Memo to:  Barbara Leonard, Chair, UHH Congress
From:    Kenith Simmons, Assistant VC Academic Affairs
Re:      Request for Articulation

Hawaii Community College has requested that History 153 Hawaii and the World I and History 154 Hawaii and the World II be accepted in fulfillment of the UHH World Cultures Requirement in General Education. The courses currently transfer as History Low and are accepted in fulfillment of the Social Science requirement.

I have spoken with the Dean of the College of Arts and Sciences and we are in agreement that this is a Congress prerogative. Therefore, I am referring the matter to you. Enclosed, you will find extensive information about the courses.

Please let me know the disposition of the matter.
Please find copies of HawCC approved curriculum proposals that include course outlines and copies of instructor syllabi for HIST 153 and HIST 154.

I am requesting that HIST 153 and 154 be articulated to meet UHH General Education Basic Requirements – World Cultures (6 semester hours).

Thank you for your help!
MEMORANDUM

TO: Douglas Dykstra
Vice Chancellor for Academic Affairs
Hawai‘i Community College

FROM: Ronald E. Cambra
Assistant Vice Chancellor for Academic Affairs

SUBJECT: Articulation of Hawai‘i Community College Courses: Hist 153 and Hist 154

The University of Hawai‘i at Mānoa General Education Committee (GEC) has approved the Hawai‘i Community College Hist 153 and Hist 154 courses to fulfill Mānoa’s General Education Core FG (Global and Multicultural Perspectives) requirement, effective Spring 2007 to Fall 2011.

Thank you for your articulation request. Please inform appropriate individuals of the articulation approvals.

cc: Vice Chancellor Neal Smatresk
    Director Joanne Itano
    Interim Director Jan Heu
    Director Thomas Hilgers
    GEC Chair Helen Baromi
    Council of Chief Academic Officers
UNIVERSITY OF HAWAII COMMUNITY COLLEGES

PROPOSAL to INITIATE, MODIFY or DELETE A COURSE

C. MODIFICATION
   i. in alpha, number or title
   ii. in credits
   iii. in prerequisites
   iv. other (specify below)

1. TYPE OF ACTION REQUESTED: Place an “X” in the appropriate box(es)
   X A. ADDITION
   X i. Regular Course
   X ii. Experimental Course
   X iii. Other (specify)
   B. DELETION

2. ALPHA NUMBER TITLE (30 character limit, including spaces and punctuation)
   H I S T 1 5 3 H A W A I I A N D T H E W O R L D I

3. # CREDITS
   3

4. OLD ALPHA NUMBER TITLE (including experimental number and times)
   H I S T 1 5 3 H A W A I I A N D T H E W O R L D I

5. # CREDITS
   3

6. COURSE DESCRIPTION:
   History of Hawai‘i from the earliest times until the reign of Kamehameha within the context of world history.
   
   EN 102100 PR
   ENG 21 or placement in ENG 102
   ENG 22 or ESL 15 or placement in ENG 100
   
   8. Prerequisite(s) with concurrency:
   9. Co-requisite(s):

10. STUDENT CONTACT HOURS PER WEEK (based on a 15 week semester)
    Lecture ✓ Lab
    Lab Other (specify):

11. PROPOSED TERM (semester & year) of FIRST OFFERING:
    Fall X Spring Summer 2 0 0 5 (year)

12. THIS COURSE IS A:
    X MAJOR REQUIREMENT for the A.A. Degree, Liberal Arts PROGRAM
    X GENERAL EDUCATION REQUIREMENT (See Form 2, Item 9)
    X ELECTIVE Asian-Pacific

13. The PROPOSAL:
    □ INCREASES
    □ DECREASES
    X MAKES NO CHANGE IN
    The NUMBER of CREDITS REQUIRED for the PROGRAM (check one that applies)

14. SIMILAR COURSES OFFERED ELSEWHERE:

<table>
<thead>
<tr>
<th>College(s)</th>
<th>Alpha, Number &amp; Title</th>
<th>College(s)</th>
<th>Alpha, Number &amp; Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>All UH and UHCC</td>
<td>History 151</td>
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15. THIS COURSE IS:
    CURRENTLY ARTICULATED X APPROPRIATE For ARTICULATION
    NOT APPROPRIATE For ARTICULATION

16. REASON For ADDING or DELETING COURSE (Course Modifications use Attachment II):
   This course is part of the overall planning strategy in the History area and Humanities department to offer courses that reflect the interests and meet the needs of Hawaii Community College students and the greater Hawaii County community.
   
   The 2202-2010 Hawaii Community College Academic Development Plan cites the 2000 USA Diversity Index which rated Hawaii County as the most multicultural county in the nation in which Native Hawaiian and Other Pacific Islanders comprised one third of our county and direct service area. In addition, Hawaiian culture is one of the four cornerstones that frame the educational experience for our faculty, staff and students. Moreover, the ADP states “The College is a center for the study of Hawaiian Culture, with emphasis on the practice, perpetuation and evolution of the culture.”

May 8, 2005

With this clear directive, the history area with the unanimous support (vote

X) Front set

R. Kamakale
P. Yoshizumi

Sign page: J. Padilla
Records Counseling

FAO D. Kalei
WH

L. Zinnik
taken at department meeting) of the Humanities Department created this course as part of a two semester Hawaii and the World History course that will evaluate and analyze the history of Hawaii within the context of World history. We understand that using chronology alone to synthesize world history is awkward and has become ineffective. Using a foundation (Hawaii) will assist the students in the process of synthesis and application of critical historical themes to the world in which they live. This requires critical thinking skills which are among the primary instructional objectives for this course. The trite statement “How does this relate to me?” will no longer apply. Instructors of this course will not have to draw the picture, students will already be engaged in this process which will facilitate student empowerment and success. In addition, a number of the primary instructional objectives are taken from the CCM#6004 (November 4, 1996) Cultural Environment General Education Competencies which are absent in the current courses.

Our final goal is to have the History 153 and 154 as alternatives to History 151 and 152 in the A.A. Degree core requirements. The Humanities Department has already voted (unanimous) to support this program modification. Finally, these courses are being considered by the Hawaiian Studies department as future requirements for the Hawaiian Lifestyles certificate.

PROPOSED BY:  Jennie Padilla  Date: 1/23/04
REQUESTED BY:  Tulu F. Ah Mer  Date: 3/15/04
APPROVED BY:  James F. Kennedy  Date: 4/2/04
             Curriculum Review Committee Chairperson
             Date: 4/30/04
             Faculty Senate Chairperson
             Date: 5/11/04
             Dean of Instruction
             Date: 5/19/04

Revised: May 2003
taken at department meeting) of the Humanities Department created this course as part of a two semester Hawaii and the World History course that will evaluate and analyze the history of Hawaii within the context of World history. We believe that the current History 151 and 152 course objectives are outdated and fail to meet the needs of our institution, our students and our community. Using chronology alone to synthesize world history is awkward and has become ineffective. Using a foundation (Hawaii) will assist the students in the process of synthesis and application of critical historical themes to the world in which they live. This requires critical thinking skills which are among the primary instructional objectives for this course. The trite statement “How does this relate to me?” will no longer apply. Instructors of this course will not have to draw the picture, students will already be engaged in this process which will facilitate student empowerment and success. In addition, a number of the primary instructional objectives are taken from the CCM#6004 (November 4, 1996) Cultural Environment General Education Competencies which are absent in the current courses.

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PROPOSED BY: Jennie Padilla
REQUESTED BY: Ismail Ahmed
APPROVED BY: James Schmitt
Dean of Instruction

[Signatures and dates]

Revised: May 2003

This is what was originally approved before one sentence was deleted after signatures.
1. Course Alpha & Number: H I S T 1 5

2. Assigned Codes:
   HawCC Division Liberal Arts L B
   HawCC Department Humanities H U M
   (BANNER College) ✓
   (BANNER Division) ✓

3. Other comments: (separate from course description; include recommended preparation, if any)
   ✓

4. If course is restricted then list majors below:
   a. Included majors
   b. Excluded majors

5. Cross-listed courses (if any):

6. If course is repeatable for credit, specify the maximum number of cumulative credits:
   ✓

7. Grading System:
   (check all that apply)
   x Standard letter grade ✓
   x Credit / No credit ✓

8. If Variable course credits: (check only one, a or b, then fill in credit values)
   a. Low or high (choice of low or high credit value)
      ✓
   b. Low to high (any credits between the two credit values given)

9. Degree Level Competencies: Area Requirements
   *If Item #12 on CCCM#6100 (Form 1) is checked, course fulfills General Education Area Requirement.
   AA Degree
   Asia/Pacific x
   Humanities
   Social Science
   Logical Reasoning
   Natural Science (check only one)
   Group 1
   Group 2
   Group 3
   Elective

   AS Degree
   Humanities
   Natural Science
   Social Science
   Mathematics
   Thinking/Reasoning
   Communications
   Elective

   AAS Degree & Certificate
   Cultural Environment x
   Natural Environment
   Social Environment
   Mathematics
   Thinking/Reasoning
   Reading
   Writing
   Oral/Listening
   Elective

   Course is Applicable Towards:
   (check all that apply)
   x Associate in Arts Degree
   x Associate in Science Degree
   x Associate in Applied Science Degree
   Certificate of Achievement
   Certificate of Completion

Revised: August 2003
i. Specific course objectives:

- Develop and implement critical thinking skills in both oral and written formats.
- Recognize and explain socio-cultural and economic development patterns of early world cultures drawing specific conclusions related to Hawaii.
- Discern the similarities and differences among early world cultures and identify their influences in Hawaii.
- Compare and contrast early world religions in Europe, Asia, Africa and the Middle East, the Americas, Hawaii and the Pacific.
- Interpret the role of world geographical and environmental factors in shaping early human events and activities drawing specific conclusions related to Hawaii and the Pacific.
- Recognize the interdisciplinary influences affecting early artistic forms and interpret their impact on cultural development in Hawaii.
- Identify the causes and consequences of cooperation, competition and strife within and among early world cultures drawing specific conclusions related to Hawaii.

ii. Course content, including approximate time to be spent on each topic

- Developing Perspective and Exploring Beliefs: Analyze the creation mythology of cultures from around the world including Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific drawing conclusions related to the formation of cultural values and belief systems. 2 weeks
- Raising and Pursuing Root Questions: Explain the geographical and environmental factors that influenced early migration, settlement and the development of early world civilizations in Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific. 4 weeks
- Exploring Similarities and Differences: Compare and contrast the primary characteristics of early world civilizations including Africa and the Middle East, Asia, Europe, the Americas, Hawaii and the Pacific with thoughtful analysis of their world views, fundamental values, social, economic, and political structures. 4 weeks
- Clarifying Beliefs: Deconstruct the primary foundations of early world religious ideologies including Christianity, Buddhism, Islam, Hinduism, Judaism, Zoroastrianism and polytheism common in Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific. 3 weeks
- Making Interdisciplinary Connections: Assess the various influences on the development of early world art forms in Africa and the Middle East, Asia, Europe, the Americas, Hawaii and the Pacific with thoughtful analysis of the role of religion, politics, geography/environment, linguistics, and music. 1 week
- Evaluating Actions and Policies: Outline the causes and consequences of cooperation, competition and strife both within cultural groups and among early cultures in Europe, Asia, Africa and the Middle East, the Americas, Hawaii and the Pacific. 3 weeks
iii. Text and materials/supplies required:
Felipe Fernandez-Armesto, Civilizations: Culture, Ambition and the Transformation of Nature
John McDermott, People and Cultures of Hawai‘i
Samuel Kamakau, Ruling Chiefs of Hawai‘i

iv. Reference materials:
The University of Hawai‘i libraries contain a great World History and Hawaiian collection which is upgraded as funding permits. There are many experts in Hawaiian history and Hawaiian culture in Hilo and on Hawai‘i Island. There are also many kupuna in the Hilo community and on Hawai‘i Island who would be great participants in an oral history project on hawaiian historical topics.

v. Auxiliary Materials and Content:
Various videos and multimedia presentations.

vi. Evaluation:
Maps activities/geography quizzes 10%
Attendance and participation in critical thinking discussions 10%
Examinations 40%
Critical thinking Research Paper and presentations 25%
Journals and short critical thinking writings 15%

vii. Methods of Instruction:
Lecture, discussions, videos, guest lecturers, field trips, service-learning, critical thinking exercises and other community-based strategies.
Section II  CRITERIA For TRANSFER COURSES

(Complete this section ONLY if the proposed course is numbered 100 or above and is to be considered for articulation)

1. Rate of progress expected of students.
   Equivalent to the rate of progress expected from any sophomore taking 100 level courses within the UH system.

2. Basic skills (reading, writing and analytical) needed for success in the course.
   College level reading, writing and analytical computation at the freshman level.
   Students should spend two hours studying outside of class for every hour in class.

3. Amount and level of reading, writing or independent work required.
   Consistent with the amount and level required of a college freshman. Students should spend two hours studying outside of class for every hour in class.

4. Amount and level of quantitative/logical reasoning required.
   Required to have the skills of a college freshman and to use logical reasoning skills consistent with a 100 level course. Among the primary objectives of this course is the development of critical thinking skills.

5. Conceptual level of the course
   Course will stress theory, principles and concepts moving beyond recognition, recall and application to synthesis, analysis and understanding. A major goal of this introductory course is mastery of the basic language and concepts of the history discipline.

6. Background knowledge in related subject matter (other than the course prerequisites) expected of students.
   General knowledge of world history from K-12 courses.

7. Level of mastery expected of students.
   Dependant on grading requirements. A student may take the course for Cr or NC based upon CR being equivalent to a "C" average. The competencies attained in this are sufficient to prepare students for further study in a related history baccalaureate course.

8. Is the course taught at or accepted by major accredited mainland colleges or universities?  Yes [x]  No [ ]
   If Yes, provide a brief summary.
   World History or World Civilizations is taught at the majority of mainland colleges and universities.

Revised: May 2003
COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

Originating campus: Hawaii Community College  
History 153  
Date submitted: 1/23/04  
Course Alpha & Number: History 153  
Semester credits: 3  
Course Title: Hawaii and the World  

Date of Outline: (Fall or Spring) Spring  
Year: 2004  

History 153 Course description: History of Hawai'i from the earliest times through the reign of Kamehameha within the context of world history.

SEE ATTACHMENT

1. Articulation committee to review this course:
   A. Standing Committees
      Written Communication  
      Mathematical & Logical Thinking  
      World Civilizations  
      Languages  
      Arts and Humanities  
      Natural Science  
      Social Science

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include 'none'). An equivalent course, if known, may be helpful to committee members but is not required.

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>History 151</td>
<td>World Civilization</td>
</tr>
<tr>
<td>UH Manoa</td>
<td>History 151</td>
<td>World Civilization</td>
</tr>
<tr>
<td>UH West O'ahu</td>
<td>History 151</td>
<td>World Civilization</td>
</tr>
<tr>
<td>Hawai'i CC</td>
<td>n.a. (originating campus)</td>
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</tr>
<tr>
<td>Honolulu CC</td>
<td>History 151</td>
<td>World Civilization</td>
</tr>
<tr>
<td>Kapi'olani CC</td>
<td>History 151</td>
<td>World Civilization</td>
</tr>
<tr>
<td>Kaua'i CC</td>
<td>History 151</td>
<td>World Civilization</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>History 151</td>
<td>World Civilization</td>
</tr>
<tr>
<td>Maui CC</td>
<td>History 151</td>
<td>World Civilization</td>
</tr>
<tr>
<td>Windward CC</td>
<td>History 151</td>
<td>World Civilization</td>
</tr>
</tbody>
</table>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

________________________________________
Typed Name of Signature
1. What are the general objectives?

- Develop and implement critical thinking skills in both oral and written formats.
- Recognize and explain socio-cultural and economic development patterns of early world cultures drawing specific conclusions related to Hawaii.
- Discern the similarities and differences among early world cultures and identify their influences in Hawaii.
- Compare and contrast early world religions in Europe, Asia, Africa, the Americas and the Pacific.
- Interpret the role of world geographical and environmental factors in shaping early human events and activities drawing specific conclusions related to Hawaii and the Pacific.
- Recognize the social and religious influences affecting early artistic forms and interpret their impact on cultural development in Hawaii.
- Identify the causes and consequences of cooperation, competition and strife within and among early world cultures drawing specific conclusions related to Hawaii.
2. How is the course related to the educational needs and goals of the division, college and community, as reflected in the ADP? How is it related to courses and programs in other disciplines?

This course is part of the overall planning strategy in the History area and Humanities department to offer courses that reflect the interests and meet the needs of Hawaii Community College students and the greater Hawaii County community.

The 2202-2010 Hawaii Community College Academic Development Plan cites the 2000 USA Diversity Index which rated Hawaii County as the most multicultural county in the nation in which Native Hawaiian and Other Pacific Islanders comprised one third of our county and direct service area. In addition, Hawaiian culture is one of the four cornerstones that frame the educational experience for our faculty, staff and students. Moreover, the ADP states “The College is a center for the study of Hawaiian Culture, with emphasis on the practice, perpetuation and evolution of the culture.”

With this clear directive, the history area with the unanimous support (vote taken at department meeting) of the Humanities Department created this course as part of a two semester Hawaii and the World History course that will evaluate and analyze the history of Hawaii within the context of World history themes. We believe that the current History 151 and 152 instructional objectives are outdated and fail to meet the needs of our institution, our students and our community. Using chronology alone to synthesize world history is awkward and has become ineffective. Using a foundation (Hawaii) will assist the students in the process of synthesis and application of critical historical themes to the world in which they live. This requires critical thinking skills which are among the primary instructional objective in this course. The trite statement “How does this relate to me?” will no longer apply. Instructors of this course will not have to draw the picture, students will already be engaged in this process which will facilitate student empowerment and success. In addition, a number of the primary instructional objectives are taken from the CCM#6004 (November 4, 1996) Cultural Environment General Education Competencies which are absent in the current courses.

Our final goal is to have the History 153 and 154 as alternatives to History 151 and 152 in the A.A. Degree core requirements. The Humanities Department has already voted (unanimous) to support this program modification. Finally, these courses are being considered by the Hawaiian Studies department as future requirements for the Hawaiian Lifestyles certificate.

3. For what program is the course designed? A.A. Degree, Liberal Arts

<table>
<thead>
<tr>
<th>Is it an approved program?</th>
<th>Yes [X]</th>
<th>No</th>
<th>The course will be:</th>
<th>Required [ ]</th>
<th>An Elective [ ]</th>
</tr>
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<tbody>
<tr>
<td>Will the course lengthen the time for students to complete the program?</td>
<td>Yes</td>
<td>No [X]</td>
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</table>

4. How many hours will the student spend per week in lectures, labs, seminars or other supervised instruction?

3 hours per week
5. What independent work (reading, research, writing, special projects, etc.) will be required? For readings where the entire book or pamphlet will not be used, indicate the approximate percentage to be used. For written or special projects, identify the usual number and length.

Oral History project/presentation 5 pages in length
Short critical thinking papers, journal 2-4 pages in length
Readings 25-100 pages per week depending on assignment.

This structure is appropriate for service-learning, oral history and other community-based activities, particularly since there are so many rich resources available in the community. Lecture and lecture discussions; critical thinking activities, investigative research and readings, oral history based inquiry, guest lecturers, films and videos, field trips, service-learning and other community-based strategies

6. Will the course require additional staff, equipment, facilities, or other cost items? Yes [ ] No [x]  
If Yes, indicate how they will be supported?

No, we have full-time faculty qualified to teach in this area and will seek an additional full-time faculty member who specializes in Hawaii and Pacific Island history to enhance our area, department and institution during a scheduled hire in fall 2004.

7. What experiential or professional preparation is required to teach this course? Do we have a full-time faculty member who meets these requirements? Yes [x] No [ ]  
If No, then also indicate who will teach the course?

We have qualified full time faculty and lecturers who have assisted in the development of this course and can provide instruction. In addition, we have an unfilled Full-time position in History which we will fill in the next year with a specialization in Hawaii/Pacific History.

8. If the course is appropriate for articulation with a UH-Manoa General Education “core” or with any other department or college requirements on a UH four-year campus, then provide a brief rationale.

It is comparable with History 151 which is a part of the GE core.

9. Is a similar course taught at any UH system college? Yes [x] No [ ]  
If Yes, then complete items i-iii.

i. Course identification (alpha, number, title, description & prerequisites) of the similar course(s).

History 151 is taught at all campuses in the UH system. There is no significant difference other than the attention paid to the relationship of Hawaii within the context of world history as a foundation rather than strict reliance on chronology and the inclusion of critical thinking skills development and implementation in both oral and written formats.

ii. If the proposed course differs significantly from the above similar course(s), then explain how.

No significant difference other than attention paid to the relationship of Hawaii within the context of world history as a foundation rather than strict reliance on chronology and the inclusion of critical thinking skills development and implementation in both oral and written formats.

iii. If the course is intended to count in lieu of a course taught at a four-year campus, then provide supporting details.

It will count as History 151 which is taught at all campuses in the UH including Manoa and Hilo.

Revised: May 2003
History 153
Course Description: A history of Hawai‘i from the earliest times through the reign of Kamehameha within the context of world history.

General Objectives
- Develop and implement critical thinking skills in both oral and written formats
- Recognize and explain socio-cultural and economic development patterns of early world cultures drawing specific conclusions related to Hawaii.
- Discern the similarities and differences among early world cultures and identify their influences in Hawaii.
- Compare and contrast early world religions in Europe, Asia, Africa and the Middle East, the Americas, Hawaii and the Pacific.
- Interpret the role of world geographical and environmental factors in shaping early human events and activities drawing specific conclusions related to Hawaii and the Pacific.
- Recognize the interdisciplinary influences affecting early artistic forms and interpret their impact on cultural development in Hawaii.
- Identify the causes and consequences of cooperation, competition and strife within and among early world cultures drawing specific conclusions related to Hawaii.

Specific Objectives and Critical Thinking Activities
- Developing Perspective and Exploring Beliefs: Analyze the creation mythology of cultures from around the world including Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific drawing conclusions related to the formation of cultural values and belief systems.
- Raising and Pursuing Root Questions: Explain the geographical and environmental factors that influenced early migration, settlement and the development of early world civilizations in Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific.
- Exploring Similarities and Differences: Compare and contrast the primary characteristics of early world civilizations including Africa and the Middle East, Asia, Europe, the Americas, Hawaii and the Pacific with thoughtful analysis of their world views, fundamental values, social, economic, and political structures.
- Clarifying Beliefs: Deconstruct the primary foundations of early world religious ideologies including Christianity, Buddhism, Islam, Hinduism, Judaism, Zoroastrianism and polytheism common in Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific.
• Making Interdisciplinary Connections: Asses the various influences on the development of early world art forms in Africa and the Middle East, Asia, Europe, the Americas, Hawaii and the Pacific with thoughtful analysis of the role of religion, politics, geography/environment, linguistics, and music.
• Evaluating Actions and Policies: Outline the causes and consequences of cooperation, competition and strife both within cultural groups and among early cultures in Europe, Asia, Africa and the Middle East, the Americas, Hawaii and the Pacific.

Required Reading
Felipe Fernandez-Armesto, Civilizations: Culture, Ambition and the Transformation of Nature
John McDermott, People and Cultures of Hawai‘i
Samuel Kamakau, Ruling Chiefs of Hawai‘i
Others as assigned

Course Requirements

Course Requirements
Critical Thinking Research Project  20%
Exams 40%
Class Participation / Critical Thinking Activities 30%
Map and Geography activities 10%

Class Schedule

Week 1 Introduction
World Geography and Environmental Topics

Week 2 World Mythology: Africa and the Middle East, Asia and Europe

Week 3 World Mythology: The Americas, Hawaii and the Pacific
Critical Thinking Activity
Developing Perspective and Exploring Beliefs: Analyze the creation mythology of cultures from around the world including Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific drawing conclusions related to the formation of cultural values and belief systems.
Week 4 Geographical and environmental factors shaping migration, settlement and the development of early world civilizations: Africa and the Middle East

Week 5 Geographical and environmental factors shaping migration, settlement and the development of early world civilizations: Europe

Week 6 Geographical and environmental factors shaping migration, settlement and the development of early world civilizations: Asia

Week 7 Geographical and environmental factors shaping migration, settlement and the development of early world civilizations: The Americas, Hawaii and the Pacific

**Critical Thinking Activity**
Raising and Pursuing Root Questions: Explain the geographical and environmental factors that influenced early migration, settlement and the development of early world civilizations in Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific.

Week 8 Characteristics of early world civilizations
Africa and the Middle East; world view, fundamental values, social, economic, and political structures.

Week 9 Characteristics of early world civilizations
Asia; world view, fundamental values, social, economic, and political structures.

Week 10 Characteristics of early world civilizations
Europe; world view, fundamental values, social, economic, and political structures.

Week 11 Characteristics of early world civilizations
The Americas, Hawaii and the Pacific; world views, fundamental values, social, economic, and political structures.

**Critical Thinking Activity**
Exploring Similarities and Differences: Compare and contrast the primary characteristics of early world civilizations including Africa and the Middle East, Asia, Europe, the Americas, Hawaii and the Pacific with thoughtful analysis of their world views, fundamental values, social, economic, and political structures.
Week 12 Foundations of early world religions; Christianity, Buddhism, Islam

Week 13 Foundations of early world religions; Hinduism, Judaism, Zoroastrianism

Week 14 Foundations of early world religions; Polytheism in Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific.

**Critical Thinking Activity Clarifying Beliefs**
Deconstruct the primary foundations of early world religious ideologies including Christianity, Buddhism, Islam, Hinduism, Judaism, Zoroastrianism and polytheism common in Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific.

Week 15 Early World Art Forms
**Critical Thinking Activity**
Making Interdisciplinary Connections: Assess the various influences on the development of early world art forms in Africa and the Middle East, Asia, Europe, the Americas, Hawaii and the Pacific with thoughtful analysis of the role of religion, politics, geography/environment, linguistics, and music.

Week 16 Early World Cooperation, Competition and Strife; Africa and the Middle East, Asia and Europe

Week 17 Early World Cooperation, Competition and Strife; The Americas, Hawaii and the Pacific
**Critical Thinking Activity**
Evaluating Actions and Policies: Outline the causes and consequences of cooperation, competition and strife both within cultural groups and among early cultures in Europe, Asia, Africa and the Middle East, the Americas, Hawaii and the Pacific.
History of Hawai‘i since the reign Kamehameha within the context of world history.

EN 102100PR

ENG 21 or placement in ENG
102 ENG 22 or ESL 15 or placement in ENG 100

MAJOR REQUIREMENT for the A.A. Degree, Liberal Arts PROGRAM
GENERAL EDUCATION REQUIREMENT (See Form 2, Item 9)
ELECTIVE Asian-Pacific

INCREASES
DECREASES
x MAKES NO CHANGE IN

The NUMBER of CREDITS REQUIRED for the PROGRAM (check one that applies)

College(s) Alpha, Number & Title  College(s) Alpha, Number & Title
All UH and UHCC History 152

CURRENTLY ARTICULATED x APPROPRIATE For ARTICULATION
(x check one that applies) NOT APPROPRIATE For ARTICULATION

This course is part of the overall planning strategy in the History area and Humanities department to offer courses that reflect the interests and meet the needs of Hawaii Community College students and the greater Hawaii County community.

The 2002-2010 Hawaii Community College Academic Development Plan cites the 2000 USA Diversity Index which rated Hawaii County as the most multicultural county in the nation in which Native Hawaiian and Other Pacific Islanders comprised one third of our county and direct service area. In addition, Hawaiian culture is one of the four cornerstones that frame the educational experience for our faculty, staff and students. Moreover, the ADP states “The College is a center for the study of Hawaiian Culture, with emphasis on the practice, perpetuation and evolution of the culture.”

With this clear directive, the history area with the unanimous support (vote...
taken at department meeting) of the Humanities Department created this course as part of a two semester Hawaii and the World History course that will evaluate and analyze the history of Hawaii within the context of World history.

...and fail to meet the needs of today. Using chronology alone to synthesize world history is awkward and has become ineffective. Using a foundation (Hawaii) will assist the students in the process of synthesis and application of critical historical themes to the world in which they live. This requires critical thinking skills which are among the primary instructional objectives for this course. The trite statement “How does this relate to me?” will no longer apply. Instructors of this course will not have to draw the picture, students will already be engaged in this process which will facilitate student empowerment and success. In addition, a number of the primary instructional objectives are taken from the CCM#6004 (November 4, 1996) Cultural Environment General Education Competencies which are absent in the current courses.

Our final goal is to have the History 153 and 154 as alternatives to History 151 and 152 in the A.A. Degree core requirements. The Humanities Department has already voted (unanimous) to support this program modification. Finally, these courses are being considered by the Hawaiian Studies department as future requirements for the Hawaiian Lifestyles certificate.

PROPOSED BY: Jennie Padilla Date: 1/23/04
REQUESTED BY: Irma Nahon-Melo Division of Department Chairperson Date: 3/5/04
APPROVED BY: James Shemin Department Chairperson Date: 1/27/04
Curriculum Review Committee Chairperson Date: 4/30/04
Faculty Senate Chairperson Date: 5/11/04
Dean of Instruction Date: 5/19/04
Dean of Instruction
Interim Chancellor
Revised: May 2003
taken at department meeting) of the Humanities Department created this course as part of a two semester Hawaii and the World History course that will evaluate and analyze the history of Hawaii within the context of World history. We believe that the current History 151 and 152 course objectives are outdated and fail to meet the needs of our institution, our students and our community. Using chronology alone to synthesize world history is awkward and has become ineffective. Using a foundation (Hawaii) will assist the students in the process of synthesis and application of critical historical themes to the world in which they live. This requires critical thinking skills which are among the primary instructional objectives for this course. The trite statement "How does this relate to me?" will no longer apply. Instructors of this course will not have to draw the picture, students will already be engaged in this process which will facilitate student empowerment and success. In addition, a number of the primary instructional objectives are taken from the CCM#6004 (November 4, 1996) Cultural Environment General Education Competencies which are absent in the current courses.

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PROPOSED BY: Jennie Padilla
REQUESTED BY: Irina Mahn-Merlo Division of Department Chairperson
APPROVED BY: James Atsumi Curriculum Review Committee Chairperson
                Dean Of Faculty Senate Chairperson
                Dean Of Instruction Interim Chancellor

Date: 1/23/04
Date: 3/5/04
Date: 4/20/04
Date: 5/11/04
Date: 5/19/04

Revised: May 2003

This is what was originally submitted/approved before one sentence was deleted after signatures.
Hawaii Community College
Addendum to CCCM #6100

1. **Course Alpha & Number:** H I S T 1 5 4

2. **Assigned Codes:**
   - HawCC Division
   - HawCC Department
   - Liberal Arts (BANNER College)
   - Humanities (BANNER Division)

3. **Other comments:** (separate from course description, include recommended preparation, if any)

4. If course is restricted then list majors below:
   a. Included majors
   b. Excluded majors

5. **Cross-listed courses (if any):**

6. If course is repeatable for credit, specify the maximum number of cumulative credits:

7. **Grading System:**
   - Standard letter grade
   - Credit by exam
   - Credit / No credit

8. If Variable course credits: (check only one, a or b, then fill in credit values)
   a. Low or high (choice of low or high credit value)
   b. Low to high (any credits between the two credit values given)

9. **Degree Level Competencies: Area Requirements**
   *If Item #12 on CCCM#6100 (Form 1) is checked, course fulfills General Education Area Requirement.
   
   **AA Degree**
   - Asia/Pacific
   - Humanities
   - Social Science
   - Logical Reasoning
   - Natural Science (check only one)
     - Group 1
     - Group 2
     - Group 3
   - Elective

   **AS Degree**
   - Humanities
   - Natural Science
   - Social Science
   - Mathematics
   - Thinking/Reasoning
   - Communications
   - Elective

   **AAS Degree & Certificate**
   - Cultural Environment
   - Natural Environment
   - Social Environment
   - Mathematics
   - Thinking/Reasoning
   - Reading
   - Writing
   - Oral/Listening
   - Elective

   **Course is Applicable Towards:**
   - Associate in Arts Degree
   - Associate in Science Degree
   - Associate in Applied Science Degree
   - Certificate of Achievement
   - Certificate of Completion

Revised: August 2003
i. Specific course objectives:

- Develop and implement critical thinking skills in both oral and written formats.
- Recognize and explain socio-cultural and economic development patterns of early world cultures drawing specific conclusions related to Hawaii.
- Discern the similarities and differences among early world cultures and identify their influences in Hawaii.
- Compare and contrast early world religions in Europe, Asia, Africa and the Middle East, the Americas, Hawaii and the Pacific.
- Interpret the role of world geographical and environmental factors in shaping early human events and activities drawing specific conclusions related to Hawaii and the Pacific.
- Recognize the interdisciplinary influences affecting early artistic forms and interpret their impact on cultural development in Hawaii.
- Identify the causes and consequences of cooperation, competition and strife within and among early world cultures drawing specific conclusions related to Hawaii.

ii. Course content, including approximate time to be spent on each topic

- Developing Perspective and Exploring Beliefs: Analyze the creation mythology of cultures from around the world including Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific drawing conclusions related to the formation of cultural values and belief systems. 2 weeks
- Raising and Pursuing Root Questions: Explain the geographical and environmental factors that influenced early migration, settlement and the development of early world civilizations in Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific. 4 weeks
- Exploring Similarities and Differences: Compare and contrast the primary characteristics of early world civilizations including Africa and the Middle East, Asia, Europe, the Americas, Hawaii and the Pacific with thoughtful analysis of their world views, fundamental values, social, economic, and political structures. 4 weeks
- Clarifying Beliefs: Deconstruct the primary foundations of early world religious ideologies including Christianity, Buddhism, Islam, Hinduism, Judaism, Zoroastrianism and polytheism common in Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific. 3 weeks
- Making Interdisciplinary Connections: Assess the various influences on the development of early world art forms in Africa and the Middle East, Asia, Europe, the Americas, Hawaii and the Pacific with thoughtful analysis of the role of religion, politics, geography/environment, linguistics, and music. 1 week
- Evaluating Actions and Policies: Outline the causes and consequences of cooperation, competition and strife both within cultural groups and among early cultures in Europe, Asia, Africa and the Middle East, the Americas, Hawaii and the Pacific. 3 weeks
iii. Text and materials/supplies required:
Felipe Fernandez-Armesto, Civilizations: Culture, Ambition and the Transformation of Nature
John McDermott, People and Cultures of Hawai‘i
Samuel Kamakau, Ruling Chiefs of Hawai‘i

iv. Reference materials:
The University of Hawai‘i libraries contain a great World History and Hawaiian collection which is upgraded as funding permits. There are many experts in Hawaiian history and Hawaiian culture in Hilo and on Hawai‘i Island. There are also many kupuna in the Hilo community and on Hawai‘i Island who would be great participants in an oral history project on hawaiian historical topics.

v. Auxiliary Materials and Content:
Various videos and multimedia presentations.

vi. Evaluation:
Maps activities/geography quizzes 10%
Attendance and participation in critical thinking discussions 10%
Examinations 40%
Critical thinking Research Paper and presentations 25%
Journals and short critical thinking writings 15%

vii. Methods of Instruction:
Lecture, discussions, videos, guest lecturers, field trips, service-learning, critical thinking exercises and other community-based strategies.
Section II  CRITERIA For TRANSFER COURSES

1. Rate of progress expected of students.
   Equivalent to the rate of progress expected from any sophomore taking 100 level courses within the UH system.

2. Basic skills (reading, writing and analytical) needed for success in the course.
   College level reading, writing and analytical computation at the freshman level. Students should spend two hours studying outside of class for every hour in class.

3. Amount and level of reading, writing or independent work required.
   Consistent with the amount and level required of a college freshman. Students should spend two hours studying outside of class for every hour in class.

4. Amount and level of quantitative/logical reasoning required.
   Required to have the skills of a college freshman and to use logical reasoning skills consistent with a 100 level course. Among the primary objectives of this course is the development of critical thinking skills.

5. Conceptual level of the course
   Course will stress theory, principles and concepts moving beyond recognition, recall and application to synthesis, analysis and understanding. A major goal of this introductory course is mastery of the basic language and concepts of the history discipline.

6. Background knowledge in related subject matter (other than the course prerequisites) expected of students.
   General knowledge of world history from K-12 courses.

7. Level of mastery expected of students.
   Dependant on grading requirements. A student may take the course for Cr or NC based upon CR being equivalent to a “C” average. The competencies attained in this are sufficient to prepare students for further study in a related history baccalaureate course.

8. Is the course taught at or accepted by major accredited mainland colleges or universities? Yes [X]  No [ ]
   If Yes, provide a brief summary.
   World History or World Civilizations is taught at the majority of mainland colleges and universities.

Revised: May 2003
1. What are the general objectives?

- Develop and implement critical thinking skills in both oral and written formats.
- Recognize global historical developments underlying present relationships between Hawaii and the world.
- Discern the similarities and differences between modern global communities and communities in Hawaii.
- Apply world history themes to Hawaiian historiography to illustrate the clear relationship between global events and our communities.
- Identify modern world cultures and explain their global social, economic and political significance and specific influence in Hawaii.
- Interpret the role of global geographical and environmental factors in shaping human events and draw specific conclusions related to Hawaii and the Pacific.
- Interpret the causes and consequences of global cooperation, competition and strife drawing specific conclusions related to Hawaii and the Pacific.
- Recognize the social and intellectual influences affecting global artistic forms and interpret their impact on culture in Hawaii.
2. How is the course related to the educational needs and goals of the division, college and community, as reflected in the ADP? How is it related to courses and programs in other disciplines?

This course is part of the overall planning strategy in the History area and Humanities department to offer courses that reflect the interests and meet the needs of Hawaii Community College students and the greater Hawaii County community.

The 2202-2010 Hawaii Community College Academic Development Plan cites the 2000 USA Diversity Index which rated Hawaii County as the most multicultural county in the nation in which Native Hawaiian and Other Pacific Islanders comprised one third of our county and direct service area. In addition, Hawaiian culture is one of the four cornerstones that frame the educational experience for our faculty, staff and students. Moreover, the ADP states “The College is a center for the study of Hawaiian Culture, with emphasis on the practice, perpetuation and evolution of the culture.”

With this clear directive, the history area with the unanimous support (vote taken at department meeting) of the Humanities Department created this course as part of a two semester Hawaii and the World History course that will evaluate and analyze the history of Hawaii within the context of World history themes. We believe that the current History 151 and 152 instructional objectives are outdated and fail to meet the needs of our institution, our students and our community. Using chronology alone to synthesize world history is awkward and has become ineffective. Using a foundation (Hawaii) will assist the students in the process of synthesis and application of critical historical themes to the world in which they live. This requires critical thinking skills which are among the primary instructional objectives in this course. The trite statement “How does this relate to me?” will no longer apply. Instructors of this course will not have to draw the picture; students will already be engaged in this process which will facilitate student empowerment and success. In addition, a number of the primary instructional objectives are taken from the CCM#6004 (November 4, 1996) Cultural Environment General Education Competencies which are absent in the current courses.

Our final goal is to have the History 153 and 154 as alternatives to History 151 and 152 in the A.A. Degree core requirements. The Humanities Department has already voted (unanimous) to support this program modification. Finally, these courses are being considered by the Hawaiian Studies department as future requirements for the Hawaiian Lifestyles certificate.

3. For what program is the course designed? A.A. Degree, Liberal Arts

   Is it an approved program? Yes [x] No [ ] The course will be: Required [x] An Elective [ ]

Will the course lengthen the time for students to complete the program? Yes [ ] No [x]

4. How many hours will the student spend per week in lectures, labs, seminars or other supervised instruction? 3 hours per week
5. What independent work (reading, research, writing, special projects, etc.) will be required? For readings where the entire book or pamphlet will not be used, indicate the approximate percentage to be used. For written or special projects, identify the usual number and length.

Oral History project/presentation 5 pages in length

Short critical thinking papers, journal 2-4 pages in length

Readings 25-100 pages per week depending on assignment.

This structure is appropriate for service-learning, oral history and other community-based activities, particularly since there are so many rich resources available in the community. Lecture and lecture discussions; critical thinking activities, investigative research and readings, oral history based inquiry, guest lecturers, films and videos, field trips, service-learning and other community-based strategies

6. Will the course require additional staff, equipment, facilities, or other cost items? Yes [ ] No X [ ]

If Yes, indicate how they will be supported?

No, we have full-time faculty qualified to teach in this area and will seek an additional full-time faculty member who specializes in Hawaii and Pacific Island history to enhance our area, department and institution during a scheduled hire in fall 2004.

7. What experiential or professional preparation is required to teach this course? Do we have a full-time faculty member who meets these requirements? Yes X [ ] No [ ]

If No, then also indicate who will teach the course?

We have qualified full time faculty and lecturers who have assisted in the development of this course and can provide instruction. In addition, we have an unfilled Full-time position in History which we will fill in the next year with a specialization in Hawaii/Pacific History.

8. If the course is appropriate for articulation with a UH-Manoa General Education “core” or with any other department or college requirements on a UH four-year campus, then provide a brief rationale.

It is comparable with History 152 which is a part of the GE core.

9. Is a similar course taught at any UH system college? Yes X [ ] No [ ]

If Yes, then complete items i-iii.

i. Course identification (alpha, number, title, description & prerequisites) of the similar course(s)

History 152 is taught at all campuses in the UH system. There is no significant difference other than the attention paid to the relationship of Hawaii within the context of world history as a foundation rather than strict reliance on chronology and the inclusion of critical thinking skills development and implementation in both oral and written formats.

ii. If the proposed course differs significantly from the above similar course(s), then explain how.

No significant difference other than attention paid to the relationship of Hawaii within the context of world history as a foundation rather than strict reliance on chronology and the inclusion of critical thinking skills development and implementation in both oral and written formats.

iii. If the course is intended to count in lieu of a course taught at a four-year campus, then provide supporting details.

It will count as History 152 which is taught at all campuses in the UH including Manoa and Hilo.

Revised: May 2003
Originating campus: Hawaii Community College
Course Alpha & Number: History 154
Course Title: Hawaii and the World II
Semester credits: 3
Date submitted: 1/23/04
Date of Outline: (Fall or Spring) Spring
Year: 2004

See attachment

1. Articulation committee to review this course:
   A. Standing Committees
      Written Communication  
      Mathematical & Logical Thinking  
      World Civilizations  
      Languages  
      Arts and Humanities  
      Natural Science  
      Social Science

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include 'none'). An equivalent course, if known, may be helpful to committee members but is not required.

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course</th>
<th>Core Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>History 152</td>
<td>World Civilization</td>
</tr>
<tr>
<td>UH Manoa</td>
<td>History 152</td>
<td>World Civilization</td>
</tr>
<tr>
<td>UH West O'ahu</td>
<td>History 152</td>
<td>World Civilization</td>
</tr>
<tr>
<td>Hawai'i CC</td>
<td>n.a. (originating campus)</td>
<td></td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>History 152</td>
<td>World Civilization</td>
</tr>
<tr>
<td>Kapi'olani CC</td>
<td>History 152</td>
<td>World Civilization</td>
</tr>
<tr>
<td>Kaua'i CC</td>
<td>History 152</td>
<td>World Civilization</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>History 152</td>
<td>World Civilization</td>
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<tr>
<td>Maui CC</td>
<td>History 152</td>
<td>World Civilization</td>
</tr>
<tr>
<td>Windward CC</td>
<td>History 152</td>
<td>World Civilization</td>
</tr>
</tbody>
</table>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

   Jennie Padilla
   Typed Name of Signature

Note: If possible submit coversheet and course outline electronically as e-mail attachments (preferably in 'pdf' format). If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.
History 154

Course Description: History of Hawaii since the reign of Kamehameha within the context of world history.

General Course Objectives

- Develop and implement critical thinking skills in both oral and written formats
- Recognize global historical developments underlying present relationships between Hawaii and the world.
- Discern the similarities and differences between modern global communities and communities in Hawaii.
- Apply world history themes to Hawaiian historiography to illustrate the clear relationship between global events and our communities.
- Identify modern world cultures and explain their global social, economic and political significance and specific influence in Hawaii.
- Interpret the role of global geographical and environmental factors in shaping human events and draw specific conclusions related to Hawaii and the Pacific.
- Interpret the causes and consequences of global cooperation, competition and strife drawing specific conclusions related to Hawaii and the Pacific.
- Recognize the social and intellectual influences affecting global artistic forms and interpret their impact on culture in Hawaii.

Specific Objectives and Critical Thinking Activities

- **Compare and contrast** the global economic, cultural and environmental impact of the Columbian Exchange with Captain Cook's contact in Hawaii and the Pacific Islands. 1 week
- **Compare Analogous Situations**: Identify the social-cultural, economic and political patterns associated with colonization and Imperialism in Asia, the Americas, Africa and the Pacific. 3 weeks
- **Making Interdisciplinary Connections**: Analyze the "Age of Enlightenment" based on multiple disciplines; literature, philosophy, art, environmental theory, political science and trace their influence in Hawaii. 1 week
- **Deconstructing Political Theory**: Deconstruct the various political theories that fueled revolutions against colonization in Asia, Africa, the Americas and the Pacific evaluating their influence in Hawaii. 2 weeks
• **Making Plausible Inferences**: List and describe the characteristics of modern world cultures and make plausible inferences about their contributions to the development of the multicultural nature of communities in Hawaii.  
  4 weeks

• **Deconstructing Economic Theory**: Deconstruct the various economic theories that have influenced the modern development of Europe, Africa, Asia, the Americans and the Pacific evaluating their specific influence in Hawaii.  
  3 weeks

• **Evaluating Actions and Policies**: Outline the causes and consequences of global conflict and measure their impact on Hawaii. 3 weeks

**Required Reading:**
Lili’uokalani, Hawai’i’s Story

**Other Short Readings From:**
Inter Press Service: Multiple Authors, Story Earth: Native Voices on the Environment  
Lawrence Fuchs, Hawai’i Pono: A Social History  
Clarence Glick, Sojourners and Settlers, Chinese Migrants in Hawai’i  
Jonathan Okamura, Social Process in Hawai’i, Filipino American History  
Roberta Chang, The Koreans in Hawai’i  
Virgilio Felipe, Hawai’i, A Pilipino Dream  
William Puette, The Hilo Massacre, Hawai’i’s Bloody Monday  
Patsy Saiki, Ganbare! An Example of Japanese Spirit

**Course Requirements**
Critical Thinking  Research Project  
Exams  
Class Participation / Critical Thinking Activities  
Map and Geography activities :
Course Outline

Week 1 Introduction

World Geography and Environmental topics

Week 2 World Exploration: the Americas, Asia, Africa and the Middle East, Hawaii and the Pacific.

**Critical Thinking Activity:**
**Compare and contrast** the global economic, cultural and environmental impact of the Columbian Exchange with Captain Cooks contact in Hawaii and the Pacific Islands.

Week 3 Colonization in Europe and the Americas to 1800

Week 4 Colonization in Africa and the Middle East to 1800

Week 5 Colonization in Asia, Hawaii and the Pacific to 1800

**Critical Thinking Activity:**
**Compare Analogous Situations:** Identify the social-cultural, economic and political patterns associated with colonization and imperialism in Asia, the Americas, Africa and the Pacific.

Week 6 World Intellectual History: Europe, the Americas, Africa and the Middle East, Asia, Hawaii and the Pacific

**Critical Thinking Activity:**
**Making Interdisciplinary Connections:** Analyze the “Age of Enlightenment” based on multiple disciplines; literature, philosophy, art, environmental theory, political science and trace their influence in Hawaii

Week 7 Revolutions in the Americas

Week 8 Revolutions in Africa and the Middle East, Europe, Asia and the Pacific

**Critical Thinking Activity:**
**Deconstructing Political Theory:** Deconstruct the various political theories that fueled revolutions against colonization in Asia, Africa, the Americas and the Pacific evaluating their influence in Hawaii. 2 weeks
Week 9  Analyzing Modern World Cultures: Africa and the Middle East

Week 10  Analyzing Modern World Cultures: Europe

Week 11  Analyzing Modern World Cultures: Asia

Week 12  Analyzing Modern World Cultures: Hawaii and the Pacific

**Critical Thinking Activity:**

**Making Plausible Inferences:** List and describe the characteristics of modern world cultures and make plausible inferences about their contributions to the development of the multicultural nature of communities in Hawaii.

Week 13  Historical Analysis of the Modern World Economy: Europe and the Americas

Week 14  Historical Analysis of the Modern World Economy: Africa, the Middle East and Asia

Week 15  Historical Analysis of the Modern World Economy: Hawaii and the Pacific

**Critical Thinking Activity:**

**Deconstructing Economic Theory:** Deconstruct the various economic theories that have influenced the modern development of Europe, Africa and the Middle East, Asia, the Americans and the Pacific evaluating their specific influence in Hawaii.

Week 16  Historical inquiry into global conflict and cooperation

Week 17  Historical inquiry into global conflict and cooperation

**Critical Thinking Activity:**

**Evaluating Actions and Policies:** Outline the causes and consequences of global conflict and measure their impact on Hawaii.
George Kanahele, Ku Kanaka
Lili‘uokalani, Hawai‘i’s Story of Hawai‘i’s Queen
Lawrence Fuchs, Hawai‘i Pono: A Social History
Sally Merry, Colonizing Hawai‘i

iv. Reference materials:
Clarence Glick, Sojourners and Settlers, Chinese Migrants in Hawai‘i
Jonathan Okamura, Social Process in Hawai‘i, Filipino American History
Roberta Chang, The Koreans in Hawai‘i
Virgilio Felipe, Hawai‘i, A Pilipino Dream
William Puette, The Hilo Massacre, Hawai‘i’s Bloody Monday
Patsy Saiki, Ganbare! An Example of Japanese Spirit

The University of Hawai‘i libraries contain a great World History and Hawaiian collection which is upgraded as funding permits. There are many experts in Hawaiian history and Hawaiian culture in Hilo and on Hawai‘i Island. There are also many kupuna in the Hilo community and on Hawai‘i Island who would be great participants in an oral history project on plantation life, Territorial Hawai‘i, Statehood and other more modern historical topics. Various world history and world cultures resources.

v. Auxiliary Materials and Content:

Various videos and multimedia presentations.

vi. Evaluation:
Maps activities/geography quizzes 10%
Attendance and participation in critical thinking discussions 10%
Examinations 40%
Critical Thinking Research Paper and presentations 25%
Journals and short critical thinking writings 15%

vii. Methods of Instruction:
Lecture, discussions, videos, guest lecturers, field trips, service-learning and other community-based strategies.
History 153  
Hawai‘i and the World I  
Fall 2006  

Lecturer: Pua Mendonca  
email: lmendonca@hawaii.edu  

Day/Time: Tues/Thurs 12-1:15  
Site: Bldg. 381 Room: 17  

This course will examine Hawaiian history within the context of World History from the earliest times through the reign of Kamehameha I. We will study history thematically versus chronologically, examining issues such as geographic determinism, the creation of distinct cultural structures as illustrated through mythologies, cultural centers versus peripheries and the dynamics of creative conflict, demographics and the limits of the possible, the role of individuals, migrations, and continuity versus change.  

Course requirements:  
-attendance  
in class writing and participation in small and large group discussions  
one in-class exam (includes objective questions, short answer and essay)  
-book quizzes (4 quizzes/25 points each)  
höyiike (student presentation)  

Grading: There are 400 points possible.  
Attendance: 100 points (you will receive four points for each day of class)  
Exam: 100 points  
In class writing and discussions: 100 points  
höyiike (student presentations): 100 points  

Schedule of topics: (subject to change at instructors discretion)  
Week 1: Aloha!  
Aug 22: Class introduction  
Aug 24: Course introduction  

Week 2: Setting the stage  
Aug 29: The importance of place  
Whose history is it?  
Aug 31: The role of language  

Week 3: Geographic Determinism  
Sept 5: The role of Geography  
Reading: Intro & Chapter 1 of *Guns, Germs and Steel* by Jared Diamond  
Sept 7: Evolution: The Theory (ies)  

Week 4: Evolution  
Sept 12 The "Stone Ages"  
pp. 115-135 *The Triple Marriage of La‘amaikalihiki* by Kalākaua  
Sept 14: Ka Moana Nui Ākea  

Week 5: Peopling the Pacific  
Sept 19: Video: Pacific migrations  
Reading: *Where the Waves Fall* by Kerry Howe  
Sept 21: Nā Wahine o ke Kai/Projects  

Week 6: Progress?  
Sept 26: Repercussions of a settled life  
Sept 28: Civilized at last?  

Week 7: 1/3 pau  
Oct 3: Exam  
Oct 5: Project plans  

Week 8 & 9: Religious systems and related institutions
Oct 10: Religion and place: Mesopotamia and Egypt
   pp. 137-154 *The Apotheosis of Pele* by Kalākaua

Oct 12: *Gilgamesh*

Oct 17: Religion and no place: The development of Middle Eastern monotheisms

Oct 19: Islam

**Week 10:**
Oct 24: Akua, Ali'i and Īāina
   Papa and Wākea
   Lilikalā Kame'elehiwa *Native Land and Foreign Desires*
   pp. 247-315 *Umi, the Peasant Prince of Hawai'i* by Kalākaua

Oct 26: Continuity and change Hawai'i: Values in action

**Week 11: Politics and place: Islands**
Oct 31: Hawai'i
   pp. 155-173 *Hua, The King of Hana* by Kalākaua

Nov 2: Greece

**Week 12, 13 & 14: Politics and place: Empire**
Nov 7: ELECTION DAY: GO VOTE

Nov 9: China

Nov 14: *The Tao of Pooh*

Nov 16: Rome

Nov 21: India

Nov 23: THANKSGIVING

**Week 15 & 16: Hō'ōike Haumāna!**
Nov 28: *Siddhartha*

Nov 30: Tradition versus creativity

Dec 5: Student/group presentations

Dec 7: Student/group presentations

Week 17: Final exam/Tuesday December 12: 11:50-1:50
History 154: Hawai‘i and the World
Spring 2007

Instructor: Pua Mendonca
Bldg. K124
e-mail: lmendonc@hawaii.edu

Time: MW 7:30-8:45 pm
CRN: 17381

Course overview:
The lands and peoples of Hawai‘i have experienced radical, nearly overwhelming changes in all facets of life: environmental, social, political, economic and cultural. These changes have taken place in a relatively short period of time, largely since the arrival of Captain James Cook a little more than two hundred years ago. Hawai‘i is not alone! This course will examine change and continuity here in our homeland, and in regions around the world in an effort to better understand the complexity, richness and struggles of our age. We will focus on both the uniqueness of the Hawaiian experience in addition to the similarities with other peoples around the globe.

In particular, we will examine peoples relationship to their environment in order to understand how resources and geography contributed to and continue to impact power relationships, technology transfers, inequities and cultural assumptions.

Require texts:
Achebe, Chinua. Things Fall Apart

Diamond, Jared. Guns, Germs and Steel The Fates of Human Societies

Grace, Patricia. Potiki

Lao She. Rickshaw

Grading: Your final grade will be determined by the number of points you accumulate throughout the semester. Here is the breakdown:
Attendance: 100 points MAKE SURE YOU SIGN IN EACH DAY!
Exams: 200 points
Book Quizzes: 100 points
Hōjike: 100 points

Expectations/class policies:
Attendance is mandatory.
Arrive on time.
Participate in class discussions.
Turn off cell phones before class starts.
DO NOT talk when others are speaking.
Private conversations take place OUTSIDE the classroom unless it's before or after class.
There will be no make up quizzes or exams.
If you have to leave class early, sit near the door and let me know beforehand.
Finish the reading assignments BEFORE class begins.
Have integrity and be honest in all that you do.
Try your hardest and do your best.
Learn from your struggles as well as your successes.
Participate in activities that are meaningful to you.
Learn about, accept, forgive, enjoy, and be gentle with YOURSELF.

Schedule of topics and assignments: (subject to change)

M Jan. 8: Class introduction

W Jan. 10: Course introduction

M Jan. 15: HOLIDAY: Martin Luther King Jr.

W Jan 17: The modern world

Readings (page #s)
Diamond (9-33)
M Jan 22: Worlds collide  
W Jan 24: Video: First Contact  
M Jan 29: The Colombian “exchange”  
W Jan 31: Captain Cook in Hawai‘i  
M Feb 5: Kamehameha  
W Feb 7: And then there were none (depopulation)  
M Feb 12: Navigating collapse: Ka‘ahumanu  
W Feb 14: Things Fall Apart  
(QUIZ)  
Read entire book  
M Feb 19: HOLIDAY Presidents’ Day  
W Feb 21: EXAM I  
M Feb 26: Cook’s baggage: political & religious  
W Feb 28: An age of revolutions: Science  
M Mar 5: America  
W Mar 7: France  
M Mar 12: Industry  
W Mar 14: “East” meets “West”  
M Mar 19: 19th century imperialism  
W Mar 21: A contemporary critic: Karl Marx  
Mar 26-31: HOLIDAY Spring Break  
M Apr 2: Rickshaw  
(QUIZ)  
Read entire book  
W Apr 4: The Hawaiian Kingdom  
M Apr 9: Modern migrations  
W Apr 11: EXAM II  
M Apr 16: Video: An Act of War  
W Apr 18: World Wars and the Pacific  
M Apr 23: Potiki  
(QUIZ)  
Read entire book  
W Apr 25: Modern dilemmas  
M Apr 30: Hō‘ōike  
W May 2: Hō‘ōike  
W May 9: 6:20-8:20pm FINAL EXAM
Hōyike

Use this project as an opportunity to learn more about a PLACE or a PERSON who is important in your life. I suggest that you jot down the first person and/or the first place that comes to your mind and spend some time thinking about WHY they are important to you. You will need to research your choice and be willing to share the results. When your research is complete, you will need to decide on the most appropriate, efficient and creative way to share with the class. You may be as creative or as academic as you want. Your hōyike could be sharing a paper you have written, a song you have composed, a video or power-point presentation, a work of visual art (sculpture, collage, painting, photomontage, etc.) You MUST include the following information:

- WHY is this person/place important to you? Be detailed, elaborate and specific.
- Describe some stories that illustrate this person or places' significance in your life?
- What is the genealogy of this person or place?
  - if a person: relay several generations (male and female) if possible and cite dates, birth places and any interesting stories you may have discovered.
  - if a place: research the meaning of the place name (or names) and see if any stories are associated with them.
- Describe any other people who are similarly influenced by this person or place.
- Think about and describe other times, places and people that we have discussed in class this semester that remind you of this person or place
- Have you ever tried to "return" the "gift" of this person or place in your life? If yes, how? If not, how could you?
- What will you teach the next generation about this person or place? Give us a sample "lesson."
Hawaii Community College
History 153 Fall 2005

Course Description: A history of Hawai‘i from the earliest times through the reign of Kamehameha within the context of world history.

**General Objectives**
- Develop and implement critical thinking skills in both oral and written formats
- Recognize and explain socio-cultural and economic development patterns of early world cultures drawing specific conclusions related to Hawaii.
- Discern the similarities and differences among early world cultures and identify their influences in Hawaii.
- Compare and contrast early world religions in Europe, Asia, Africa and the Middle East, the Americas, Hawaii and the Pacific.
- Interpret the role of world geographical and environmental factors in shaping early human events and activities drawing specific conclusions related to Hawaii and the Pacific.
- Recognize the interdisciplinary influences affecting early artistic forms and interpret their impact on cultural development in Hawaii.
- Identify the causes and consequences of cooperation, competition and strife within and among early world cultures drawing specific conclusions related to Hawaii.

**Specific Objectives and Critical Thinking Activities**
- Developing Perspective and Exploring Beliefs: Analyze the creation mythology of cultures from around the world including Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific drawing conclusions related to the formation of cultural values and belief systems.
- Raising and Pursuing Root Questions: Explain the geographical and environmental factors that influenced early migration, settlement and the development of early world civilizations in Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific.
- Exploring Similarities and Differences: Compare and contrast the primary characteristics of early world civilizations including Africa and the Middle East, Asia, Europe, the Americas, Hawaii and the Pacific with thoughtful analysis of their world views, fundamental values, social, economic, and political structures.
- Clarifying Beliefs: Deconstruct the primary foundations of early world religious ideologies including Christianity, Buddhism, Islam, Hinduism, Judaism, Zoroastrianism and polytheism common in Africa and the Middle East, Europe, Asia, the Americas, Hawaii and the Pacific.
- Making Interdisciplinary Connections: Asses the various influences on the development of early world art forms in Africa and the Middle East, Asia,
Europe, the Americas, Hawaii and the Pacific with thoughtful analysis of the role of religion, politics, geography/environment, linguistics, and music.

- Evaluating Actions and Policies: Outline the causes and consequences of cooperation, competition and strife both within cultural groups and among early cultures in Europe, Asia, Africa and the Middle East, the Americas, Hawaii and the Pacific.

Required Reading
Donna Rosenberg, *World Mythology: An Anthology of Great Myths and Epics*
Others as assigned

Course Requirements
Exams 50%
Critical Thinking Activities 25%
Class Discussions 20%
Map 5%

Class Schedule
Week 1 Lecture: Hawaiian Culture
Reading: The Kumulipo & Introduction to "World Mythology"
Lecture: 153 WI Orientation click to review
Reading Review/Class Discussion: Define Hawaiian World View

Week 2 Lecture: Early World Civilizations
Reading: Rosenberg, The Middle East pages 1-78
Reading Review / Class Discussion: Define Middle East World View & Compare/Contrast with Hawaiian

Week 3 Lecture: Greece
Reading: Rosenberg, Greece and Rome pages 79-288
Reading Review / Class Discussion: Define Greek and Roman World View & Compare/Contrast with Hawaiian

Week 4 Lecture: Early Chinese Culture
Reading: Rosenberg, The Far East & The Pacific pages 289-366
Reading Review / Class Discussion: Define Far East & The Pacific World View & Compare/Contrast with Hawaiian

Week 5 Lecture: Celts
Reading: Rosenberg, The British Isles pages 367-456 and Northern Europe pages 457-507

Reading Review/Class Discussion: Define The British Isles or Northern Europe world view & Compare/Contrast with Hawaiian

**WEEK 6** Lecture: Africa

Reading: Rosenberg, Africa pages 507-566.

Reading Review / Class Discussion: Define African World View & Compare/Contrast with Hawaiian

**WEEK 7** Lecture: The Americas

Reading: Rosenberg, The Americas pages 567-652

Reading Review/Class Discussion board: Define The Americas World View & Compare/Contrast with Hawaiian

**WEEK 8** CT #1 Directions Scoring Guide Grading Rubric

Critical Thinking Activity #1: Developing Perspective and Exploring Beliefs

Compare and Contrast the creation mythology of cultures from around the world including Africa, the Middle East, Northern Europe, Asia/Pacific and the Americas, drawing conclusions related to the formation of cultural values and belief systems.

**Week 9** Exam 1

Lectures: Hawaiian Cultural Topics & Oceania

Reading: Ponting, Introduction and The Lessons of Easter Island "1-8 , The Foundations of History pages 8-18 and Excerpts from "Where the Waves Fall: A New South Seas Islands History” by K.R. Howe

Reading Review / Class Discussion: Explain the role of geography and the environment in the development of ONE early world civilization covered this week.
**Week 10** Lecture: Early Japanese & Mongolian Cultural Topics

Reading: Ponting, "Ninety-nine per cent of Human History" 18-37 AND "The First Great Transition" 37-68

Reading Review/Class Discussion: Explain the role of geography and the environment in the development of ONE early world civilization covered this week. Compare/Contrast with Hawaiian Culture.

**Week 11** Lecture CT#2 Directions Scoring Guide Grading Rubric

1. Reading: Ponting, "Destruction and Survival" 68-88 and In the Beginning and Traditional Hawaiian Metaphors by Kameeleihiwa

Critical Thinking Activity #2: Raising and Pursuing Root Questions

Explain the role of geography and the environment in the development of early world civilizations in Africa and the Middle East, Europe, Asia, the Americas, Hawai‘i and the Pacific. Areas to consider include social (polytheistic religions), economic (agriculture) and political systems.

**Week 12** Lectures: Islam, Christianity and Judaism

Reading: "The Long Struggle" 88-117 & the writings of Prophets

Class Discussion: Muhammad & Jesus

**Week 13** Lectures: Buddhism, Hinduism and Zoroastrianism

Reading: Religious Theory of the East

Class Discussion: Siddhartha, Swami Vivekananda & Zarathushtra

**Week 14** Lecture: CT#3 Directions Scoring Guide Grading Rubric

Critical Thinking Activity #3: Clarifying Beliefs

Deconstruct the primary foundations of early world religious ideologies including Christianity, Buddhism, Islam, Hinduism, Judaism and Zoroastrianism.
**Week 15**  Lecture: Patterns of Early Trade & Religious Conflict

Ponting, "The Spread of European Settlement" 117-141

**Week 16**  Lecture: Early Global Art

CT #4 Directions  Scoring Guide  Grading Rubric

Critical Thinking Activity #4: Making Interdisciplinary Connections

Assess the various influences on the development of early world art forms in Africa and the Middle East, Asia, Europe, the Americas, Hawai‘i and the Pacific with thoughtful analysis of the role of religion, geography/environment, linguistics, and music.

Reading: Ponting, Ways of Thought pages 141-160  and Hua King of Hana, The Legend of the Great Famine of the twelfth Century by David Kalakua

Final Exam