World History Syllabus

2019-2020

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| Mrs. Susan Lissi | susan.lissi@southern.k12.oh.us | Room F130 |
| <https://classroom.google.com/c/Mzc1ODEyNjQxMzla> | Class code:  579a8l | 1st period |

## Description

This course examines world events from 1600 to present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence.

## Expectations and Goals

The student will be able to:

* Analyze a historical decision and predict the possible consequences of alternative courses of action
* Analyze the credibility of primary and secondary sources
* Identify examples of multiple causation and long-and-short-term causal relationships with respect to historical events
* Describe how the Scientific Revolution’s impact on religious, political and cultural institutions challenged how people viewed the world.
* Explain how Enlightenment ideas influences the American Revolution, French Revolution, and Latin American wars for independence
* Analyze the social, political, and economic effects of industrialization on Western Europe and the world
* Describe the political, economic, and social roots of imperial expansion
* Select examples of advancements in technology, communication and transportation and explain how some have improved lives and others have had negative consequences
* Explain how the consequences of WWI and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion, and the policy of Appeasement, which, in turn, led to World War II
* Explain how and why oppression and discrimination resulted in the Armenian Genocide during WWI and the Holocaust, the state-sponsored mass murder of Jews and other groups in WWII
* Describe how WWII devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and started the atomic age
* Analyze how the United States and the Soviet Union became superpowers and competed for global influence
* Describe how treaties and agreements at the end of World War II changed national boundaries and created multinational organizations
* Explain how religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East
* Explain examples of how political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples
* Describe how regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide, and ethnic cleansing
* Analyze the factors that have created a more interdependent global economy since 1991
* Describe the reasons for the new environmental consciousness and movement for sustainability

## Required Materials

* Notebook
* Folder
* Pen/pencil

## Be Prepared for class everyday!

# Course Schedule

| Week | Topic |  |  |
| --- | --- | --- | --- |
| Week 1 -3 | Historical Thinking Skills ~ | What if England and France | Refused Hitler’s demand for the Sudetenland? |
| Week 4-7 | The Age of Enlightenment ~  (1600-1800) | How did Enlightenment idea | s challenge practices  related to Religious authority and absolute rule? |
| Week 8-12 | Age of Revolution ~ How did  (1750-1914) | Enlightenment ideas  influence the American, French and Latin American Wars for Independence? |  |
| Week 13-17 | Imperialism ~  (1800-1914) | How did Imperialism lead to | Competition and conflict worldwide? |
| Week 18-25 | Achievements and Crises | How did the consequences  Lead to the policy of | WWI and the following  Appeasement and WWII? |
| Week 26-30 | The Cold War ~  (1945-1991) | How did the U.S. and the  Superpowers and compete | Soviet Union become  For global influence? |
| Week 31-38 | Globalization ~  (1991-Present) | How has regional and ethnic  Era resulted in acts of | Conflicts in the post-Cold  Terrorism and genocide? |
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Grading policy:

I use a system of total points: points are given for the completion of- homework, current events, bell ringers, vocabulary, quizzes, maps, projects, and tests. Your total number of points is added and then divided into the total possible number of points. We follow Southern Local’s grading scale: 93-100 A,

92 - 85 B, 84-70 C, 69-65 D, and anything below 65 is failing.

**Make-up Work**: It is the responsibility of the student to obtain any assignments that are missed because of an absence. The student has one day to make up work for each day absent.

# Behavior Expectations:

Each student is expected to simply do what is right. As young adults, distinguishing between right and wrong significantly impacts the growth and success of a student. Whether at home, school, or in the community, try to do what is right.

Live the Golden Rule: Treat others the way you want to be treated.

Be active rather than passive. Remember, this is your education. Therefore, you must take ownership of it. Complete assignments, prepare for class and assessments, and participate in the process. Remember EFFORT=ACHIEVEMENT!

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I have read and understand Mrs. Lissi’s course syllabus and agree to follow the policies and expectations as outlined.  
Student Name: Date:

Parent Name: Date:

Email Address: Phone Number: