

World History

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COURSE DESCRIPTION:

World History covers 10,000 years of world history, looking primarily at the last 1,000 years. Rather than being focused solely on Western/European Civilization, the course approaches the study of history from a truly global perspective, paying close attention to the ways in which the world's major societies and cultures have interacted across time and influenced the development of global processes and systems.

COURSE OBJECTIVES:

This course addresses several "Habits of Mind" or skills that are crucial in the study of history. My goal as a teacher is to provide meaningful instruction, activities, and projects that challenge students to develop these skills and move toward these goals and objectives:

- Connect global patterns over time and space to local developments: move from the global to the particular.
- Compare reactions to global issues within and among societies.
- Develop the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspending judgment but developing understanding.

Students will be given a wide array of classroom activities and assessments to help them move toward meeting these goals and developing these "Habits of Mind". In doing so, students will participate in both teacher and student led discussions, work cooperatively with their peers, write analytically to interpret history, and engage in simulations and historical role plays, among other activities. Along the way students will be assessed formatively and through incremental summative assessments, receiving feedback on quizzes, unit review exams, not to mention oral and written feedback on their writing and general progress.

MAJOR UNITS OF STUDY:

Unit 1: Review of The World Before Modern Times, Prehistory –1500 CE

This review unit begins with an important marker event—the Neolithic/Agricultural Revolution/Transition. Students study point of view around the concept of civilization, look for patterns common among early civilizations and their collapse. The fall of the classical civilizations near the end of this unit ushers in new era of both isolation and eventual connectedness on the Eurasian and African continents.

Unit 2: The Early Modern World, 1400–1800

This era includes only 400 years, but some profound and long-lasting changes occurred. During this period the two hemispheres were linked for the first time in world history and long-distance trade became truly global.

Unit 3: An Era of Revolution and European Imperialism, 1800–1914

New ways of thinking continued to develop and unfold in this era as profound social and political change spurred revolution and the development of industrialized economic might, all of which fueled European imperialism and a growing sense of nationalism.

Unit 4: The Twentieth Century Crisis, 1914–1945

War and conflict defined this period as fragile alliances unraveled and the world experienced two major conflicts and a new sense of anxiety as technology transformed warfare.

Unit 5: Toward a Global Civilization, 1945–Present

With the end of World War II, independence movements across the world in the colonial holdings of former industrial powerhouses took place, moving the world toward a new global culture. Also, a new type of "cold" warfare defined this period as the world divided itself politically, socially, and economically into respective Cold War camps.

COURSE MATERIALS & RESOURCES:

Students will use a variety of resources and learning materials to build their knowledge of world history. The following is a list of the major anchor texts and media. Please feel free to review the material and email or call with any questions or comments you have.

Beah, Ishmael. *A Long Way Gone*

CNN Video: *Millennium* vol. 1-5.

PBS Video: *Guns, Germs, and Steel*, episode 1-3, Jared Diamond.

Quinn, Daniel. *Ishmael*.

Spielvogel, Jackson J. *World History: Modern Times*. Glencoe/McGraw Hill, 2008.

SUPPLEMENTAL COURSE MATERIALS & RESOURCES:

Students will need to supply the following materials for this class.

- 1 spiral-bound, 8 ½ x 11, college ruled notebook for in class notes or activities. It must be dedicated to this class.
- 1 package of colored makers
- 3.5" diskette or storage device (USB flash drive); please label with name. *This is optional, but certainly handy.*
- A student email account to enroll and participate in Turnitin.com and the class blog/forum.

HOMEWORK POLICY:

Homework is a tool in the teaching and learning process when it has purpose and meaning as an extension of the learning in the classroom. In my classroom, work may be assigned to be completed outside of the normal school day for a number of reasons:

- *Absence*: to make up work missed during an excused absence
- *Completion*: to finish work not completed at school for which time has been given to do so in class
- *Extension*: to provide students with opportunities to transfer specific skills or concepts to new situations
- *Practice*: to help students master specific skills which have been presented in class
- *Preparation*: to help students prepare for the next step in a unit or study for a quiz or test

In sum, studying at home enhances student achievement, helping to develop self-discipline and good work/study habits. Students in my classes should expect approximately 15-30 minutes of homework for every hour of time spent in class. Actual time spent on homework obviously varies greatly based on the individual and the degree to which they choose to maximize any given learning opportunity.

SUBMITTING / DOING COURSE WORK:

Written Work:

- Outside written work, unless otherwise noted, must be typed double-spaced on 8½" x 11" paper with 1" margins. 12-point Times/Arial or another standard font is acceptable. Identifying information must be included on a cover page OR in the upper margin, unless otherwise noted (name, date, subject/period, assignment title, etc.).
- In-class written work must be hand written on 8½" x 11" college ruled paper in black or dark blue ink. Identifying information must be included on the first page in the upper margin (name, date, subject/period, assignment title, etc).
- Students may re-write any extended take home writing for a revised grade. Revised work will only be accepted if the original copy is attached to the final copy. Additionally, a brief summary of revisions must also be submitted with the revised work.
- Some of the written assignments for this course will be submitted via turnitin.com. Students will need to have a valid email address to use this function. Files may be submitted in a variety of formats. If this is problematic for any reason, please meet with me early in the year to see about possible alternate arrangements or modifications to this process.

GRADING POLICY:

A student's letter grade in a course is just one of the ways progress and learning in a subject is measured. Progress report and semester grades will reflect work done up to that point in the grading cycle. In accordance with the school's grading policy, letter grades will be awarded using the standard grading scale in the CHS Student Handbook.

Grades are based on work done in four weighted categories:

- **Homework and Projects:** This category accounts for *40 percent* of the student's grade in the course. Any assignment covering multiple days or one assigned for completion out of class falls into this category. The bulk of homework assignments will come from weekly readings and related assignments including extended, take home writing tasks assigned for completion outside of class.
- **Daily Class Work:** Totalling *30 percent* of the course grade, this category covers student participation in and completion of class activities and assignments. This could include participation in teacher led discussions, student led inner/outer seminars, forum/blog posts completed in school or out, cooperative learning activities, simulations, review projects, or any other work assigned in class and completed that day or over the course of several days.
- **Quizzes:** Students are expected to demonstrate accountability in reading assignments, the acquisition of relevant factual data, and development and mastery of the "Habits of Mind" mentioned earlier. Students will be tested and quizzed in various formats to achieve this goal, but the main modes will be multiple choice, matching, short answer, and timed writings. This category is *20 percent* of the student's grade.
- **Unit Tests:** Review is an essential component of success in this course. To help encourage students to do so, *10 percent* of their grade will be based on unit review tests given at the completion of both major and mini units of study.

To help improve communication with home and empower students to be responsible for their academic progress, students and parents will have access to grades and class information online through the Skyward Family Access grading system. Passwords and individual logons, if not already held, will be established and communicated in the first few weeks of school.

LATE WORK / ATTENDANCE POLICY:

Unexcused late work is not acceptable. While I encourage and expect every student to complete each assignment and/or project to the best of their ability, partial credit will be awarded, at my discretion, for incomplete work submitted on time, but not for work turned in late without prior arrangements having been made.

Most of the quizzes for this class will be given on Friday. Missed quizzes given on a Friday must be made up by the following Wednesday to receive credit. While this may be difficult for some students to adhere to, doing so allows us to review old quizzes in class as part of our ongoing assessment and review process. Students may typically make up quizzes before school or after school during the daily conference period from 2:10 – 2:40. Arrangements for make up quizzes should be made ahead of time to ensure coordination of schedules.

As always, late work issues not specifically covered in this policy will arise due to family emergencies, extenuating circumstances, etc. Students should see me with any individual concerns they may have, preferably prior to due dates. Please make every effort to minimize unnecessary absences. It is impossible to replace the learning situations and whole class activities students miss while out of the classroom. For specifics on the CHS attendance policy we adhere to, consult the student handbook. *Please note the following: Generally speaking, for each day of excused absence one day is given to complete or make up work.*

ACADEMIC HONESTY POLICY:

Plagiarism occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author or source for ideas incorporated into a paper to handing in a paper or assignment copied completely or partially from the Internet, a book, or another person's work. To be clear, collaboration is encouraged and desired in this course, but this should never be substituted for a student doing and submitting their original work on any given assignment. A student is guilty of plagiarism when he or she presents another person's intellectual property, consciously or not, as his or her own. *For the purpose of this class, this would also include the academically dishonest practice of cheating on a test or stealing another person's answers or work.*

Based on guidelines adopted by CHS, students caught plagiarizing or being academically dishonest will receive a double zero/"0" for that assignment and a failing grade in the course until the assignment has been made up or original worked has been submitted. Additionally, students will be referred to CHS administration for disciplinary action. Depending on the degree, severity, and nature of the offense, an opportunity may be presented to the student by the instructor to earn back some but never all of the lost credit. We will spend a good deal of time in class addressing the issue through activities and discussion meant to clarify the nuances of the subject, but ultimately the responsibility lies with the student. They should protect themselves by erring on the side of caution and discussing questions they might have on the topic or specific instances with the teacher.

A major tool available to help instructors promote academic integrity is the use of Turnitin.com. Students should expect to be asked to use this tool regularly throughout the year, not just to prevent plagiarism, but for peer reviews of writing and by the teacher for online grading of essays and assignments.

BASIC STANDARDS & POLICIES:

In order for us to have a successful year, classroom members need to strive to adhere to the following standards and policies:

BE PROMPT

- When the bell rings be inside the classroom (*class tardy/attendance policy is outlined in the CHS Student Handbook*)

BE PREPARED

- Come to class well-rested and ready to learn with your classroom materials, supplies, and homework.

BE POLITE

- Respect everyone's personal rights, property, and opinion

BE ATTENTIVE

- Practice active listening skills when the teacher, visitors, or other students are addressing the class.
- If you have a question or would like to contribute to the discussion, please raise your hand

BE COOPERATIVE

- Cooperate with your teachers and classmates

BE RESPONSIBLE

- Ask for help when you need it
- Keep track of your books and assignments
- Turn your work in on time
- Do your part in cooperative learning projects
- Challenge yourself to grow
- Accept responsibility for your grades and actions

TIPS FOR SUCCESS:

Students who work hard to understand themselves and grow as students will typically succeed. The following is a list of suggestions for helping them in that endeavor:

- Set aside a regular time and a quiet place at home to study and do homework.
- Form study groups with your peers that meet frequently and regularly.
- Set goals and deadlines for work to be completed and reward yourself when you're done
- Build a daily habit of reading, writing, and completing homework
- Take small steps on large projects ... don't procrastinate
- Contact your teacher via e-mail for clarification of assignments, projects, or progress
- Access the class web page, blog, and forum at www.mistergweb.com for updates on class happenings.
- Track your grade regularly by visiting the district's online grade book: <https://www2.swrdc.wa-k12.net/scripts/cgiip.exe/WService=wcamass71/fwemnu01.w>
- Use the text web site http://glencoe.mcgraw-hill.com/sites/0078607051/student_view0/ to review material, quiz yourself, look at chapter outlines, etc.
- Find a reasonable balance between the academic, social, and extracurricular; don't focus solely on one at the expense of the others.
- Relax and take a break from studying every once in a while ... go play.

CLOSING THOUGHTS:

If you have any questions regarding this syllabus, assignments, materials, or your progress, please feel free to contact me at school via phone or preferably e-mail. I am looking forward to working with you this year to create a positive and successful learning experience.

Good luck!

Mr. Greene