

# *Global History*

**Course Website:** [http://staff.4j.lane.edu/~scott\\_je/gh/ghintro.html](http://staff.4j.lane.edu/~scott_je/gh/ghintro.html)

Jesse Scott

Eugene International High School

Office Hours: 11:00-12:00 or by appointment

email: [scott\\_je@4j.lane.edu](mailto:scott_je@4j.lane.edu)

Telephone: 541-790-5225 IHS Churchill

541-790-8030 IHS South

## *IHS mission statement*

*"As global citizens at Eugene International High School, we aspire to value diversity, ambiguity, and discovery and to act with responsibility, integrity, and compassion."*

## *Course Syllabus*

### **Scope:**

This course will explore how different cultures have developed over time, with a particular focus on the use and abuse of power. This year we will be framing our study of Eurasian History around the following question:

### ***What are the sources and uses of power in society?***

Students will gain understanding of today's world by examining how Europe, India, China, and Islamic cultures have evolved. Themes studied will include political systems, the lives of ordinary citizens, power in societies, church and state, economics and warfare.

### **Course Description:**

This course is a study of Eurasian History from a global perspective. We will study the following major content areas in this course:

**European Civilization:** This unit will focus on Ancient Greece through the French Revolution, specifically studying evolution of power relationships in European History, political systems and political philosophy. We will also look at the rise of the free market system out of the feudal order, the changing relationship of religion and the state, and the development of law in the West.

**Islamic Civilization:** This unit will look at pre-Islamic Arabia, and the rise of Islam and its expansion outside of the Arabian Peninsula after the death of Mohammed. This will include Shari'a law and its impacts.

**Israel-Palestine:** This unit is a case study of the Palestinian-Israeli conflict focused primarily on the period of 1948 through the present.

**India:** This unit will provide a look at the structure of traditional Indian society (prior to the British colonial presence) and on the colonial period and independence movement.

**China:** This unit will look at dynastic China in order to provide a context for understanding the changes brought by the Communist Revolution to present-day China.

### **General Course Objectives:**

1. Understand global relationships, and make connections between past, present and future.
2. Recognize and interpret change and continuity over time.
3. Understand and interpret development of differing cultures.
4. Understand how contemporary perspectives affect historical interpretations.
5. Analyze cause and effect relationships.
6. Use primary and secondary documents and historical artifacts to interpret historical events.
7. Complete persuasive speech and writing assignments in preparation for junior year.

### **Resources:**

Lessons are drawn from variety of primary texts. Our teaching materials include and are derived from various sources, including newspapers and magazine articles, research from agencies and organizations, and a variety of electronic sources. The textbook World History, Patterns of Interaction by McDougal-Littell, 2005, is used in a supplemental role where appropriate.

Lessons conform to the Adopted Alignment of CIM, CAM and PASS content standards.

## General Expectations:

This course encourages students to plan and take responsibility for their own learning. Cooperation and authentic work is essential for success in IHS. Students are expected to pace themselves through projects and assignments, and advise the teacher of problems and challenges. Notes are required during lectures. Outlining of class notes is encouraged. Attendance is critical to academic success. Students are encouraged to be active participants every day during class discussions and activities, so they should come to class prepared and on time. The quality of a given class depends on a teacher's level of energy, creativity, preparation and knowledge and also in the spirit and engagement of the students; they are a huge factor in determining the tenor of the class.

## Attendance:

Attendance is a high priority. If you miss class on a given day you will not understand key concepts covered. Also, absence is **NOT** an excuse for missing work. **It is your responsibility** to get and complete assignments you miss while absent and to turn them in on time. It is the student's responsibility to make arrangements, in advance, for any and all known absences (athletic events, doctor/dentist appointments etc..). These arrangements may involve turning in work or taking tests before the absence.

## Academic Integrity:

The highest standards of integrity are expected, both from me as a teacher and from you as a student. Please make sure that your assignments are turned in **written with blue or black ink or typed on the computer**. For written work, make sure that you have created legible, clear writing. If I cannot discern what you have put down on paper, I will return it and ask for another, readable copy. Do your own work, whether the assignment is large or small. Plagiarism and cheating are not tolerated, and will result in a reduced grade. When you borrow someone else's ideas, cite your sources according to MLA format. Failure to do so may result in a loss of credit, parent conference, and/or administrative action.

## Classroom Behavior:

Students are expected to behave with respect and sensitivity toward other members of our class. The goal is for each of us to have a positive influence on our learning environment. The balance between individual needs and the needs of the group as a whole is a delicate one. Respect and sensitivity towards one another assists us in achieving this balance. Please feel free to discuss concerns with me about the conduct of our class.

## Grading:

***First and foremost, I hope that students, parents, and myself as the teacher, can cultivate an atmosphere where our primary emphasis is on the student's learning, with the knowledge that the grades will follow as a measure of this learning.*** That being said, grades for this class will be based on the students demonstrated mastery of the learning objectives through satisfactory completion of: short assignments generated from reading materials, individual and small group research based projects, and participation in various class activities and assessments, as well as performance on quizzes, exams, and essays. As a general rule, homework is given to prepare for a lesson that follows. All graded papers and assignments are to be kept by student until grading is complete and student has confirmed their scores using Basmati, the online grade posting system. Many assignments will provide helpful review for assessments.

Assignments, activities, and assessments will be worth points. Grades will be based on the percentage of the total points that a student earns during the term. The grade scale will be as follows:

<u>Grade</u>	<u>Points Percentage</u>	<u>Work Quality</u>
A	100 - 90%	Outstanding
B	89 - 80%	Very Good
C	79 - 70%	Satisfactory
D	69 - 60%	Less than Satisfactory
F	59 - 0%	Unsatisfactory

**Late assignments or extensions, when accepted, will receive reduced credit**, except in the event of a prolonged illness or family emergency, or for special circumstances, and only after discussing with the teacher. Prearranged absences are accommodated on an individual basis. Missed assignments due to unexcused absences are not accepted. Our emphasis is on learning, therefore, some work that was submitted on time may be resubmitted for a higher grade after discussing with teacher.

Appropriate and reasonable modifications and accommodations for students with identified special needs will be made. I will also work with other students who find themselves in difficult situations due to health or family problems. Please talk with me and we can work together to find a way to help you be successful in this course.

## Communication:

It is important to me to keep the lines of communication open with students as well as parents/ guardians. Please feel free to contact me via email or by phone with concerns or questions about this class.

## Acknowledgement

I would like to know that students and those who care for them have reviewed the information in the course description and understand the course structure and expectations. In order to acknowledge this, please sign below. Students will turn this in next class period. This is a scored homework assignment. Thank you for your time.

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Student Name (**printed** clearly)

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Parent/Guardian Signature

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Student Signature

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## Film permission slip

As part of our class we will see films. These films are carefully screened and chosen for their historical content. Please fill in your student's name and check and sign on the appropriate line.

☐ **Yes,** \_\_\_\_\_ **has my approval** to watch PG-13 or R rated films in class.

Parent/Guardian signature: \_\_\_\_\_

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☐ **No,** \_\_\_\_\_ **does not have my approval** to watch PG-13 or R rated films in class.

Parent/Guardian signature: \_\_\_\_\_