize the economic, political, and cultural motives of nineteenth-century imperialists.
- Why did communism fail to connect with nationalism? How did this failure lead to the collapse of the Soviet empire?

Multimedia:

- *Columbian Exchange*. Traces the world-wide effects of the voyages of Columbus to the New World. Video is particularly effective at demonstrating global cause and effect. For example, students follow as the potato is introduced to Europe, then the potato famine in Ireland, leading to mass migration to America, and the role of the Irish in American politics.

Sample Exam Questions:

Instructions: Write an essay on the following. You should include an introduction and be as factual and complete as possible.

- Describe the Portuguese and Spanish phases of the European explorations of 14th through 16th centuries. In particular, what were their **goals**, and how were they carried out? In what ways could you say the world was changed as a result of these voyages and conquests?
- Explain some of the **motives** involved in the “Age of Imperialism” of the nineteenth and early twentieth centuries, and its effects on the world. In particular, explain the course of imperialism in **two** of the following: Africa, India, Ottoman Empire, China. Why were Europeans able to dominate these sometimes very old civilizations?

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.

This course takes a world historical approach by integrating political, social, economic, and cultural issues through an analysis of global processes and cross-cultural interactions. Diversity is achieved through comparison of distinctiveness in human cultures and through recognizing different points of view on the human condition.

Class Lecture topics for a typical class:

- The Scientific Revolution and its Impact on Society
- The Industrial Revolution
- Islamic Gunpowder Empires
- Modernization of Japan

Study Questions:

- How did the Ottoman Turks defeat the Byzantine empire? What was the basis of their military strength?
- What was the impact of western industrialism on the non-industrial countries of Asia and South America?
- How did Japanese reformers achieve rapid industrialization of Japan? What were the costs?

Multimedia:

- *The Ottoman Empire*. While tracing the development of the Ottoman empire, the video also highlights the distinctiveness of Ottoman society, and the interactions between the central Ottoman government and the varied and diverse peoples of the empire. Particularly good at demonstrating the persistence of local cultures in the context of a centralized empire.

Sample Exam Questions:

Instructions: Write an essay on the following. You should include an introduction and be as factual and complete as possible.

- Japan was the only non-Western country to industrialize and join the Great Powers in the late 19th century. Why was Japan able to accomplish this while other non-Western lands were unable to do so?
- How were the Muslim empires (Ottomans, Safavids, Mughals) able to gain power, expand, and maintain their systems of control? What was the role of gunpowder weapons and personalities in the expansion of these empire?

Hallmark 4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.

Hist 152 is very well suited for providing students discussion of cross-cultural interaction and exchange over time. Political, social, economic, and cultural issues are integrated through an analysis of global processes, and causes, course and consequences of these interactions are explained and explored.

Class Lecture topics for a typical class:

- European Imperialism in Africa
- The Role of Nationalism in the Decolonization
- Rise of Totalitarian Dictatorships
- World War II
- Rise of Islamist Movements

Study Questions:

- Who were the major players in the "scramble for Africa"? What were the principal objectives of this land-grab?
- What are the goals and concerns of the modern Islamist movement?
- Describe the reaction of various Latin American states to neocolonialism
- How did World War II affect civilian populations, families, and women on the home front?

Sample Exam Questions:

Instructions: Write an essay on the following. You should include an introduction and be as factual and complete as possible.

- The rise of totalitarianism was a major factor leading to World War II. Compare and contrast the various forms of totalitarianism in Italy, Germany, Japan, and the Soviet Union. How effective was this form of government in providing an orderly, prosperous society?
- Why did the French fight so tenaciously to hold onto Vietnam and Algeria, when other French colonies gained their independence with relative ease? What did these struggles cost France?

Hallmark 5. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.

The course includes multiple components examining various modern developments found throughout Asia and Oceania. Asia, Hawaii and the Pacific are also discussed in terms of the development of distinctive island cultures and the impact of colonialism, imperialism, and immigration.

Class Lecture topics for a typical class:

- Modernization of Japan
- Communist Rule of China
- Decolonization of India and Southeast Asia
- American Imperialism in the Philippines and Hawaii

Study Questions:

- What did the United States gain in the Pacific from the Spanish-American War?
- Trace the growing influence of America in the Hawaiian islands in the 19th century.
- Where did the Japanese direct their ambitions as a new imperial power? How successful were they?
- What factors led to the partition of India? What kinds of states emerged from this partition?
- What steps did the Chinese Communist Party take to transform the economy of China after the revolution?

Multimedia:

- *Hawaii's Last Queen*. A video episode of the PBS series *American Experience* that discusses the life and times of the last monarch of the Kingdom of Hawaii, Queen Lili'uokalani.
- *Act of War*. Video produced by the UH-Manoa Hawaiian Studies Program that critically discusses the overthrow of the Hawaiian monarchy in 1893 and the annexation of Hawaii by the U.S. in 1898.

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.

Students in Hist152 come to understand past human development and its affect on the present, partly through the examination of and appreciation for a variety of primary and secondary source writings. These are enhanced through the examination of archaeological remains, art, and oral traditions of the many human cultural communities.

- The textbooks used by most instructors include primary source “boxes” with excerpts from myths, histories, poems, oral traditions, and other records that allow voices from the past to speak.
- Normally, the textbooks also include images of artifacts, monuments, and artwork, as well as audio samples of music where available.
- Some instructors may use a “readings book” that includes both primary and secondary sources presenting different points of view for students to analyze.
- Other instructors may order whole books—novels, myths, and other literature—so that students can understand and discuss the points of presented in greater depth.
- Students are often required to engage in critical analysis of these readings in discussions and/or written essays.

Sample Syllabus

WORLD CIVILIZATIONS SINCE A.D. 1500
Course Syllabus

Instructor: **Phone** **Office** **Email**
Office Hours:
Class:
Web URL:

Textbook: *Bentley, Traditions and Encounters, Vol. II*

Supplementary reading: *Achebe, Things Fall Apart*

Course Description and Goals:

This course examines the path of human existence from A.D. 1500 until the present. From AD 1500 onward we see the development of true global integration. The major theme of this course

will first be to survey the expansion and eventual domination of the world by the West, including responses of the non-Western civilizations and cultures to this intrusion. We will continue this survey to examine the ultimate dissolution of the colonial empires, the appearance of a bi-polar balance of power, and finally more recent events which have witnessed the almost total triumph of various forms of democratic capitalism. Knowledge of this history is essential as citizens strive to live and prosper in the present modern world.

At the successful completion of this course, students should be able to demonstrate, through writing, discussion and other means that they can:

- distinguish the characteristics of the world's major civilizations in their geographic settings.
- develop a sense of historical time.
- describe the interactive roles which social, religious, political, economic, scientific and technological forces have played among the civilizations of the world.
- evaluate such historic theories as the "great person" in history or deterministic interpretations.
- trace the development of traditions civilizations and recognize their enduring influences.
- discuss the historical dimensions of contemporary world affairs and issues.
- describe global processes (e.g. agricultural and urban revolutions, emergence and growth of civilization, human migration, disease, ecological forces, imperialism, etc.)
- compare and contrast responses of the world's peoples as a result of intercultural contacts and the diffusion of ideas, institutions, and inventions.
- draw upon their knowledge of the varieties of human experiences and their sympathetic understanding of cultures other than their own, to define their roles as citizens of the contemporary world.
- express informed judgments on the behavior of peoples and their institutions.
- analyze cause and effect relationships in history.
- discuss the major attempts to decipher the ethical and fundamental questions of life posited throughout history.

Method of Instruction:

This course is primarily a lecture course, though videos will also be shown from time to time, and student participation in periodic discussions is expected. Students should take careful notes during lectures and video presentations, as well as read the **assigned** textbook chapters, as all will be tested in the exams and quizzes. Attendance at the lectures is particularly important, as much material will be presented that is not in the textbook.

Examinations and Grading:

1. Examinations

Two examinations will be given during the course of the session, a midterm and a final. These examinations will consist of an objective (multiple choice, fill-in-the-blank, etc) section, an identification section, and an essay section. The final examination will test material introduced after the midterm. The *midterm exam* is worth up to 100 points and the *final exam* is worth up to 120 points.

2. Quizzes

There are two types of in-class quizzes for this course:

a. There are **six** quizzes based on assigned readings from the textbook and videos shown in class. Four of the exams will contain questions of the objective variety, and two will contain both objective and short-answer questions. These quizzes are worth up to 20 points each.

b. There are **two** quizzes are based on key terms discussed during the course of the lectures. Quizzes will consist of term matching questions. These quizzes are worth up to 20 points each.

There are up to 160 total graded points for this category.

3. Take-Home Essay Paper

One short take-home paper will be assigned. This paper will be based on an assignment from the supplementary reading, and will be about 2-3 pages in length. Worth up to 30 points.

4. Extra Credit

Finally, there will be **one informal in-class paper** based on the movie which will be screened after the midterm of the course, which is worth up to 10 points of Extra Credit. There are **no makeups** for this paper. Students may also earn extra credit for participation in the discussion of the Supplementary Reading.

There is a total possible of **410** points. Grades will be based on the total number of points earned:

| | |
|-------------------|------------------------|
| A= 369-410 points | D= 246-286 points |
| B= 328-368 points | F= 245 or fewer points |
| C= 287-327 points | |

Tentative Lecture Schedule (Textbook Chapters in parenthesis)

- Week 1: Transoceanic Encounters/Transformation of Europe (23/24)
- Week 2: The Americas and Oceania (24)
- Week 3: Early Modern Africa and the Atlantic Slave Trade (26)
- Week 4: Tradition and Transformation in East Asia (27)
- Week 5: Unification of Japan/Video presentation/In-class Discussion (27)
- Week 6: Islamic Empires/Russian Empire (28/29)

- Week 7: Revolutions in the Americas (30)
- Week 8: French Revolution and Napoleon (30)/**Midterm Exam**
- Week 9: Industrial Revolution: Origins and Expansion (31)
- Week 10: Ottoman/Russian/Chinese Empires under Pressure (33)
- Week 11: European Imperialism in India and Africa (34)/Class Discussion of Achebe
- Week 12: American Imperialism in the Philippines and Hawaii (34)
- Week 13: World at War (35/37)
- Week 14: Cold War and Decolonization (38/39)
- Week 15: Creation of a Unipolar World (40)

Final Exam: Be sure to consult with the LCC Course Listing Catalogue to determine the date and time of the Final Exam.

Topics will be added or dropped according to need.

Questions for Reading Quizzes will come from the **assigned chapters** in the textbook as well as any videos that may have been screened. Questions for lecture terms quizzes will come from lecture material, and be based on the key terms introduced in class.

Absences for quizzes, exams, and discussions will only be allowed for **documented medical reasons** or with prior consent of the instructor. If you are absent, it is your responsibility to obtain the relevant class notes from a classmate.

Make-up quizzes and exams, if any, will be **solely composed of essay or short-answer questions**. These will cover the same material as the regularly scheduled tests, but will not necessarily follow any study guides that may be handed out.

Please note: the Final Exam is scheduled in advance by the college administration. *Only in the most extraordinary of circumstances will students be allowed to take the final exam at other than the scheduled time.* Please keep this in mind when making plans.

Academic dishonesty, such as cheating and plagiarism, are not condoned by Leeward Community College, and such activities can result in expulsion from the college. Please be sure to fully understand the Leeward Community College Student Conduct Code, which clearly explains the meaning of these terms.

Leeward Community College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which stipulate that no student shall be denied the

benefits of an education "solely by reason of a handicap." Students with documented disabilities who believe that they may need accommodations in this class are encouraged to contact the Coordinator of the KAKO'O 'IKE (KI) program as soon as possible to ensure that such accommodations are implemented in a timely fashion. The KI office is located in L-208, across from the elevator in the library building or call for information at 455-0421.

If you have any questions whatsoever about this course or its requirements, please talk with the instructor.

Sample Writing Assignment for Hallmark 2

Hist 152: World Civilizations II

Essay Assignment

Write a complete, 2-3 page essay on the following question. Essays are to be double-spaced, with 12-point font. Choice of font is open, but do not use a "script" or curly font for your paper. Be sure to proofread your paper before turning it in.

Essays are expected to include a clear introduction. You should state what you intend to discuss and then provide as much evidence as possible in clear, lucid English prose. Also, check your paper for continuity, and ensure that you support your arguments and statements.

During the Cold War the United States followed a policy of "containment," designed to prevent the spread of control and influence of the Soviet Union. First, explain what is meant by "Cold War," then describe the policy of Containment up to the early 1960's. In your answer be sure to discuss the major crises of the period, including the Berlin Blockade, Korean War, construction of the Berlin Wall, and especially the Cuban Missile Crisis.

Sample Writing Assignment for Hallmark 5

Hist152: World Civilizations II
In-Class Writing

Name _____

Answer the following question in 1-4 paragraphs each, beginning with an introduction, and using complete sentences in clear English prose. It is open note, and you should continue your answer on back of page.

From the portions of the video “Conquest of Hawaii” that we screened in class, discuss the important developments in the conquest of Hawaii. Keep in mind this conquest was cultural as well as physical. You must provide **specific examples** from the **video**.

Sample Writing Assignment for Hallmark 6

Hist 152: World Civilizations II

Essay Assignment

Write a complete, 2-3 page essay on the following question. Essays are to be double-spaced, with 12-point font. Choice of font is open, but do not use a “script” or curly font for your paper. Be sure to proofread your paper before turning it in.

Essays are expected to include a clear introduction. You should state what you intend to discuss and then provide as much evidence as possible in clear, lucid English prose. Also, check your paper for continuity, and ensure that you support your arguments and statements.

In *Things Fall Apart* you learned something about traditional African religion and religious practices, and the conflict between these practices and the Christianity brought by the English. Describe the traditional religion of the **Umuofia** village people, and explain—with examples—how well the traditional religion prepared the villagers for the arrival of the English?