

HUMANITIES I

Course Objectives:

What is History? Is it just “names and dates” or is it much more? Can we ever understand the human race – and ourselves – without knowing history?

For the past 2500 years or so, humans have developed complex civilizations that reflect our social and political habits. In this yearlong course we’ll explore the major social, political, economic and technological developments that have created and destroyed societies and civilizations from about 500 BCE to about 1600 CE.

As we become historians, we will answer “essential questions” about the history of the human race. We will view history through different windows of study, including *geography, art, architecture, music, literature, science, politics, religion, and philosophy*. You will need to learn specific historical and geographic information as well as understand general themes and concepts that repeat throughout human history. You will consider the continuity and changes that have occurred over time and strengthen your observation and reasoning skills. You’ll learn effective behaviors, habits and attitudes that will make you a good student and a thoughtful, informed, contributing member of our community. You will be evaluated on how well you understand and apply the facts and ideas in the study of history.

Materials:

Reading Materials: You will be issued a textbook which must be covered to protect it: *World History: Patterns of Interactions*, Evanston, IL: McDougal Little, 2003. You will also receive handouts that must be kept organized in your notebook

Notebook: You MUST have a 3-ring notebook dedicated to this history class. You must keep your notes on the readings, class lectures and discussions, videos and tapes organized. There will be periodic notebook checks.

Journal: You will be given a journal to use for writing reflections. You must bring your journal to class every day.

Pencils/Pens: You must always bring a writing tool to class. I will not provide you with one. Any overnight or long term assignment must be typed unless otherwise noted, in which case it must be written in blue or black ink ONLY!

Class Work Expectations:

- **Behavior:** The rules of this working classroom are simple:
 - **Respect:** Respect each other, the personal property of others, and classroom equipment and supplies at all times.
 - **Responsibility:** Take responsibility for your own behavior and comments at all times. This includes adhering to the school’s policy regarding cheating and plagiarism.
 - **Readiness:** Come prepared to learn with notebook, pen or pencil, textbook, journal and other necessary materials. Come prepared with your homework completed. Be prepared to make up work you have missed because of an absence. In other words, always come to class ready to learn.

- **Grading:** Grading each quarter is based on your work and participation in class. Your final grade for the course reflects your progress throughout the year; I look for improvement and will weight grades accordingly. Generally the breakdown for the grades is as follows:
 - 1st Quarter:**
 - Note-taking (including homework and quizzes): **50%**
 - Tests/papers/projects: **30%**
 - Participation/attitude: **20%**
 - 2nd Quarter – 4th Quarter:**
 - Note-taking (including homework and quizzes): **20%**
 - Tests/papers/projects: **60%**
 - Participation/attitude: **20%**
- Grades on late papers/projects will drop one full grade for every day they are late.
- All work assigned within a grading period must be completed within that grading period.
- Except in the case of an authorized lengthy absence, no work will be accepted once a marking period ends.
- **Terms Defined**
 - **Homework:** Expect assignments for each class. You are expected to complete all homework assignments. You will turn some assignments in; I will check other assignments in your notebook. Failure to complete any work on time will lower your grade.
 - **Quizzes:** Expect periodic reading quizzes; some announced, some not. I will drop the lowest quiz grade from each quarter.
 - **Tests:** There will be warned chapter and unit tests.
 - **Papers/Projects:** There will be short papers or projects for almost every unit. There will be one major research paper/project assigned each semester. You can expect to give at least one oral presentation during the year.
 - **Class Participation:** Discussion and debate are crucial to any history class. You need to participate in both group and class discussion and debates; your involvement will be graded.
 - **Missed Quizzes and Tests:** Scheduled quizzes *cannot* be made up. Tests may be made up only if you have an excused absence. You must make up missed tests on the day you return if you were in class the day the test was announced. Otherwise, you must make up a test within 5 school days of your return.
 - **Make-up Work:** If you are absent on the day a paper/project is due, the assignment is due the day you return. Failure to turn in any work will result in a zero on the assignment. It is YOUR RESPONSIBILITY to find out what work you miss when you are absent.
 - **Cheating, Plagiarism:** We will review the school's policy regarding cheating and plagiarism, but you are expected to do your own work and credit the sources you use.
 - **Quality of Work:** Your work should always reflect your pride. Check your organization, spelling and grammar before you turn in papers. Your grade will suffer if you fail to proofread your work.

Course Syllabus

Essential Questions:

These are the guiding questions that we will continue to look at as we make our way through the course. They are the threads that tie together our study of civilizations that rise and fall from about 500 BCE to 1600 CE.

- It's already a small known world: Who knows what about whom? When do they find out and how?
- Take me to the leaders: How did the leaders gain/keep/lose power? What makes leaders legitimate?
- How do we distinguish among the myths, lies and half-truths that create history?
- What links exist between/among religion, the government and the people?
- How much change makes something new?
- What connection/effect does technology have on political, economic and/or social issues?
- What connections/effect does geography have on political, economic and/or social issues?
- To what extent does stable/unstable economic and/or political structures impact gender roles in society? Or, how are gender roles in a society reflected in the society's economic and or political structure?
- Can we find appropriate connections to the modern world?

FIRST SEMESTER

QUARTER I: 500 BCE to 500 CE

I. Dawn of Humanity:

Driving Questions:

- What is archaeology/history?
- What is a civilization?
- What role did early religion play in civilizations?

World Geography (early migration theories, mapping)
Neolithic/Paleolithic – Technology (tools, weapons, farming); social structures
4 River Valley Civilizations
Creation Myths
Judaism
Hinduism
Buddhism

II. New Directions in Government and Society/Part I:

Driving Questions:

- What is a civilization and how is it built?
- Why and how does a civilization falter?
- What makes a good leader?
- What is a citizen?

Classical Greece
Roman Republic

QUARTER II: 500 BCE – 500 CE

III. New Directions in Government and Society/Part II:

Driving Questions:

- What is a civilization and how is it built?
- Why and how does a civilization falter?
- What makes a good leader?
- What is a citizen?

Roman Empire
India

China
Africa

SECOND SEMESTER

QUARTER III: 500 CE – 1500 CE

I. People on the Move

Exchanges and Encounters/Connections and Conflicts

Driving Questions:

- What happens when a society no longer boasts the features of a “civilization?”
- Why do empires rise?
- What are the effects of new religions on the societies of their time?
- How is the expansion of empire linked to access and allocation of resources and technology?
- What are the political/economic/cultural consequences of the migration caused by war and massive expansion of empires?

Muslim World

Byzantines, Russians and Turks

Empires in East Asia

Tang, Song

Mongols

Feudal Japan

Early European Middle Ages

Crusades

QUARTER IV: 900 – 1600

II. Creating Nations

Driving Questions:

- What is nationalism?
- What role does the economy play in shaping nations?
- What shapes a nation’s culture?

The rise of nations in Europe

The Commercial Revolution

The plague

III. A Changed World: Connecting Hemispheres

Driving Questions:

- How important has geography – and knowing the world’s geography – become to political and economic power?

European Renaissance; Reformation

Muslim World Expands

Exploration

Atlantic World: Spanish Conquests/Columbus

**If you or your parents have any questions please do not hesitate to call 445-3009 or write to me at kcontrada@svsu.org.

Parent Signature: _____