

World History: Stability, Order, and Globalization

Course Syllabus

2016-17

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Period 1	AP World History
Period 2	AP World History
Period 3	CP World History
Period 4	Lunch
Period 5	Office Hours (in 744 IC classroom-by appointment)
Period 6	World Humanities
Period 7	World Humanities
Period 8	Planning

"The aim of education should be to teach us rather how to think, than what to think—rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men."

~John Dewey

"Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours."

~ John Locke

British Historian Geoffrey Barraclough once wrote, "Awareness of the need for a universal view of history—for a history which transcends national and regional boundaries and comprehends the entire globe—is one of the marks of the present. Our past [is] the past of the world, our history is the first to be world history." Because twenty-first century students live in a more multicultural and interconnected world than ever before, it is necessary for those students to study and understand history from a more global perspective. In this class, we will examine diversity of societies and the interconnectedness between these societies, tracing the roots of our modern world from earliest times to the present. History is not "one darn thing a [happening] after another." History is instead a story of individuals and people, different perspectives and differing of opinions, a thread woven into the multiple experiences over time, and most all change. Throughout this course you will be challenged to examine, evaluate, and debate historic evidence, just as an actual historian would. It is my hope that you become better readers, writers, speakers, and citizens through your study of world history.

Text:

Bulliet, Crossley, et. Al. *The Earth and its Peoples: A Global History*. 3rd. Edition. Boston: Houghton Mifflin Company, 2005.

McKay, et. al. *A History of World Societies*. 8th Edition. Boston: Bedford/St. Martin's 2009

Strayer, Robert. *Ways of the World: A Global History*. Boston: Bedford/St. Martin. 2009

World History for Us All (online)

Key themes (SPICE) for the year:

1. Development and transformation of SOCIAL structures
2. State-building, Expansion, and Conflict (POLITICAL)
3. IINTERACTION Between Humans and the Environment
4. Development and Interaction of CULTURES
5. Creation, Expansion, and Interaction of ECONOMIC systems

Historical Disciplinary Skills and Reasoning Skills:

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|---|-------------------------------------|
| 1. Analyzing historical evidence | 5. Causation |
| 2. Development of a defensible claim and argument | 6. Comparison |
| 3. Contextualization | 7. Synthesis and global connections |
| 4. Evaluating patterns in change and continuity | |

Course Objectives:

1. Identify features of the world's physical and natural environment, and explain how the environment has affected and been affected by historical developments.
2. Identify and Explain large-scale and long-term historical developments of regional, interregional, and global scope.
3. Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion.
4. Assess the significance of key turning points in world history.
5. Describe the development and explain the significance of distinctive forms of political, social, and economic organization.
6. Identify major discoveries, inventions, and scientific achievements, and assess their impact on society.
7. Identify achievements in art, architecture, literature, and philosophy, and assess their impact on society.
8. Compare the world we live in today with past eras such as the Neolithic, agrarian, and industrial ages.
9. Explain ideals, practices, historical developments, and spread/diffusion of major universal religions and belief systems.
10. Identify challenges that humans have faced in the ecological, economic, political, and other spheres of life, and explain how they have responded to those challenges.
11. Reflect upon choices humans have made in the past and consider how choices made today may affect the future.

Course Activities (20% grade): In this class, you will be completing a variety of different activities. You will be required to read from textbooks as well as outside sources (primary and secondary). This class will be focused around collaboration and working in groups. Collaboration breeds creativity and ingenuity. In other words, working with others allows you to view concepts and ideas from multiple perspectives and form informed opinions and therefore write and express educated answers and responses. There will be opportunities of discussion and assessments in the form of presentations, seminars, and quizzes. I also firmly believe in your development as writers and readers, as a result there will be writing assignments throughout the course. Think of this as your other English class! You will be asked to write various types of essays and papers in this class. Because reading, writing, and critical thinking skills are necessary skills for all citizens-and skills you will use in college and beyond-we will focus on these.

Class activities and discussion will be based on the HW and readings assigned previously to class, therefore be prepared for reading quizzes and class discussion. Completing HW is of the utmost importance to succeed in class academically. I assure you that you will get out of this course, exactly what you put into it. I hope my passion for teaching and history will awaken the historian in all of you.

Assessments (30 % grade):

- MC, Short Answer Questions (SAQ), Long Essay Questions (LEQ), Document Based Questions (DBQ)
- Chapter quizzes
- Unit Tests (both MC and Free Response)
- Two days to make up test-IN CLASS

Class Website and Technology: We will be using a class website throughout the year. This will serve as your virtual classroom. It will contain all necessary and official documents, text readings, videos/films, lectures, and daily activities and lessons. This is where you go when you are absent to find out what you missed. This website will also be a portal to communicate with the class as well as myself. Blogging, you will have the chance to conduct virtual conversations with your classmates. Email is still an option for more detailed and personal items. If you do not have access to the Internet or do not have a computer, please see me so we can make an alternative plan. Website- thebestworldhistory.weebly.com

Late Work: All late work, regardless of one day or two weeks, is worth 50%. If you miss a discussion in-class, an alternative assignment will be given.

CP World History Essential Questions

Unit I Farming and Emergence of Complex Societies, c. 10,000 BCE-600 BCE

Essential Questions:

- What are the characteristics of a “complex society”?
- How did farming and agriculture establish foundations for the “modern society”?
- What accounts for the emergence of agriculture after countless millennia of human life without it?
- In what different ways did the Agricultural Revolution take shape in various parts of the world?
- What different kinds of societies emerged out of the AR?
- How was the AR both a blessing and a curse for human history?
- How did geographical conditions influence the rise and establishment of the first “civilizations”?
- How did technology and food surplus contribute to the rise of early civilizations?
- In what ways did the birth of agriculture and the rise of cities create an unequal society and change gender roles (patriarchy)?
- How was religion and geography connected? What role did the spiritual beliefs and religion play in these early societies?
- Compare and contrast the early civilizations in terms of their political structure, religious beliefs, social class and gender roles, and economic systems.

Unit II: Expanding Networks of Exchange and Encounter, 600 BCE-600 CE

Essential Questions:

- After the first civilizations, what changed and what didn't?
- How did the “empire” represent the struggle between stability, order, and liberty?
- Compare and contrast the different ways empires acquire and maintain their empire (SPICE).
- Examine and compare the social hierarchy within each of the empires.
- How did the role of women differ from empire to empire?
- Account for the rise and fall of different empires during the classical era.
- How did art, literature, politics, and religion/philosophy represent the values of societies during this time in history?
- What role did inequality play in maintaining order in empires?
- Examine the increasing cultural unity and contact within and between empires.

Unit III: Patterns of Interregional Unity, 600-1450

Essential Questions

- How does this period history represent a time of dramatic transformations of societies?
- Evaluate the development of long-distance trading networks including their establishment, political and economic effects, similarities and differences, and how they facilitated the movement of ideas, goods, and people.
- Why do historians speak of Islam as a hemispheric culture?
- Assess the changing role of women in Islamic, Asian, and European societies during the intermediate era.
- What changes did Islamic expansion generate in those societies that encountered it, and how was Islam itself transformed by those encounters?
- How was the intermediate era both a time of great achievement and innovations yet also a time of conflict and new encounters?

- Assess the power and reach of universal or world religions (Buddhism, Christianity, Islam) during the intermediate era.
- Examine the rise of the golden ages in China and China's influence on its neighbors-Japan, Korea, and Vietnam.
- How did social traditions contribute to the facilitation of slavery and other economic restrictions, such as feudalism?
- Account for the differences between Chinese and Islamic societies compared to Medieval European society in Europe.
- Examine the consequences of increased trade and contact on politics, social systems, economics and intellectual developments.

Unit IV: The Great Global Convergence, 1450-1750

Essential Questions:

- In what ways did the empires of the early modern era continue patterns of earlier empires? In what ways did they depart from those patterns?
- How did exploration, colonization, and capitalism increase Western power and wealth?
- How did the Renaissance and Reformation mark a crucial cultural and intellectual transition?
- How did intellectual, scientific, and social changes help to reshape the West and lay the foundations for the modern world?
- What large-scale transformations did European empires generate?
- Compare and contrast empire building between China and Europe. Account for Europe's ability to carve out huge empires while Asia halted exploration.
- Examine and assess Japan's period of "isolation" during the Tokugawa Period.
- Assess how this period in history is the beginning of modern day globalization in terms of politics, economics, and cultural ideas.
- What were the consequences of African-European encounters and the trans-Atlantic slave trade? How was this tied to the new American economies?
- Assess the factors that enabled China to remain one of the world's strongest and most dynamic societies.

Unit V: The Modern Era-Industrialization and its Consequences, 1750-1900

Essential Questions:

- Assess the creation of new kind of human society in terms of progress, political stability and liberty, new ideologies, and economic changes.
- How does the French Revolution represent the turning point of the "modern" world in Europe and how does it compare to other revolutions?
- What was revolutionary about the Industrial Revolution?
- Why did the I.R. begin in England?
- What did human kind gain from the I.R., and what did it lose?
- Assess the effects of the I.R. in terms of economic, social and political changes.
- Examine the new ideologies produced in Europe during this time. Examine the similarities and differences between them.
- Evaluate how nationalism is both unifying and dividing. Identify specific examples.
- What drove Western Imperialism in the later 1800s and how did the European's carry out their domination in Asia and Africa?
- Examine the Meiji Restoration in Japan and how it contributed to its rise as a militaristic and imperialistic power.
- Compare and contrast the responses to Western imperialism during the 19th century in Africa and Asia. Account for the similarities and differences.
- Examine the major political, social, and economic consequences of colonialism in Africa and Asia.

Unit VI The Most Recent Century (Crisis and Globalization), 1900 to Present

Essential Questions:

- Examine the disasters that befell Europe in the first half of the 20th century.
- In what ways were the world wars a motor for change in the history of the 20th century?
- Evaluate how both wars are interconnected and how the aftermath of WWI led to WWII.
- Compare the rise of communism in Russia and China. Why did it appeal to both these nations?
- Assess the power of nationalism in Japan, China, India, and the Middle East.
- How did decolonization change the global system?
- How has globalization changed society?

**** This is my dream list. We may not be able to cover everything, but we will try our best.*
