HIST 151: World History to 1500
Fall 2013 Syllabus

<table>
<thead>
<tr>
<th>CRN</th>
<th>Days</th>
<th>Times</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>21721</td>
<td>Mon</td>
<td>5:00-7:45 pm</td>
<td>Bldg. 7, Rm. 534</td>
</tr>
<tr>
<td>21485</td>
<td>Tu/Th</td>
<td>10:00-11:15 am</td>
<td>Bldg. 7, Rm. 532</td>
</tr>
<tr>
<td>20144</td>
<td>Tu/Th</td>
<td>11:30-12:45 pm</td>
<td>Bldg. 7, Rm. 532</td>
</tr>
<tr>
<td>21667</td>
<td>Tu/Th</td>
<td>1:00-2:15 pm</td>
<td>Bldg. 7, Rm. 532</td>
</tr>
</tbody>
</table>

Honolulu Community College

I. Instructor Information

Sharleen Nakamoto Levine, Ph.D.
snnl@hawaii.edu
Office: Bldg. 7, Rm. 615
Office Hours: Mon., 4:00-5:00 pm, Tue. 2:30-3:30 pm, Thu. 8:45-9:45 am, and by appointment
Course Website: http://laulima.hawaii.edu

II. Catalog Description

HIST 151: World History to 1500 (3) FGA
A global and historical survey focusing on human societies and cross-cultural interactions to 1500 CE. (3 hrs. lect. per week)

III. 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 A designation.

IV. Disability 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. The instructor will work with you and SSD to meet your access needs based on disability.
documentation. 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.

V. Student Learning Outcomes

In this course, you will learn, and 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.
6. Develop and present an effective historical argument.
7. Demonstrate how an understanding of history impacts and/or changes your own behavior and actions.

VI. Required and Recommended Course Materials


3. Supplementary digital resources, readings, and handouts, as provided by instructor.

VII. Instructional Procedures

This course emphasizes active learning strategies in small or large group collaboration. Class sessions include: skill-building history activities, individual and collaborative projects, individual and group presentations, discussions, reflective writing, readings and analysis, and observations and critiques of material relating to history. This course also utilizes Laulima.

*Bring syllabus and Reilly/McKay text to class everyday!*
VIII. Course Requirements, Assessment, and Assignments

*Academic Requirements*

Students are expected to complete all assignments in a timely manner with care and commitment to each task.

All assignments are graded on a 2 point scale (0, 1, or 2). A zero (0) means that expectations are not met. A one (1) means the work reflects a satisfactory understanding of the assignment and topic at hand. A two (2) means the work demonstrates thoughtful reflection and/or analysis, and is clearly communicated through the use of appropriate media and conventions (use spell and grammar check to edit your own writing before turning it in).

Assignments are *weighted* differently based upon assignment expectations and the relative estimated time to complete an assignment. A *weighted multiplier* is used for each assignment to convert the 0-2 points received for each assignment into an overall percentage of the course grade (see table below).

All assignments will be submitted on Laulima in the Forums section before class on the day the assignment is due. Use a standard 12pt. font and standard 1-inch margins, double-spaced. Computers are available for student use in the HCC Computer Lab in Building 2, Room 405, tel. 845-9293 (HCC ID required, bring your own paper for printers). As noted in the *Class Schedule* you may also be required to bring some assignments to class in order to share and evaluate them with others.

**Overview of Assignments, Point Value, and Percentage of Grade**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Assignment Points Possible</th>
<th>Weighted Multiplier (possible pts./assignment)</th>
<th>Percentage of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Preparation and In-Class Participation</strong> (includes reading/writing preparation, and demonstrated through participation in class discussions and learning activities) (15 for Mon. class) (32 for Tu/Th class)</td>
<td>30 (2pts. x 15) 64 (2pts. x 32)</td>
<td>.83 (1.66 pts.possible/session) .39 (.78 pts. possible/session)</td>
<td>25</td>
</tr>
</tbody>
</table>

*Bring syllabus and Reilly/McKay text to class everyday!*
2. Blog
(2x)  
4  
(2pts. x 2)  
1.25  
(2.5 pts. possible/blog)  
5

3. Project Preparation Assignments
(5x)  
10  
(2pts. x 5)  
3.5  
(7 pts. possible/assignment)  
35

4. Final Project Presentation
(1x)  
20  
(20 pt. rubric)  
1  
(20 pts. possible)  
20

5. Final Exam Field Experience Report  
2  
(10 pts. possible)  
10

6. Final Exam Question  
(3 pt. rubric)  
1.67  
(5 pts. possible)  
5

TOTAL  
69  
1.45  
100

1. Preparation and In-Class Participation

Your preparation and in-class participation is expected, required, and graded. Because much of the work for this course is done/experienced during class time, *more than five absences for the daytime class (or more than 2 absences for the once-a-week evening class) may result in an Incomplete or lowering of overall grade*. Do not schedule trips, medical or dental appointments, airport pick-ups, neighbor island flights, or other meetings during class time. If you have an illness or family emergency, **notify Dr. Nakamoto in advance** if you will be late to or miss class. Your instructor is a reasonable person who is willing to consider exceptions, but you must follow through and communicate in a timely manner. You can reach Dr. Nakamoto at 845-9261 or snnl@hawaii.edu.

Come prepared and on time with all required materials for each class session. At the very least you will need to bring your syllabus, the Reilly/McKay text, something to write with (pen/paper) and any assignments that are due.

**Common courtesy and respect for each other is expected during and outside of class.** You are not expected to agree with the perspectives of others, but you are expected to **agree to disagree in a cordial and respectful manner** (see SAFE Zone below for details).

**Notes About Technology in Class**

*Bring syllabus and Reilly/McKay text to class everyday!*
1. The legitimate educational purpose of our class is to help prepare you for your professional career. Part of your development as a professional is learning the ability to practice and model courtesy and respect for your colleagues and instructors. Accordingly, engaging in personal emails, instant messaging, games and web surfing are not appropriate activities during class time.

2. Please do not use laptops unless they are part of a class activity.

3. Demonstrate ethical and responsible behavior during class, on the UH network, and on public social media sites (i.e., Facebook).

4. Please charge your laptop batteries before class.

5. When in class, please spend time only on the tasks associated with this course.

6. If you bring a mobile phone (or pager) to class, please turn off the ringer before class begins.

2. Blog

For some weeks, you will be responsible for posting a reflection on Laulima regarding the course material and activities. Your blog should follow the directions and deadline posted on Laulima (late blogs do not allow other students or the instructor adequate time to read, respond to, and evaluate them). Your blog should be a reflection that demonstrates critical thinking, and the ability to address others’ ideas seriously and respectfully. Your reflection should not be just a factual report or summary of the assigned reading. The instructor will provide questions to direct the discussion and promote historical analysis.

3. Project Preparation Assignments

You may work on this individually or with a partner. In order to help prepare you to present a final project during the last few weeks of the semester (10 minute presentation), you will be provided with mini-lessons on project preparation in class, and required to turn in related homework assignments that help you to develop the project step-by-step, including:

A. Choose Topic
B. Write Annotated Bibliography
C. Read and Take Notes from Primary and Secondary Sources
D. Write Thesis Statement
E. Outline Presentation

4. Final Project Presentation (10 minutes)

The final project will involve working with a partner. It will involve choosing a contemporary problem in two parts of the world to study that relates to a problem or issue in world history prior to CE 1500, such as those addressed in the Reilly

Bring syllabus and Reilly/McKay text to class everyday!
reader and McKay text. With your partner, you will research how your two cultures compare with regards to historical causes of the problem and working solutions to the problem. You should choose a historical topic that is related to your personal interests, so you can research and present about something that matters to you.

The final project presentation will involve creating a presentation (such as a powerpoint/prezi, video/imovie, dramatization/performance, model, work of art, song, etc.) that expresses an argument (thesis) about a common problem in two world cultures, and how they compare in terms of causes of the problem and working solutions for the problem. The presentation should support your thesis by using evidence drawn from a variety of relevant primary and secondary sources. By completing this project, you will have the opportunity to practice the 1st-6th Student Learning Outcomes for this course. Further details about the project’s requirements will be provided in a handout that includes a project presentation rubric.

5. Final Exam Field Experience Report

After completing the project, you are responsible for applying something you learned from the project in the real world for one or more hours. You should choose to do something that you are not in the habit of doing. You may complete this experience alone, with your partner, or with other students in the class who have a related research topic. The purpose of the field experience is to allow you the opportunity to demonstrate, in a practical and meaningful way, how an understanding of historical problems and working solutions has the potential to impact and/or change your own behavior and actions (7th Learning Outcome).

After completing the field experience, you will write your own 2-3 page, double-spaced review of the experience, which is due on the last meeting during finals week. The review should be posted on Laulima, and a hard copy should also be brought to our last meeting. At our last class meeting, you should be prepared to share your field experience with the class in small and/or large group discussions.

6. Final Exam Question

At our last meeting during finals week, besides sharing and turning in your Field Experience Report, you must be prepared to take a final exam (write several paragraphs in complete sentences) in response to a broad question from one of our world history units. A study guide of several possible short answer questions will be provided for you prior to final exam week. These are broad questions that you should be prepared to answer through engaging in our class readings, discussions, and reflective writings over the course of the semester.

Late Assignments

*Bring syllabus and Reilly/McKay text to class everyday!*
Points will be deducted for any late assignments without instructor approval. It is your responsibility to contact Dr. Nakamoto in a timely manner if you are faced with unusual circumstances that may require an extension, and/or if you do not understand something about a particular requirement/assignment.

IX. Effort and Assigning 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 the need of a grade for GPA reasons, or the need to pass in order to graduate also will have no merit in adjudicating grading disputes.

Daily preparation and participation grades and grades for assignments cannot be redone or made up in order to earn full credit (2 points). However, for project or blog assignments, you may see me in advance of the deadline if you would like feedback about your work.

Grades are assigned using the following percentages:

- A= 90-100
- B= 75-89
- C= 55-74
- D= 45-54
- F= 0-44

X. 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)

XI. SAFE Zone

This 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.

XII. Ethical Behavior and Plagiarism (Copying)

Bring syllabus and Reilly/McKay text to class everyday!
Plagiarism will not be tolerated in this class. All work you submit as yours must include proper documentation and crediting of sources. Failure to properly introduce and document paraphrased material or borrowed ideas is plagiarism. Further, any re-use of another student’s work is also plagiarism. According to the UH Student Conduct Code, any instance of plagiarism is grounds for expulsion. See the UH General and Graduate Information Catalogue under “Student Regulations” and the UH Student Conduct Code for specific guidelines related to plagiarism.

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. I do not bend on this.

XIII. Keeping Records of Your Work

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

XIV. Technology Problems and Class Work

We all use technology, and we all need to learn to manage it effectively. Problems with servers, computers, connections, and modems, among so many others, are all a part of life. They are not emergencies, and they are not an excuse for late work. Make allowances for the possibility of technology failure. Do your work early and often. Back up everything you do for this course, including emails. Email lost in cyberspace, a broken server connection, or a virus-infected computer will not be accepted as excuses or reasons for late work. If you need access to computers or assistance with using them, you may go to the HCC Computer Lab in Building 2, Room 405, tel. 845-9293 (HCC ID required).

XV. Weekly Reading

Before class each week, you are expected to complete the assigned reading, project work, and any other work for the week posted on the Course Schedule listed below. Reading should help to familiarize you with the course material for the week and enable you to participate fully in class learning activities. The analytical skills, communication skills, and historical background that you develop through reading and discussion should help you to carry out your history project.

Changes? This syllabus may be adjusted as needed if unexpected educational opportunities arise, or if unavoidable conflicts occur.

Bring syllabus and Reilly/McKay text to class everyday!