

World History: Modern---Course Syllabus

North Pointe Prep---Academic Year 2020/2021

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THE PURPOSE OF THIS COURSE is to help the student explore material that has been designed to fulfill the Arizona Department of Education's prescribed standards for the study of World History. In our study of this material, we will engage in lecture, note-taking, reading of required texts and primary source material, class discussions, writing practice, and individual and small group activities. Of particular importance during this academic year will be the development of certain critical academic skills, namely, 1) crafting historical arguments based on historical evidence, 2) using chronological reasoning, 3) comparing and contextualizing different periods, regions, events, etc..., and 4) interpreting evidence and synthesizing this with evidence from different periods and areas.

MATERIALS

Required materials for this course include the following:

- Textbooks---Stearns, Peter, et al, *World Civilizations*. 7th ed. Upper Saddle River, NJ: Pearson Education, Inc., 2015.

AND

Strayer, Robert W. and Eric W. Nelson, *Ways of the World*. 3rd ed. New York: Bedford/St. Martin's, 2016.

- You need a binder to keep notes, returned tests and quizzes, handouts, etc..
- You need pens and pencils. Please make certain that you don't have to keep borrowing them from other people.
- Colored pencils will be provided, but it would be a good idea for you to have a small collection of colored markers and highlighters.

COURSE CONTENT

The content coverage for this course will be extensive and multidimensional. You and I will be learning about and discussing a lot of fascinating stuff this year. We will be using the following materials during our year of World History:

- Course textbooks---Stearns' *World Civilizations* (7th ed.); Strayer's *Ways of the World* (3rd ed.).
- Primary sources, including photos of art, statuary, and architecture.
- Magazine and journal articles.
- Audio and video resources, including NPR journalistic pieces, documentaries, and TED talks.
- Published data in varied forms that require objective and interpretive analysis.
- Internet resources.

To prepare you for your semester exams, you will be:

- Reading the assigned textbook chapters and handouts.
- Participating in class lectures and activities, including note-taking.
- Completing, to the best of your ability, course assignments.

This course will be covered in 10 Units, based on chronological periodization. That includes nine units, plus a "pre-unit," covering very briefly information leading from the fall of the Roman Empire to

the spread of Islam to the development of feudalism in Europe. "Modern" World History begins with the 1200's and the Mongol conquest of much of the Old World (Europe, Africa, Asia).

Unit "0": *The Post-Classical World--A Brief Review*, covering the period from c. 450 CE to c. 1200 CE. This will include the rise of the Byzantine Empire, the culturally sophisticated Song dynasty in China, the founding of Islam, the empire of Charlemagne, and the development of European feudalism.

Unit 1: *The Global Tapestry*, examining global cultural, political, and economic developments from c. 1200 CE to c. 1450 CE. Lot of emphasis on the growth and development of Islam, the West African kingdoms and the Trans-Saharan caravan trade, and the political stabilization of post-Carolingian Europe, just in time for the Ottoman conquest of the Byzantine capital of Constantinople (1453 CE).

Unit 2: *Networks of Exchange*, which focuses very largely on the trade networks developed and connected during the era from 1200 CE to 1450 CE. This is where we'll focus largely on the Mongols, the Italian Renaissance, Indian Ocean trade, and the Black Plague (especially its effects on Eurasian politics and economics).

Unit 3: *Land-Based Empires*, examining and comparing the great centralized mega-states of Eurasia, including the Muslim "gunpowder empires" and the Chinese Ming and Qing dynasties, c. 1450 CE to c. 1750 CE.

Unit 4: *Transoceanic Interconnections*, looking at the "Age of Exploration" and the development of European overseas empires, c. 1450 CE to c. 1750 CE. This is going to be a thorough examination of the ways in which overseas trade led to the creation of European commercial empires, and what technologies and political innovations made these commercial empires so wildly successful (to the point where they essentially conquered the world and gave us the global commercial culture we live in today). This unit will spend a lot of time looking at Iberian (Spanish/Portuguese) explorations and conquests, the Columbian Exchange, and the Atlantic slave trade, including its impact on the political and economic fortunes of Africa. This unit also includes an overview of the Protestant Reformation.

Unit 5: *Revolutions*, exploring the ideas, circumstances, and sentiments that led to a series of dramatic political and economic changes in the Atlantic world, from 1750 to 1900. Topics in this unit will include the Enlightenment, the American and French Revolutions, nationalism, and industrialization.

Unit 6: *Consequences of Industrialization*, in which we focus on the geo-political, economic, and social fallout of the Age of Industry, 1750 to 1900. Topics will include "new imperialism," indigenous resistance movements, and the formal end of Atlantic slavery in all of the industrialized nations.

Unit 7: *Global Conflict*, which examines the causes and consequences of decades of modern, industrialized warfare. In this unit, we'll discuss how imperialism and industrialism led almost inevitably to World War I, and how the treaty that ended WWI helped to create the conditions for World War II. This is a big messy period of economic crisis, political extremism, warfare on a previously unknown scale, and genocide, from roughly 1900 to the present day.

Unit 8: *Cold War and Decolonization*, covering world history from 1900 to the present day (with most of the focus on the post-World War II era), focusing largely on the Cold War struggle between the Western Alliance and its Communist adversaries, as well as the decolonization movement and the death of European overseas empires.

Unit 9: *Globalization*, 1900 to the present day, in which we will look at the modern institutions of political stability and global commerce, technology and the environment, and disease, which respects no borders or time periods.

Five Major Themes will be used throughout our exploration of the different periods and places and peoples. They are as follows:

Theme 1: Interaction Between Humans and the Environment.

Theme 2: Development and Interaction of Cultures.

Theme 3: State Building, Expansion, and Conflict.

Theme 4: Creation, Expansion, and Interaction of Economic Systems.

Theme 5: Development and Transformation of Social Structures.

CLASSROOM PROCEDURES AND EXPECTATIONS

Due to the health precautions being taken by all the Pointe Schools during this season (and possibly longer), we need to set some basic protocols for online class behavior. Essentially, we are taking most of the policies that would apply to on-campus behavior, dress-code, and etc..., and applying those policies to the online "classroom," to the extent that it is practical and desirable. There may be some small flexibility on some policies, but the spirit of respectful engagement still prevails.

When logged into your online class, you are expected to...

- **SHOW UP!** Be in the Zoom meeting **ON TIME**. We need to see your faces for at least a couple minutes every day. We are taking attendance on a daily basis. This is required by the State of Arizona. If you show up late, you will be marked Tardy. If you log-in during the last several minutes of class, you will be marked Absent for the period, just as if you walked into my
- classroom in the last two minutes with no explanation. **Once we have taken attendance, you may turn off the video on your screen, if you are uncomfortable being on display for the whole class period. You are still expected to be present for class. I will call on you occasionally, just to verify that you are still there.**
- **WEAR CLOTHES.** They can be your pajamas. They can be unwashed or mismatched. But you must wear clothes. You clearly don't need to wear shoes and socks, but you must wear something to cover the top, as well as something to cover the bottom. (Some of you may say to yourselves, "But Mr. Hernandez, nobody's going to see if I don't wear pants, so why does it matter?" To which I respond, "You may need to suddenly stand. Then, if you are participating on-screen during class, everybody else will get a clear shot of your "private zone." Would you come onto campus wearing just a shirt and underpants? The correct answer is "No," so wear clothes in the Google classrooms.")
- **BE PATIENT.** This online stuff is new to most of us. Much preparation has gone into this unnerving experience, but things will go wrong. Be patient with your classmates and with yourselves. Be patient with me. We will all get there together.
- **STAY OFF YOUR PHONE.** You need to focus on the lesson/discussion going on in class. Keep the phone away. There will be times when I tell you to use it for a little piece of research, but unless otherwise instructed, **STAY OFF YOUR PHONE.** Don't be rude.
- **STAY HYDRATED.** This is a brand new learning experience. Your brain needs a certain amount of water just to function properly. Keep your brain watered. You are certainly welcome to drink water, coffee, tea, lemonade, whatever, during class time. You're at home. I'm not going to try to control what you drink at home. You may also eat **QUIETLY**. If your food and drink somehow become a distraction, I will mute you and turn off your video. It should not be difficult to keep yourself nourished without making some kinda noisy spectacle out of it.
- **BE FLEXIBLE.** We will figure out some kind of rhythm to all this, but changes will be made to suit the circumstances, so be prepared to occasionally shift gears.

On a daily basis, I expect you to...

- Be on time.
- Respect yourself and others.
- Be prepared.
- Do your best work.
- Maintain an environment for learning.

- Keep a positive attitude.
- Take responsibility.
- Dress appropriately.
- Use your time wisely.

Students are expected to be in class every day. Please refer to the Student Handbook concerning the school's attendance policies. Unexcused absences and absences due to out-of-school suspension will receive scores of zero on any assignments or assessments due on that day. In-school suspensions will allow for teacher discretion with regard to acceptance of coursework and ability to make up quizzes and tests.

In the event of excused absences, it is the student's responsibility to acquire missing materials and assignments from the instructor. The missing work must be made up in a timely fashion. Excessive absences can result in loss of credit for the course. (Please refer to your Student Handbook regarding the details of this policy.)

Tardiness is not acceptable. Tardiness disrupts your academic performance and the academic performance of your classmates. The first offense will result in a warning. Second and subsequent offenses may result in referral for in-school suspension. Habitual tardiness will result in administrative action, including suspension and/or loss of credit for the course. Do not be tardy.

Leaving the classroom is permitted only for use of the restroom or to respond to calls from the 4A Center or the front office. Leaving for the restroom requires teacher notification, traveling with the restroom pass, leaving your phone on the instructor's desk, and signing out in the student logbook.

You are expected to pay attention in class. This means paying attention during lessons and lectures, paying attention to your fellow classmates when they are speaking, paying attention to whatever reading or research you are doing in class, and paying attention to your own learning. Do not become a distraction to yourself and others. Make certain you are able to keep your notes and assignments current by paying careful attention to what's going on in class.

Students are expected to have their cell phones turned off or silenced during class time. Texting during class is unacceptable. There will be times when I will have you use your phones/devices for classwork, but when that is not the case KEEP YOUR PHONES PUT AWAY. If I see your phone being used outside of teacher-sanctioned research times, I will remind you of the policy. If you choose not to comply with my request, you will be referred to the 4A on account of your insubordination

Academic discussions will be conducted in a respectful manner. When participating in classroom discussions, I expect you to be patient and respectful, and to speak to one another using a measured tone of voice. Even if the conversation is animated, that doesn't mean that we are supposed to be talking all over one another. Nobody is to be shut out of the conversation, and all are encouraged to actively participate to the best of their abilities. Rudeness and personal attacks will not be tolerated. This kind of behavior may incur a loss of credit for the day, and possibly a referral for administrative involvement. **Pull one another up. Don't cut one another down.**

Tutoring is mandatory if you are earning an "F," AND STRONGLY ENCOURAGED IF YOU ARE EARNING ANYTHING LESS THAN A "C" GRADE. Social Studies tutoring occurs from 2:35 to 3:30 pm on Mondays and Wednesdays. Failure to report to or refusal to effectively participate in mandatory tutoring will be considered insubordination and subject to administrative action.

Students who fail a semester core course are required to participate in a North Pointe approved credit recovery program. Students who fail to participate in credit recovery will be subject to disciplinary action.

Once enrolled, North Pointe does not accept course credit from other high school or online institutions. The only remedy for making up a failing course credit is North Pointe credit recovery. All credit recovery must be approved by the school administration.

PARENT COMMUNICATION

Parents may contact me using the contact information listed at the beginning of this syllabus. I am not available for face-to-face meetings. Email is the best mode of contact. Behavior and academic issues will warrant parent contact. Administration will intervene if issues remain unresolved.

SOCIAL STUDIES DEPARTMENT GRADING POLICY

Grading Philosophy: Grading in this course will reflect a student's achievement relative to the assigned coursework (i.e.: tests, quizzes, homework, class work, participation, group projects, etc.).

Course Grading: Each student will receive a letter grade upon completion of this course. This grade will correlate with the effort and achievement of individual students on class assessments and assignments. All assessments and assignments will be recorded in the online grading resource as "Total Points." All points, regardless of category (i.e.: tests/quizzes, classwork, homework), will be weighted equally for the calculation of the course grade.

Semester Grades: Per North Pointe policy, semester grades will be weighted as follows: *40% (Quarter 1/3) + 40% (Quarter 2/4) + 20% (Semester final exam) = Semester Final Grade*

Grade Breakdown: The grade percentages that correlate with the actual letter grade are listed below.

Non-AP; Electives

Percentage	Letter Grade
90-100+%	A
80-89%	B
70-79%	C
60-69%	D
below 60%	F

Late work will not be accepted. Late work equals a grade of 0% for the assignment. Students are to effectively manage their time in order to complete their assignments. This is a real life, college- and work-related skill that you need to develop now. If a student develops the habit of not turning in work on time, communication with both the student and his/her parent/guardian will occur to resolve the issue. The clear exception here is if a student has an excused absence for illness, school-sanctioned function, etc... As per the Student Handbook, students are allowed two days upon their return to make up class work, and must complete missed tests and quizzes immediately upon their return.

Plagiarism will not be tolerated. *Dictionary.com* defines plagiarism as “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” You are expected to properly cite any information used in formal assignments. While many instances of plagiarism may be accidental, it is still not acceptable. If a student engages in plagiarism, there will be a hierarchy of consequences. The first occurrence will result in a grade of 0 on whatever assignment, test, or project that contains the plagiarism. Further occurrences will result in administrative discipline including, but not limited to, in school suspension, out of school suspension, failure of the course, and expulsion. Please carefully prepare your work so you do not need to suffer the consequences of plagiarizing someone else’s efforts.

Cheating will not be tolerated. Respect yourself enough to do your own work. Respect your classmates enough not to steal from them. Cheating on any exam, quiz, or assignment in this class will result in a grade of 0. No exceptions, no excuses (even if the person you cheated off of “let” you). Repeat offenders will be subject to administrative discipline including, but not limited to, in school suspension, out of school suspension, failure of the course, and expulsion.

Extra credit will be available at the discretion of your instructor. I don’t do a lot of extra credit, but students are welcome to propose extra credit ideas.

Please note, your instructor needs to reserve for himself the right to change the policies contained in this syllabus for the proper facilitation of this course.

PRELIMINARY COURSE OUTLINE

The following schedule may be modified to suit academic and calendar needs.

Month

August/September 2020

Unit (including major ideas)

Unit 0: *Brief overview of the post-Classical era, from the collapse of the Western Roman Empire to the founding of Islam to the creation of feudalism in Europe.*

Unit 1: The Global Tapestry---c. 1200 CE to c. 1450 CE---
Political and economic developments in different regions of the world, with special emphasis on the widespread influence of the Mongols.

Unit 2: Networks of Exchange---c. 1200 CE to c. 1450 CE---
Expansion and intensification of interregional communication and trade, including the Ming dynasty voyages of Admiral Zheng He.

October---December 2020

Unit 3: Land-Based Empires---c. 1450 CE to c. 1750 CE---
Exploration of the mostly Asian empires that dominated Old World trade and politics at this time.

Unit 4: Transoceanic Interconnections---c. 1450 CE to c. 1750 CE---
The creation of global trade, especially the

effects of the Columbian Exchange (mass migration, the spread of disease, the explosion of the slave trade). The creation of global European empires based on trade. The Protestant Reformation and the Enlightenment.

January/February 2021

Unit 5: Age of Revolutions---c. 1750 CE to c. 1900 CE---
The effects (economic, political, cultural, environmental) of the Atlantic and Industrial Revolutions. New ideas of race, nationalism, gender, class, and culture.

Unit 6: Consequences of Industrialization---c. 1750 CE to C. 1900 CE---
The creation of global industrial empires and the varied responses from indigenous peoples.

March---May 2019

Unit 7: Global Conflict---c. 1900 CE to the Present---
Accelerating global change and political realignments. Global conflict and the disruption of European imperialism. World War I, the Treaty of Versailles, the Great Depression, World War II and the advent of the Atomic Age, genocide.

Unit 8: Cold War and Decolonization---c. 1900 CE to the Present---
Global struggle between the capitalist Western powers and the Soviet-led communist bloc. Regional independence movements in former colonies. The Green Revolution.

Unit 9: Globalization---c. 1900 CE to the Present---
Scientific, technological, and economic innovations and their effects on the environment. Economic globalization and its impact on traditional cultures. Preparation for semester exam.

Throughout the units outlined above, you will be frequently asked to write short answer responses. You will also frequently have the chance to practice your multiple choice skills class- and teacher-generated questions and prompts.