

# **WORLD HISTORY & CIVILIZATIONS**

**2010-2011 Syllabus**

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**Herron High School**

## **CONTACT INFORMATION**

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## **COURSE DESCRIPTION**

Students of World History & Civilizations will learn about and study important events, people, and developments from throughout world history. Students will examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Course work will be in accordance to the Indiana State Academic Standards, as well as the high standards set by the Herron High School mission. Students will participate in a variety of learning strategies, including research, analysis, and knowledge synthesis, taking in to account the diversity of students' capabilities.

Based on the goals and charter of the school, World History students will participate in the study of the art history timeline. Students will examine, analyze, and interpret important works of art starting with ancient times. The course will also closely follow the classical model of the Trivium: grammar, logic, and rhetoric. The classical liberal arts model of education is at the core of Herron High School.

## **TEXT**

*World History: Patterns of Interaction*, Roger B. Beck, et. al., Evanston, IL: McDougal Little; 2007.

Other online and print documents – both primary and secondary – will be made available to students in class and via the web throughout the year.

## **ESSENTIAL MATERIALS**

*Each student must obtain, and come to every class period with, the following items:*

- 3-ring binder – various sizes are available, but the bigger the better.
- Notebook – to be kept in the classroom for Bell Work (see below) and other in-class assignments.
- Pencils, blue and/or black ink pens – no other color pens are to be used on assignments.

## **COURSE ACTIVITIES**

*Below you will find descriptions of the most common activities that students will participate in during, and outside of, the class. Students are expected to come prepared and participate in all class activities every day. Failure to do so will result in an unsatisfactory grade.*

## **Binder Checks**

Each student is required to utilize a 3-ring binder and bring it to each class period. The 3-ring binder should, at all times, contain the class syllabus, notes, and other important papers and

assignments (in chronological order). Three (3) binder checks will occur throughout each semester, will ample notice of when and exactly what should be in the binder. It is essential to the success of the student to keep a well-organized binder and bring it to every class period.

### **Bell Work**

Students will be expected to complete a brief assignment or task at the start of every class period. They will be expected to start the assignment as they enter the classroom, and complete it within the allotted time. Maps, primary documents, and other sources will be utilized and interpreted on a daily basis as Bell Work. The completion of Bell Work is essential to the success of the student in this course.

### **Notes**

Students will be expected to take notes when presented with information on the board or via the projector (usually a Power Point presentation). While in a 90 minute period it would be unproductive to lecture the entire time, a portion of most class sessions will be dedicated to notes and note taking. Students that take notes in class on a regular basis will be rewarded by being allowed to use them on quizzes.

### **Group Work**

At various points throughout the course, students will be asked to participate in both large and small group work. It is vital that students put forth every effort to properly engage and participate in all group activities. Failure to do so will not only affect the grade of an individual student, but of the entire group as well.

### **Discussion/Debates/Simulations**

Classroom discussion is an important part of the course. Students will be invited to share their own views, as well as formulate discussion based on fact-based research. The Socratic method of discussion will be a valuable tool within the classroom in order to teach students the art of facilitating and critiquing discussion. Students will participate in debates and simulations during each unit, exploring various topics.

### **Homework**

Homework, in the form of reading, research, answering discussion questions, writing prompts, and other various learning activities, will be given on a daily basis. This will provide students with sufficient learning opportunities not necessarily provided by the class meetings during the week. The completion of all homework assignments is essential to the success of the student in this course.

### **Projects**

Students will be expected to complete at least one major project during each quarter. Projects provide students the opportunity to practice their skills in research, interpretation, analysis, and synthesis.

### **Quizzes**

Quizzes will cover chapter content, class notes, and key vocabulary terms and will be given every two (2) to three (3) weeks. Students can expect five (5) to six (6) quizzes each semester. Class notes may be used on quizzes.

**Midterm Exams/Semester Finals**

Exams will be administered around the midway point, as well as at the end, of each semester. These exams will be accumulative, covering any and all material from the previous weeks. Notes and/or other materials will not be allowed during the exam. Exams will be a mixture of multiple-choice, true/false, matching, short answer, and essay.

**COURSE OUTLINE**

*The topics listed here are merely a guide for the course. Course topics will not be limited to only those listed here.*

**Semester 1:**

Unit 1 – Foundations in Geography and Religion

- Example Topics: maps, charts, geographic locations, major world religions

Unit 2 - Beginnings of Human Society and the Development of Cultural Hearths

- Example Topics: human prehistory, development of agriculture, technology, early civilizations

Unit 3 - Ancient Civilizations: 4000 B.C.E. to 500 C.E.

- Example Topics: China, Egypt, Mesopotamia, Greece, Rome, major belief and political systems

[Midterm Exam]

Unit 4 - Major Civilizations and Empires in Asia, Africa and the Americas: 1000 B.C.E. to 1500 C.E.

- Example Topics: The Islamic world, Mesoamerica, China, India, Japan, world trading patterns

[First Semester Final]

**Semester 2:**

Unit 5 - Medieval Europe to the Rise and Development of Western Civilization: 500 to 1650

- Example Topics: changes in political systems, religious beliefs, art and culture

Unit 6 - Worldwide Exploration, Conquest and Colonization: 1450 to 1750

- Example Topics: empires and expansion, the slave trade, global connections

[Midterm Exam]

Unit 7 - Scientific, Political, Cultural and Industrial Revolutions: 1500 to 1900

- Example Topics: European Renaissance, French Revolution, Latin American Revolution, end of the slave trade, industrialization

Unit 8 - Global Imperialism: 1500 to the Present

- Example Topics: Western dominance, urbanization, cultural interactions

Unit 9 - An Era of Global Conflicts, Challenges, Controversies and Changes: 1900 to the Present

- Example Topics: WWI, WWII, the Cold War, nationalism, globalization

[Second Semester Final]