World History

Course Syllabus

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World History and Geography: Modern Times

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Course Description:

Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They will examine the origins and consequences of the Industrial Revolution, nineteenth century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, the Great Depression, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Relevant Tennessee connections will be part of the curriculum, as well as appropriate primary source documents. Students will explore geographic influences on history, with attention given to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will study aspects of technical geography such as GPS and GIS, and how these innovations continuously impact geopolitics in the contemporary world.

Unit One:

Age of Revolution 1750-1850

Students compare and contrast the Glorious Revolution of England, the American Revolution, the Spanish American Wars of Independence, and the French Revolution, and their enduring effects on the political expectations for self-government and individual liberty.

***Honors Requirement:***

***Students will read and analyze the principles of the Magna Carta (1215), the English Bill of Rights (1689), the American Declaration of Independence (1776), and the French Declaration of the Rights of Man and the Citizen (1789) citing textual evidence.***

***Students will conduct a short research project summarizing the important causes and events of one of the following: the French Revolution including Enlightenment political thought, comparison to the American Revolution, economic troubles, rising middle class, government corruption and incompetence, Estates General, storming of the Bastille, execution of Louis XVI, the Terror, and the rise and fall of Napoléon.***

Unit Two:

Industrial Revolution 1750-1914

Students analyze the emergence and effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

***Students will evaluate multiple sources presented in diverse media or other formats describing the emergence of Romanticism in art and literature including the poetry of William Blake and William Wordsworth, social criticism including the novels of Charles Dickens, and the move away from Classicism in Europe.***

***Honor Students will also read excerpts from Adam Smith’s “Wealth of Nations.”***

Unit Three:

Unification and Imperialism 1850-1914

Students analyze patterns of global change in the era of 19th-century European imperialism. Students describe the independence struggles of the colonized regions of the world redistribution of power, armed revolution, and cultural clashes.

***Explain the growing influence of the West in China, the Boxer Rebellion, Sun Yat-sen, and the Xinhai Revolution.***

Unit Four:

World Wars 1914-1945

Students analyze the causes and course of the First World War, along with the long-term military, economic, and political effects. Students describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression. Students analyze the rise of fascism and totalitarianism after World War I. Students analyze the causes and course of World War II, along with the long-term military, economic, and political effects of the World War II.

***Students will trace the principal theaters of battle, major battles, and major turning points of World War I. They will then do an oral presentation and power point showing these major battles and turning points.***

***The student will use multiple sources of information presented in diverse media explaining the influence of World War I on literature, art, and intellectual life, including Pablo Picasso, the “Lost Generation,” and the rise of Jazz music.***

Unit Five:
Cold War 1945-1989

Students explain the causes, major events, and global consequences of the Cold War. Students analyze major developments in Africa, Asia, Europe, and Latin America since World War II.

***Students will describe the Soviet-United States competition in Asia with particular attention to the Korean War and Vietnam War. They will then compare that to what is going on in the Ukriane and Crymia with Russia.***

Unit Six:

Contemporary World Since 1989

Students analyze the major developments and globalization in the world since the end of the Cold War.

***Students will identify the weaknesses and strength of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others. They will then present their findings to the class about the particular country they have chosen.***

Required Materials:

1. 3 ring notebook with dividers for bell ringers, vocabulary, lectures notes, quizzes/ tests, and projects
2. Pencils and pens AND Highlighters
3. Color pencils or markers
4. Notebook paper
5. Note cards

Grading Scale: A(100-93) B(92-85) C(84-75) D(74-70) F(Below 70)

Assignments and Percentage of Total Grade:

40%: Test- at the end of each unit, and will include questions from previous units, includes a semester project that will count as two test grades.

40%; Daily- each week you will receive one daily grade, it could possibly compromise of the following: vocabulary, graphic organizers, various activities, bell ringers, review questions, outlines, video notes, or video questions.

20%: Final Exam/ Mid Term- comprehensive (all chapters covered))

100% Total

I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read the World History course syllabus. I understand the grading scale, the classroom rules, the importance of having all required materials, and the assignment percentages of the total grade. My parents/ guardians have also read and understand the syllabus

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Student Signature

Parent Signature

\*\*Parents please give me your number and the best time to reach you in the spaces provided below.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_