



Tracy Shulman

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COURSE OVERVIEW: *This course surveys major developments in world history from the 15th century to the present, roughly the eras that historians call “early modern” and “modern.” Many fundamental aspects of human life have changed as we have moved from traditional to modern societies, from how we sustain ourselves to how we perceive the world and our place in it; from how we relate to one another and structure our communities to how we employ technology in our daily lives. We’ll look to trace the origins of these changes and understand what they have meant for human societies and the environment. In addition to this theme of how the world became modern and what that has meant, a second guiding theme of the course is convergence. Over the last 600 years, several culturally distinct regional “worlds” came into contact with one another, increasingly interacting through trade, cultural exchanges, imperialism, exploitation, war and genocide. We’ll try to understand what this global convergence has meant for different regions and peoples, and explore the social, political, technological and environmental challenges and solutions for the truly globalized world we live in today.*

OVERARCHING LEARNING GOALS

- Students will explore contemporary and traditional worldviews of major regions of the world to better understand the historical roots of different perspectives on the challenges of poverty, inequality, climate change, environmental degradation, prosperity, and peace and justice in our world today.
- Students will understand how increasing interactions among the world’s peoples in the early modern and modern periods led to the creation of a globalized world, including a global economy, global cultural exchanges, global wars and conflicts, global environmental challenges, and avenues for global cooperation.
- Students will examine the roles of technological, scientific, political, economic and cultural factors in driving globalization in the early modern and modern periods, and analyze their roles in our societies today.
- Students will study the experiences, perspectives and contributions of diverse peoples in history, with a focus on those traditionally pushed to the margins of historical narratives including women, the underserved, indigenous, non-Western and colonized peoples.

SKILLS FOCUS

Skills developed through the course will include chronological thinking and historical comprehension, understanding causality and trends in history, historical research, and analysis and interpretation of historical events, art, literature and music as reflections of culture and history. Students will also develop more broadly applicable skills including critical inquiry and higher level questioning, source analysis, recognizing and understanding bias, issues analysis and civic decision-making, interpreting maps, and effectively supporting claims with evidence in both writing and discussion.

UNITS OF STUDY

1. **Traditional Worldviews and the AfroEurasian Exchange:** Trade routes of AfroEurasia, China, India, the Islamic World, West Africa, Europe, the Americas
2. **The Americas and Global Convergence:** Conquest of the Aztec and Incan civilizations, the Great Dying, the Atlantic Slave Trade, silver and the Indian Ocean trade basin, current issues
3. **Modern Revolutions:** European Scientific Revolution, Enlightenment, and Industrial Revolution, equality, liberty, abolitionism, feminism, romanticism, capitalism, socialism, communism, current issues
4. **Imperialism and the North/South Divide:** Colonization, decolonization, development, current issues
5. **Democracy, Authoritarianism and Human Rights:** Nationalism, facism, the World Wars, the Holocaust, the Cold War, current issues
6. **Climate Change and Questions of Justice:** Technological, political, and social challenges, and possible solutions for today’s world



TEXTS

- Selected resources and documents from *Whfua.history.ucla.edu*. N. p., 2019. Web. 31 Aug. 2019.
- Spielvogel, Jackson. *World History: Modern Times*. Glencoe, 2008.
- Selected primary and secondary sources, provided in class and/or available online

CLASS EXPECTATIONS: *Make choices that practice learning, respect and professionalism. "Be present".*

- Come to class, be prepared, and thoughtfully engage in the learning process.
- Regularly check, and be familiar with your progress on our Google Classroom site. This is where daily summaries, practice assignments, and resource materials will be posted.
- Charged chromebooks are to be brought to every class.
- You are responsible for your own learning and your role in the classroom community. Listen and participate with respect and an open mind to diverse viewpoints and perspectives. Racism, anti-Semitism, homophobia, or other expressions of hate and intolerance toward any individual or group of people will not be tolerated.

GRADING

The standard Bainbridge High School grading scale will be used for the overall percentage breakdown of grades. There are several important things to note about grading in this course:

- **Standards Based Grading** will be applied using the 0-4 scale. (4 = Exceeding Standards, 3 = Meeting Standards, 2 = Approaching Standards, 1 = Not Yet Met Standards, 0 = Insufficient Evidence)
- **Assignments** are intended to support the learning process, and will be worth 10% of the total grade. Feedback will be in the form of individual reflection, peer response and teacher support.
- **Assessments** will make up 90% of the course grade, reflecting what students know and are able to demonstrate. The 50% zero scale will be applied to the standards-based score for all assessments.
- **Mastery of standards** is required for all students. If a standard is not met on the assessment, we will work together to create a plan to demonstrate understanding of the standard.
- There is **no extra credit**. Choice readings will vary in difficulty, and students will set individual goals for their development in reading, writing, and discussion skills.

ACADEMIC HONESTY

Academic honesty is highly valued at BHS. Our guiding principles are driven by establishing a love of learning, and developing a growth mindset for both knowledge and perseverance. Students will be expected to model these values through their work, participation and demonstration of their mastery of understanding. Cheating will result in disciplinary consequences, and the creation of a plan for reassessment.

SENSITIVE MATERIALS

One of the goals of the course is to incorporate a variety of perspectives to relevant issues and topics. Because this course explores different cultures and worldviews, you may encounter materials that challenge what you believe to be appropriate. Sensitive material may include political views, objectionable language, nudity (indigenous people, war) and/or violence (war, civil unrest). Excerpts from films rated R may be shown in order to provide a context for some ideas. You may choose to not view them. You will be given different material to incorporate the same information.

COMMUNICATION

If at any time you have a question or concern about your grade, attendance, participation, etc. please contact me so we can work it out. Most issues begin with a misunderstanding, talking is good, and high school is a great place to practice this skill in order to ensure an honest, positive and successful experience. This is likely going to be another year of much flexibility, but we are still in it together. I am looking forward to working with each and every one of you.