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University of Hawai'i  
Code Request Form for Academic Programs

**NEW OR MODIFIED SUBJECT CODE**

Date: 01/02/2018

**REQUESTOR CONTACT INFORMATION**

Name Shelby Wong Campus UH Hilo  
 Title Curriculum & Catalog Cord. Email shelbyw@hawaii.edu  
 Office/Dept OVCAA Phone 932-7927

- NEW SUBJECT CODE USE AT INSTITUTION**  
 **MODIFY SUBJECT CODE USE AT INSTITUTION**

Institution UH Hilo Effective Term Fall 2018

	Code (Max. Characters)	Description (30 characters max)	Check if requesting new code:
College	(2) <u>HA</u>	<u>Hawaiian Language</u>	<input type="checkbox"/> See Banner form STVCOLL
Division	(4) <u>HLAN</u>	<u>Hawaiian Language</u>	<input type="checkbox"/> See Banner form STVDIVS
Department	(4) <u>CHL</u>	<u>Hawaiian Language</u>	<input type="checkbox"/> See Banner form STVDEPT
Subject	(4) <u>KHIS</u>	<u>History- Ke'elikōlani</u>	<input checked="" type="checkbox"/> See Banner form STVSUBJ

**ATTACHMENTS**


Memo with appropriate campus approval (i.e. Campus Curriculum Committee, Vice Chancellor for Academic Affairs, etc.)

**VERIFICATIONS**

**Registrar:**

Chelsea Kay-Wong  1/30/18  
 Print Name Signature Date

**Financial Aid Officer:**

Sherrie Padilla  1/30/18  
 Print Name Signature Date

**For Community Colleges, verification of consultation with OVPCC Academic Affairs:**

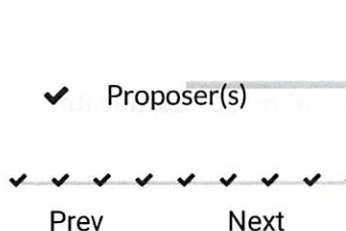
\_\_\_\_\_  
 Print Name Signature Date

# KHIS 151 | Mō'aukala Ao Pae I

Approved | Fall 2018

## Proposal Information

### Workflow Status



### Proposer

- ✓ Lei Kapono (Submitter)  
Submitted 9-26-2017
- ✓ Shelby Wong (Shared)

Ken Hon Approved  
12/9/2017

### Subject Code

KHIS

### Number

151

### New Alpha

### Course Title

Mō'aukala Ao Pae I

### Linked Institution Subject Codes

No Course Matches

## P) Proposal Details

### P.1) Proposal Summary

New Course - Previously offered as a Special Topics (x94) or Experimental (x98)

### Previously Offered Course Info

Fall 2017 KHWS 194 10930

### P.2) Proposal Rationale

Provide a higher education pathway taught through the medium of Hawaiian language by offering courses that meet general education requirements.

**P.3) General Education Consideration**

Simultaneous submission to the GE committee for GE Certification in World Cultures and Social Sciences.

**P.4) Does this proposal involve a prerequisite, corequisite or crosslisting from another department or program?**

No

**P.5) Does this proposal impact another department or programs Major, Minor, or Certificate program?**

No

**P.6) I certify I have contacted and consulted with all other affected or impacted departments.**

N/A

**P.7) Additional Resources**

None

**P.8) Department Vote**

Date of Vote	Approve	Not Approve	Abstain
08/14/17	10	0	3 (absent)

**P.9) Proposal Supporting Documents**

**P.10) Proposal Notes**

**1) Course Information**

**1.1) Department**

KHUOK Hawaiian Studies Undergrad (HWST, KHWS)

**1.2) Course Description**

**KHIS 151 Mō'aukala Ao Pae I (3)** Taught through the medium of Hawaiian language. A study of the history of humanity upon the face of the earth from initial beginnings until the spread of Europeans into the lands of indigenous peoples. A study of the breadth of that history focusing on aspects that have being integrated into contemporary living Native Hawaiian culture and identity as well as

those areas with parallels in the specific history of Hawai'i. Students learn to develop a historical perspective and research skills using primary resources. Prereq: KHAW 303 or with permission from instructor.

**1.3) Credit Options**

Fixed

**Fixed (ex. 3 credits)**

3 credits

**1.4) Is this course repeatable for credit?**

**1.5) Contact Hours Per Week**

Activity Type

Lectures 2.5

Laboratories

Field Trips

Clinical

Service Learning

2.5

**If field trips occur less frequently than once a week, specify how many field trips the class will take each semester.**

**1.6) Choose one of the following grade formats:**

Letter Grade

**1.7) Crosslisted Course(s)**

**1.8) Prerequisites**

Prereq: KHAW 303 or with permission from instructor.

(Note: KHAW 303 may be taken concurrently with permission from instructor. This is designed for Hawaiian Immersion students and many may have not enrolled in language course and would thus receive permission from the instructor.)

**1.9) Course Syllabus**

Syllabus in Hawaiian that would be provided to students followed by a translated syllabus for this review and approval process.

**Huainoa Papa: KHIS 151**

**Inoa Papa/'Ai: Mō'aukala Ao Pae I (3 'ai)**

**Hola Papa/Lumi:**

**Inoa Kumu:** William H. Wilson

**Hola Ke'ena:**

**Ho'oka'a'ike:** wilsonwi@hawaii.edu, 808-932-7234 (ke'ena)

### **'Owehe Papa**

He kilo i ka mō'aūkala o ke kanaka ma luna o ka papa 'ili honua mai ka ho'okumu 'ana a hiki i ka manana lāhui 'Eulopa a i nā 'āina o nā 'ōiwi. He kilo i ka laulā o ia mō'aūkala me ke kālele ma luna o nā 'ao'ao i komohia loa ai ka mauli ola Hawai'i o kēia wā a me nā 'ao'ao pilipā i ka mō'aūkala pono o Hawai'i nei. A'o 'ia ke kuana'ike paepae mō'aūkala a me nā ki'ina noi'i me nā kūmole kuamua.

### **Koina Komo**

KHAW 303 a i 'ole ma ka 'ae kūikawā a ke kumu. (*Haumāna Kaiapuni Hawai'i me nā haumāna walewaha kūpono 'ē a'e*)

### **Hopena A'o No Ka Haumāna**

1. Maopopo pono me ka hiki ke wehewehe no nā manaku laulā i pili i nā 'ano o nā kaiakanaka, e la'a nā kuanamana'o o loko, a me ka pili a ia mau 'ano i ka mohala 'ana o ka 'enehana a me ka 'ēkonomia i loko o ka mō'aūkala o ia mau kaiakanaka;
2. Ho'ohana i ke ki'ina kuana'ike mo'okū'auhau i ka nānā mō'aūkala e 'imi ana i ka like ma waena o nā ka'ina mohala mō'aūkala o nā wahi 'oko'a ma nā kāwā 'oko'a o ka 'alemanaka;
3. No'ono'o ma ke 'ano mōakāka, ho'okūpili, a loiloi pono no ke kūnewa manawa 'ana o nā mea ko'iko'i o ka mō'aūkala, e la'a ka launa mo'omeheu 'oko'a, nā kuapo mea pa'a a 'ike, ka "liliuwā" 'ana, a no kēia no'ono'o 'ana, e hiki ke ho'opuka i nā mana'o me ka mākaukau ma ke kākau a ma ka waha;
4. Kama'āina, "kuhi'i", 'ike a lewa pono i nā hanana ko'iko'i mai ka wā muakanaka a i ka makahiki 1500 me ka ho'ohana i ia 'ike hanana ma ka ho'oka'a'ike mana'o;
5. E wehewehe, ma ke kākau, no nā kaiakanaka 'oko'a a me nā kaiapuni o lākou me ke komo pū i nā 'ao'ao o ko lākou mau 'āina, kālai'āina, a mo'omeheu;
6. E kapa'i a wehewehe 'ano, ma ke kākau, i nā pilina a ke ao o kēia wā i nā hanana a me nā liliuwā o ka mō'aūkala;
7. Hō'ike kiko'i i nā 'ano i like ai ka mō'aūkala o ke ao ākea me ka mō'aūkala pono o Hawai'i nei;
8. Hō'ike kiko'i i nā 'ao'ao o ka mo'omeheu Hawai'i ola o kēia wā i puka mai mai loko mai o ka mō'aūkala ākea o ke ao.

### **Koina Puke Me Ka Lako:**

He kālana kākau e pa'a ai ke kakaha

He waihona e pa'a ai nā kāka'ahina a ke kumu

Ka ho'ohana 'ana i ke kamepiula e noi'i ai ma ka pūnaewe

### **Puke Koho:**

1. Bentley, Jerry H. and Herbert F. Ziegler, Traditions and Encounters: A Global Perspective on the Past, Vol. 1 (Boston: McGraw-Hill, 2000).
2. Reilly, Kevin, Worlds of History: A Comparative Reader Vol. 1: to 1550, 4th ed. (Bedford/St. Martin's, 2000).

### **Kumuwaiwai 'Ē A'e:**

'Ohina nūpepa o Ulukau: <http://nupepa.org/>

Papakilo: <http://www.papakilodatabase.com/main/main.php>

## **‘Oloke‘a Kilo Kaiakanaka A "Manaku" O Ka Papa**

### **MĀHELE 1. NĀ KAIAKANAKA KAHIKO PAE MUA KĀKAU**

#### **MANAKU / KAIAKANAKA**

Mo‘olelo Ho‘okumu Ao Ku‘una me ka ‘Epekema / Ola Muakanaka  
"Kumuho‘opono", Mo‘omeheu, Mēheuheu, Nohona / Nūhōlani  
Pilina Kaiaola me ka ‘Enehana / ‘Amelika ‘Ākau  
Pilikana, Piko‘u Keka, Kūlana Alaka‘i / ‘Oseania  
Malumalu Pa‘amau me ka Pa‘amau ‘Ole / ‘Amelika Hema  
Lawai‘a, Mahi‘ai, Hānai Holoholona / ‘Āsia  
Lāmeka, Ku‘i Mētala, Kūkuluna Nunui / ‘Apelika  
‘Ēkonomia me ke Kālepa  
"Ho‘opapanu‘u" ‘Oihana Kanaka

### **MĀHELE 2. NĀ KAIAKANAKA KAHIKO I PA‘A KĀKAU**

#### **MANAKU / KAIAKANAKA**

Haku a Ho‘olaha Kākau Palapala / Sumeria  
Aupuni Ho‘olōkahi a Ho‘omohala "Lāhuikahi" / Bābūlona (‘Akadū, ‘Aramaika)  
"Lau‘oko‘a" ma ka Ho‘omana a me ke Kālaimana‘o / ‘Aigupita  
"Naewe" Kālepa a me ka Ho‘opa‘a Aupuni ‘Emepela / Kina  
Ho‘opapanu‘u Hulu‘ei a Kūlana Kaiakanaka / Poinisia, Hebera  
Haku Mea Hou a me ka Hakuāho‘ou / Helene, Roma  
Ho‘okūhelu Meaana / ‘Īnia  
Ho‘ona‘auao "Ha‘aloina" / Maia, "Meso‘amelika"

### **MAHELE 3. NĀ KAIAKANAKA PILI HO‘OMANA "KAULĀHUI"**

#### **MANAKU / KAIAKANAKA**

Ho‘opa‘a ‘ia o nā Palapala Hemolele / Monotēismo o "‘Anesaharā"  
Ka Piliwi i ka "‘Ulu‘ākoa" ma ka Ho‘omana / Ho‘omana Kalikiano  
Ka Ho‘ohuli i ka Ho‘omana ‘Ē / Nā Ho‘omana o ‘Īnia  
Ka Mahae o nā ‘Ao‘ao Ho‘omana / Ho‘omana Mohameta  
Nā Pilina a ka Ho‘omana me ke Kālai‘āina i ka Lāhui / Ka Ho‘opilipū Ho‘omana ‘Ē  
Aupuni Kahua Ho‘omana ‘Ulu‘āko‘a / ‘Eulopa, ‘Āsia, ‘Apelika

### **MĀHELE 4. NĀ KAIAKANAKA HO‘ĀLIKELIKE PILI AUPUNI KAHUA LĀHUI**

#### **MANAKU / KAIAKANAKA**

Lāhui Noho Lihī, Kula‘i Aupuni ‘Emepela / Weikini, Monogola, Tureke  
Loli ‘Enehana, Loli Pilina Ao / "Ulupapa" Lāhui Tureke ‘Otomana  
Piko‘u Mo‘omeheu Pa‘a me ka Loli / Renaisanasa me ka Piko‘u ‘Enelani Ho‘oulupapa Lāhui na ke  
Aupuni Kahua Lāhui / Ho‘oulupapa na ko ‘Eulopa  
Nā ‘Aelike Kau‘āina/Kauaupuni / Hopena ma ‘Āsia me ‘Apelika  
Kinai Lāhui, Kahi Lāhui, Ho‘okauā Pili "Lākoko" / Pae‘āina Kanaria/ Kabo Werede

#### **Papa Manawa O Ke Kau I Wānana ‘Ia:**

### **MĀHELE 1. NĀ KAIAKANAKA MUA KĀKAU KAHIKO**

**Pule 01**

**Pule 02**

**Pule 03 Kuisa**

**MĀHELE 2. NĀ KAIAKANAKA PA'AKĀKAU KAHIKO**

**Pule 04**

**Pule 05**

**Pule 06**

**Pule 07 Hō'ike Waenakau**

**KUMUHANA KĀLELE KŪIKAWĀ**

**Pule 08**

**MAHELE 3. NĀ KAIAKANAKA PILI HO'OMANA KAULĀHUI**

**Pule 09 Kāmua o ka pepa pāhana noi'i**

**Pule 10**

**Pule 11 Kuisa**

**MĀHELE 4. NĀ KAIAKANAKA HO'ĀLIKELIKE PILI AUPUNI KAHUA LĀHUI**

**Pule 12**

**Pule 13 Kāmua o ka pōkāmāna**

**Pule 14 Kuisa**

**MĀHELE PANI**

**Pule 15 Ha'i'ōlelo Pāhana Noi'i**

**Pule 16 Ha'i'ōlelo Pāhana Noi'i; Nā'ana; (Pā'ina Pani Kau)**

**Pule 17 Hō'ike Hope Loa**

**Ha'awina:**

He ha'awina ko nā lā a pau. He mau ha'awina kākau paha, he mau ha'awina paha mai loko mai o ka puke, he ho'opa'a na'au paha, a ha'i'ōlelo paha, apwa. He mea nā ha'awina e ho'oikaika ai 'oe no nā 'ike o ka papa. No laila, he mea ko'iko'i ka ho'okō 'ia o nā ha'awina.

**Pāhana Noi'i:**

He 4-5 'ao'ao i kikokiko 'ia me ke koana pālua o ka pepa. He 8-15 ki'iaka o ka pōkāmāna. He 8 minuke o ka ha'i'ōlelo pōkāmāna a me ka pane i nā nīnau ma hope.

**No Ke Kaha Papa:**

Hō'ike Hope Loa 25%

Pāhana 20%

Hō'ike Waenakau 15%

Kuisa/Hō'ike 'Ē A'e 10%

Ho'okō Ha'awina 10% (2 hā'ule =A, 3=B, 4=C, 6=D, 6+=F)

Hele papa 10% (3 lā hā'ule=A, 5=B, 7=C, 10=D, 10+=F)(3 lohi=1 lā)

Kumu Honua Maui Ola 10% ('Ōlelo, Lawena, Komo Hana, Pā'ina Pani Kau)

**Alapī'i Hā'awi Kaha:**

A 95-100%

A- 90-94%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%  
C 73-76%  
C- 70-72%  
D 60-69%  
F 0-59%

**NĀ HAME‘A KA‘A‘IKE:** E ho‘opio i nā hame‘a ka‘a‘ike a i ‘ole inā ko‘iko‘i e ho‘opio i ke kani o ia hame‘a ka‘a‘ike. Ma waho o nā uliaulia, ‘a‘ole e ho‘ohana i nā hame‘a ka‘a‘ike ma ka papa.

**KA ‘ŌLELO HAUMĀNA HO‘OPONO:** E like me nā papahana ‘ē a‘e o ke kulanui nei, koi ‘ia ka haumāna e noho pono me ka ‘oia‘i‘o a e ‘auamo like nō ho‘i me nā hoakula i ke kuleana ‘o ka ho‘okō ‘ana aku i nā ana ho‘ohālike ki‘eki‘e loa o ka noho haumāna ‘ana. Eia nā la‘ana o ka ‘āpuka haumāna, ‘a‘ole na‘e i kau palena ‘ia ma laila: (1) ka pono hana kope ‘ana (e.l.m. ka ho‘opili ‘ana aku i ke kākau ‘ana a me nā mana‘o o ha‘i me ka hō‘ike ‘ole ‘ana i ke kūmole); (2) ka hā‘awi ‘ana aku i ke kumu i nā ha‘awina i hana ‘ia e ha‘i; (3) a i ka wā o ka hō‘ike a kuisa paha, ka nānā ‘ana i nā kakaha a i ‘ole i nā mea kōkua kākau a uila ‘ē a‘e paha, ke kūkākūkā pū ‘ana me nā hoapapa, ka hana kope ‘ana i ka hana a ha‘i, a i ‘ole ka hā‘awi ‘ana aku i nā hā‘ina i nā hoapapa. Eia hou, ‘o ka ‘ike ‘ana aku o ka haumāna i ka ‘āpuka ‘ana o nā hoapapa me ka hō‘ike ‘ole ‘ana mai, ua hiki ke no‘ono‘o ‘ia he kākō‘o ia i ka ‘āpuka haumāna ‘ana. Wehewehe ‘ia nā hopena a me nā ho‘opa‘i ke hō‘oia pono ‘ia ka ‘āpuka ‘ana o ka haumāna i loko o nā Kānāwai Lawena Haumāna.

**LAWENA HAUMĀNA:** Paipai nui ‘ia ka haumāna e ho‘okama‘āina aku i nā Kānāwai Lawena Haumāna ma [http://hilo.hawaii.edu/studentaffairs/conduct/student\\_conduct.php](http://hilo.hawaii.edu/studentaffairs/conduct/student_conduct.php).

**‘ŌLELO A‘OA‘O:** He kumuwaiwai ko‘iko‘i loa ke a‘oa‘o haumāna ‘ana no ke kōkua ‘ana aku i ka haumāna ma ka ho‘okō piha ‘ana aku i nā koina o ke Kulanui a me kāna mēkia. E aho ka haumāna e hālāwai aku me kāna kumu a‘oa‘o he ho‘okahi manawa o ke kau, ma ka li‘ili‘i loa nō ho‘i, no ke koho ‘ana aku i nā papa, no ka hō‘oia ‘ana aku i ka holomua ‘ana a i ka puka kula ‘ana, a no ke kūkākūkā ‘ana e pili ana i nā koho ‘oihana a me nā koho ho‘ona‘auao ‘ē a‘e o ke Kulanui o Hawai‘i ma Hilo. He kuleana ke a‘oa‘o haumāna ‘ana i ‘auamo like ‘ia e ke kumu a‘oa‘o a me ka haumāna, eia na‘e, i ka hope loa no ka haumāna ke kuleana ‘o ka ho‘okō koina kēkelē ‘ana. Ma ka pule ‘ehā o ke kau, hiki i ka haumāna ke huli i ka inoa o kona a‘oa‘o ma STAR.

**KA ‘ŌLELO KŌKUA MEA KĪNĀNĀ:** E ho‘oka‘a‘ike aku ka haumāna i palapala ‘ia kona kīnānā e makemake ana e noi aku i nā ‘ano kōkua like ‘ole e pono ai kona noho haumāna ‘ana me ke Ke‘ena Lawelawe Mea Kīnānā (University Disability Services Office) – Kikowaena Lawelawe Haumana (Student Services Center) E215, 932-7623 (V), 932-7002 (TTY), [uds@hawaii.edu](mailto:uds@hawaii.edu)- e like me ka wikiwiki i hiki.

**TITLE IX & ACT 208:** He ho‘ohiki kūpa‘a ke Kulanui o Hawai‘i ma Hilo (KHH) i ka ho‘okumu ‘ana i ke kaiāulu ho‘ona‘auao, hana, a noho e ulu a‘e ai ka ‘oia‘i‘o pilikino, ka launa ‘olu‘olu ‘ana, a me ke aloha, kekahi i kekahi, me ka ho‘okae ‘ole i ke keka kanaka a me ka limanui ‘ole ma muli o ke keka kanaka ma ka limanui pākanaka, ke kekohala, ka ho‘omāino keka, ka limanui kūloko, ka limanui launa ipo, a me ka hahai malū. Inā ua ‘ike ‘oe a i ‘ole paha kekahi hoa ou, i ua mau mea nei, aia ma ke Kulanui nei nā limahana a me nā kumuwaiwai e kākō‘o a kōkua aku iā ‘oe. E hiki pū i nā limahana ke kuhikuhi a‘e i nā kumuwaiwai o ke kaiāulu o Hilo nei. Eia kekahi mau koho hana:



Inā makemake 'oe e hō'ike 'ole i kou inoa, e kama'ilio malū me kekahi, a e ho'onui i ka 'ike me ke kāko'o ma ka hālāwai malū 'ana, e kelepona i ke:

Ke'ena Hoa Kūkā o KHH (UH Hilo Counseling Services): Kikowaena Lawelawe Haumāna, lumi E-203.

932-7456

Ke'ena Lawelawe Lapa'au o KHH (UH Hilo Medical Services): Kikowena Kulanui, lumi 212, 932-7369

YWCA o Hawai'i Mokupuni, 935-0677

Inā makemake 'oe e hō'ike no ka ho'okae keka a limanui keka e like me ka limanui pākanaka, ke kekohala, ka ho'omāino keka, ka limanui kūloko, ka limanui launa ipo a me ka hahai malū, a inā paha makemake pū 'oe e loa'a mai ka 'ike a me ke kāko'o\*, e kelepona iā:

Libby Bailey, Ho'olauka'i Po'oinoa: 932-7818 libby.bailey@hawaii.edu

Jennifer Stotter, Ho'okele o ke Ke'ena Hai Papaha Kaulike a Hope Ho'olauka'i o ke Po'oinoa IX: 932-7641 jstotter@hawaii.edu

Kalei Rapoza, Luna Ho'okele Kūmanawa o ka Hai Limahana, 932-7626 kaleihii@hawaii.edu

\*'A'ole pono e ho'opi'i kūhelu aku i ke Kulanui e loa'a mai ai ke kāko'o me ke kōkua.

Ma muli o ko'u noho kumu Kulanui 'ana, ua koi 'ia mai au e hō'ike koke aku i ka ho'okae keka a limanui keka paha i ka Ho'olauka'i Po'oinoa IX o KHH nei. 'Oiai 'a'ole hiki iā māua 'o ka Ho'olauka'i Po'oinoa IX ke hō'oiā i ka mālama malū 'ia o ia 'ike, e loa'a ana nō nā koho ma ka ho'oponopono 'ana i ka hihia. 'O ka'u pahuhopu, 'o ia ka mōakāka iā 'oe o nā koho ho'oponopono a me ka maopopo iā 'oe ma hea e 'imi a loa'a mai ai nā kumuwaiwai a me ke kāko'o e pono ai.

No ka 'ike hou no ka ho'okae keka a me ka limanui keka, no nā kumuwaiwai Po'oinoa IX O KHH nei, a no ko ke Kulanui Kulekele, Interim EP 1.204, e komo i: <http://www.hawaii.edu/titleix>.

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### *TRANSLATION*

#### **KHIS 151: Mō'aukala Ao Pae I (3 cr)**

**KHIS 151: World History Level I (through a Hawaiian Perspective Lens and taught through the Hawaiian Language)**

#### **Course Description**

A study of the history of humanity upon the face of the earth from initial beginnings until the spread of Europeans into the lands of indigenous peoples. A study of the breadth of that history focusing on aspects that have being integrated into contemporary living Native Hawaiian culture and identity as well as those areas with parallels in the specific history of Hawai'i. Students learn to develop a historical perspective and research skills using primary resources.

Prerequisite: KHAW 303 or permission from instructor. (Designed for Hawaiian immersion students and students with appropriate language proficiency.)

#### **Student Learner Outcomes**

1. Understand and describe general concepts of social organizations, including belief systems, as they intersect with technology and economics in historical development;
2. Use a genealogical approach to history that is inclusive of similar historical progressions and developments occurring at different absolute dates;
3. Think clearly, logically, and critically about major historical processes, e.g., cultural interactions, exchanges, and development through time, and express these thoughts

- effectively in written and oral form;
4. Locate, comprehend, and utilize information regarding key events from pre-history to 1500;
  5. Describe societies and their environment, including physical, political, and cultural geography in writing;
  6. Identify and describe connections between the contemporary world and historical processes and events in writing;
  7. Specify how the history of the world as a whole has parallels with the specific history of Hawai'i;
  8. Specify what features of contemporary living Native Hawaiian culture and identity have sources in the larger history of the world.

**Required Materials:**

Writing tablet for notes

Folder for handouts

Access to work on computer and conduct internet research

**Optional Books:**

1. Bentley, Jerry H. and Herbert F. Ziegler, Traditions and Encounters: A Global Perspective on the Past, Vol. 1 (Boston: McGraw-Hill, 2000).
2. Reilly, Kevin, Worlds of History: A Comparative Reader Vol. 1: to 1550, 4th ed. (Bedford/St. Martin's, 2000).

**Other Resources:**

'Ohina nūpepa o Ulukau: <http://nupepa.org/>

Papakilo: <http://www.papakilodatabase.com/main/main.php>

**Outline of Societies and Concepts Covered**

*PART 1. ANCIENT PRELITERATE SOCIETIES*

CONCEPTS / SOCIETIES

Origin Stories And Science / Pre-Human Society

Values, Culture, Lifeways / Australia

Environmental Interactions and Technology / North America

Kinship, Gender and Leadership / Oceania

Development of Permanent Habitations / South America

Fishing, Agriculture, Animal Husbandry / Asia

Pottery, Metal Working, Massive Architecture / Africa

Economics and Trade

Social Stratification

*PART 2. ANCIENT LITERATE SOCIETIES*

CONCEPTS / SOCIETIES

Evolution and Spread of Writing / Sumeria

Political Unification and Development / Other Mesopotamia, Persia

Religious and Philosophical Diversity / Egypt

Trade Network and Empire Building / China

Class and Social Stratification / Phoenicia, Early Hebrews

Invention and Innovation / Romans, Greeks

Standardization of Measures / India  
Formal Education / Maya, Mesoamerica

*PART 3. TRANS-ETHNIC RELIGION-BASED SOCIETIES*

CONCEPTS / SOCIETIES

Consolidation of Religious Texts / Early Near East Monotheism  
Universalism as Religious Dogma / Christianity  
Religious Conversion / Indian Religions  
Religious Factionalism / Islam  
Religion, Politics, Ethnicity / Diversity in these Societies  
Nation State and Religion / Europe, Asia, Africa

*PART 4. ASSIMILATION NATION STATE SOCIETIES*

CONCEPTS / SOCIETIES

Known World, Fringe Populations, New Empires / Mongols, Turks, Vikings  
Technological/Geographical Change / Ottoman Expansion  
Cultural Identity Stability / Western European Expansion  
State Sponsored Expansion / Russian Expansion  
International Agreements / Asian and African Reactions  
Genocide, Ethnic Cleansing, Race-based Slavery / Canary Islands/Cape Verde Islands

Anticipated Calendar

*PART 1. ANCIENT PRELITERATE SOCIETIES*

**Week 01**

**Week 02**

**Week 03 Quiz**

*PART 2. ANCIENT LITERATE SOCIETIES*

**Week 04**

**Week 05**

**Week 06**

**Week 07 Mid-term**

*Special Topic*

**Week 08**

*PART 3. TRANS-ETHNIC RELIGION-BASED SOCIETIES*

**Week 09 Research Assignment Draft**

**Week 10**

**Week 11 Quix**

*PART 4. ASSIMILATION NATION STATE SOCIETIES*

**Week 12**

**Week 13 Powerpoint Draft**

**Week 14 Quiz**

*Conclusion*

**Week 15 Research Presentation**

**Week 16 Research Presentation; Review; (Pā'ina Pani Kau)**

**Week 17 Final**

## **Assignments**

Daily assignments. May include writing, reading, memorizing, speech, etc. Assignments will strengthen your knowledge of content. It is critical to complete the assignments.

## **Research Project**

4-5 pages, typed, double spaced. Powerpoint, 8-15 slides. 8 minute PowerPoint presentation and respond to questions.

## **Grading**

Final 5%

Project 20%

Mid-term 15%

Quizzes/Tests 10%

Assignments 10% (2 hā'uile =A, 3=B, 4=C, 6=D, 6+=F)

Attendance 10% (3 lā hā'uile=A, 5=B, 7=C, 10=D, 10+=F)(3 lohi=1 lā)

Kumu Honua Mauli Ola 10% ('Ōlelo, Lawena, Komo Hana, Pā'ina Pani Kau)

## **Grade**

A 95-100%

A- 90-94%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D 60-69%

F 0-59%

## ***Evidence of Educational Effectiveness***

*A combination of quizzes, examinations, and other assignments. All examinations include at least one essay question.*

### ***Writing Requirements***

*A sample of writing assignments include:*

- *Two 4-5 page response essays, written in response to a specific question (based on reading assignments or class presentations). Essays must be computer generated, well-thought out, proof-read, and have a thesis.*
- *Review essays (2-3 pages) of the assigned material that examine important aspects of world history, in combination with a Reaction Journal that highlights the key points and critically analyzes the readings within the historical context. The Journal should be 1-2 typed pages per class and is due at the end of the semester.*
- *Three handout assignments of five pages each requiring analysis of historical documents.*
- *Four short essay assignments (2 pages each) based on questions comparing and contrasting historical primary source material.*
- *Two response essays (four pages each) that address questions related to specific primary and secondary source readings. These essays include a mandatory revision.*

**Electronics:** Please turn off electronics or if necessary, please turn off the sound. Other than for emergencies, please refrain from us during class.

**Academic Honesty/Integrity Statement:** As elsewhere at the university, students are expected to behave with integrity and hold both themselves and their peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual's words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else's work, or providing answers to others in any fashion during an examination. Please note that knowledge of others' cheating and failure to report this to the instructor can also be construed as complicit to academic dishonesty. The Student Conduct Code describes disciplinary action that follows proof of academic dishonesty.

**Student/Class Conduct:** Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at [http://hilo.hawaii.edu/studentaffairs/conduct/student\\_conduct.php](http://hilo.hawaii.edu/studentaffairs/conduct/student_conduct.php)

**Advising Statement:** Advising is a very important resource designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities provided by UH-Hilo. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

**Disability Accommodations:** Any student with a documented disability who would like to request accommodations should contact the Disability Services Office – Student Services Center E230, 932-7623 (V), 932-7002 (TTY), [uds@hawaii.edu](mailto:uds@hawaii.edu) as early in the semester as possible.

**Title IX Sex Discrimination and Gender-based Violence Statement:** The University of Hawaii is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, the University has staff and resources on your campus to support and assist you. Staff can also direct you to resources that are in the community. Here are some of your options:

If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact:  
UH Hilo Counseling Services: SSC, room E-203. 932-7465.  
UH Hilo Medical Services: Campus Center, room 212. 932-7369  
Hawaii Island YWCA, 935-0677

If you wish to REPORT an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support\*, contact:  
Libby Bailey, Title IX Coordinator: 932-7818 [libby.bailey@hawaii.edu](mailto:libby.bailey@hawaii.edu)  
Jennifer Stotter, Director of the Office of Equal Opportunity & Deputy Title IX Coordinator: 932-7641 [jstotter@hawaii.edu](mailto:jstotter@hawaii.edu)

Kalei Rapoza, Interim Director of Human Resources, 932-7626 kaleihii@hawaii.edu

\* Please note that you do not have to file a report with the University to receive institutional support or assistance.

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to:  
<http://www.hawaii.edu/titleix>

## **2) Curriculum Coordinator**

### **2.1) Fast Track Approved**

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### **2.2) General Education Certification**

### **2.3) Curriculum Coordinator Notes**

#### **Prerequisites**

No Rules

## **3) Banner Data Elements (For Administrative Use Only)**

### **BDE Long Title**

#### **3.1) Transcript Title**

#### **Description**

#### **3.3) Effective Term**

#### **3.4) Status**

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**3.5) College**

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**3.6) Division**

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**3.7) Department**

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**3.8) Approval Code**

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**3.9a) CEU  
or Credit  
(Low)**

**3.9b) CEU  
or Credit  
Options**

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**3.9c) CEU  
or Credit  
(High)**

**3.10a)  
Billing  
(Low)**

**3.10b)  
Billing  
Options**

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**3.10c)  
Billing  
(High)**

**3.11a)  
Lecture  
(Low)**

**3.11b)  
Lecture  
Options**

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**3.11c)  
Lecture  
(High)**

**3.12a) Lab  
(Low)**

**3.12b) Lab  
Options**

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**3.12c) Lab  
(High)**

**3.13a)  
Other (Low)**

**3.13b)  
Other  
Options**

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**3.13c)  
Other  
(High)**

**3.14a)  
Contact  
(Low)**

**3.14b)  
Contact  
Options**

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**3.14c)  
Contact  
(High)**

**3.15) Repeatability**

**3.16) Course Level**

**3.17) Schedule Type**

**3.18) Grading Options**

**3.19) Default Grading Option  
Code**

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**3.20) Catalog Requisite Information**

**3.21) Catalog Requisite Dependencies**

**3.22) Prerequisites**  
None

**3.23) Corequisites**

**3.24) Equivalent Course(s)**  
Course

**Start Term**

**End Term**

**3.25) Degree Attribute**

**3.26) Term Restriction**

**3.27) Scabase End term**

**3.28) Mutually Exclusive Course(s)**  
Course

**Start Term**

**End Term**

**New Course Fees**

**Fee Codes Detail**

**Fee Codes Amount**

**Institutional Reporting Codes**  
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**BDE Course Text**

**Course Text**

**BDE Course URL**

**BDE Int Partners**

**BDE Learning Objectives**



## **Banner Integration**

**Banner Integration Flag**

**Banner Integration Results**

## **Attachments**



UNIVERSITY  
of HAWAII  
**HILO**

January 16, 2018

**MEMORANDUM**

**TO:** Marcia Sakai  
Interim Chancellor  
University of Hawai'i at Hilo

**FROM:** Ken Hon *Ken Hon*  
Interim Vice Chancellor for Academic Affairs  
University of Hawai'i at Hilo

**SUBJECT:** Request for Approval of New Program Codes and Subject Code for use at UH Hilo

**SPECIFIC ACTION REQUESTED:**

We request that the following new program and subject codes be approved for use. All programs below were reviewed and approved during the 2017-2018 curriculum review cycle.

Minor:

**PART** Minor in Performing Arts  
College of Arts and Sciences, Performing Arts

New Subject Certificate Programs:

**SC-HWST-ILEE** Hawaiian & Indigenous Language Medium Early Education  
Ka Haka 'Ula O Ke'elikolani, Hawaiian Studies

**SC-POLS-PUBP** Public Policy Certificate  
College of Arts and Sciences, Political Science

New Subject Code:

**KHIS** History- Ke'elikolani  
Ka Haka 'Ula O Ke'elikolani

**RECOMMENDED EFFECTIVE DATE:**

We request the effective date of Fall 2018 for all program and subject codes.

**ADDITIONAL COST:**

There is no additional cost associated with this request.

**PURPOSE:**

The purpose of this request is to request approval for new program codes from the UH System Institutional Research and Analysis office for the above-mentioned degree and certificate programs. These programs were proposed, reviewed and approved during the 2017-2018 curriculum review cycle.

The new minor and subject certificates are under an existing BOR approved degree program.

**ACTION RECOMMENDED:**

We recommend that you approve the new program codes for use for the above-mentioned degree and certificate programs.

**APPROVED/DISAPPROVED:**



\_\_\_\_\_  
Marcia Sakai, Interim Chancellor



\_\_\_\_\_  
Date

KH:sw

Cc: Donald Straney, Vice President for Academic Planning & Policy  
Zachary Street, Director of Admissions  
Chelsea Kay-Wong, University Registrar