

World Humanities

I. Academic Expectations:

World History and World Literature is an interdisciplinary, team taught course that aims to combine literature and historical ideas. One of the team’s main objectives is to get you to question why individuals and nations made certain decisions throughout history. You will explore who you are and where you fit in the world though asking yourself important questions about why people (fiction or nonfiction) and nations make certain decisions.

We try to use a variety of assignments, projects, and activities to make the class interesting. Having a lot of assignments means having the opportunity to demonstrate your intellectual capabilities in a variety of ways. However, having a variety of activities means that you will be expected to work diligently especially with activities that do not come easily for you. You will be successful if you complete assignments, essays and projects, are prepared for tests and participate in class discussions and Socratic seminars.

II. Course Information

Throughout the year, we will cover seven units. Here is the list of topics, important questions, and literature we will encounter this year. **Questions in bold are the official unit questions.**

Unit 1- The Quest for Democracy

Unit Question(s)	Content	Corresponding Literature (English)/Films	Projects
<p>* Why is democracy so difficult? *How does the individual fit into the “scheme of things”? *What is the relationship between humanity and religion? *What are human rights?</p>	<p>*Origins and history of Democracy *Classical Civilization to Enlightenment *French Revolution *American Revolution</p>	<p>*<u>Antigone</u>- Sophocles *Summary of Oedipus Rex</p>	<p>*Neighborhood Story *Democracy Press Conference *French Revolution Essay *<u>Antigone</u> Essay</p>

Unit 2- Century of Change

Unit Question(s)	Content	Corresponding Literature (English)/Films	Projects
<p>*What is the cost of progress? *What is progress? *What is civilization? What motivates colonial expansion? *What is the impact of colonialism on indigenous people?</p>	<p>*Industrial Age *Imperialism *Capitalism v. Socialism</p>	<p>*<u>Things Fall Apart</u>- Chinua Achebe *<u>Ghandi</u> * “The Second Coming” by W.B. Yeats</p>	<p>*Industrial Revolution on Trial *Editorial/Political Cartoon *Joint History/English Essay on Colonialism</p>

Unit 3- Searching for Truth in the 20th Century

Unit Question	Content	Corresponding Literature (English)/Films	Projects
<p>*Is war really a choice? *Is it human nature to</p>	<p>*WWI *Human Behavior: conformity/altruism</p>	<p>*<u>All Quiet on the Western Front</u>- Remarque (excerpts)</p>	<p>*Soldier Project</p>

be violent? *When and why does propaganda have a strong influence over individuals? *What creates enmity between people?	*Influence of propaganda and dehumanizing images *Expressionism in Art	* "In Flander's Fields"- John McCrae * "Dulce et Decorum est"- Wilfred Owen *"Turkish Trench Dog"- Geoffrey Dearmer *"Lines Before Going" Alexander Robertson *"The Hospital Ship" W.H. Littlejohn *"To Germany" Charles Hamilton Sorely * <i>Gallipoli</i>	
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Unit- 4 Russian and Chinese Revolutions

Unit Question	Content	Corresponding Literature/Films	Projects
*Why do so many revolutions fail?	*Russian Revolution *Rise of Stalin *Chinese Revolution *Revolutionary Cycle	* <u>Animal Farm</u> - Orwell * <u>Red Scarf Girl</u> (excerpts) * <i>To Live</i>	* Revolution Essay

Unit 5- WWII and Holocaust

Unit Question	Content	Corresponding Literature/Films	Projects
*Who is responsible for the war and the Holocaust? *Why do individuals seek power? *Why are charismatic leaders so appealing? *Does "total power" lead to good or corruption?	*Rise of fascism/Hitler *Holocaust *WWII	* <u>Night</u> - Wiesel * <i>Schindler's List</i>	*"Who is Responsible?" Project

Unit 6- Cold War

Unit Question	Content	Corresponding Literature/Films	Projects
*What is the price of becoming a world power? * What happens to society with the introduction of technology	*Cold War	* <u>Fahrenheit 451</u> - Bradbury * <i>Dr. Stangelove</i> * <i>Why We Fight</i>	Cold War Essay "This I Believe"

Unit 7- "This I Believe" Reflection of the Year

Unit Question	Content	Corresponding Literature/Films	Projects
* After looking at all the events in modern world history, what is your founding belief?	Iraq War	<i>This I Believe</i> Essays	"This I Believe" "Creative Writing Portfolio" *Iraq War Debate

III. Class Rules

1. Respect each other and the classroom.
2. **Be prepared.** Bring all of your materials to class everyday.

Binder Requirements

English	History
<ol style="list-style-type: none">1. School Binder with an English section containing the following sections (vocabulary, notes, homework, essay writing)2. Lined Paper3. Pencils4. Pens (Blue or Black)5. Highlighters (pink, yellow, green, blue)6. Novel7. Journal	<ol style="list-style-type: none">1. School Binder with a History section containing the following sections (completed notebook pages, homework, essays, tests and quizzes)2. Home Binder- 3 ring binder (2 inches) to hold past notebook units so they aren't lost. You should have seven tabs to separate units.3. Highlighters (pink and yellow)4. Pens (Blue or Black)5. Lined Paper

3. Be on time

4. Approach me before or after class to have paperwork signed.
5. No electronic devices of any kind (CD players, iPods, cell phones, etc.)

IV. Rewards and Consequences

Rewards

Action	Reward
A on an essay	*3 tickets
A on a creative writing piece	*3 tickets
A on an exam	*3 tickets
100 % homework completion for a quarter	*2 tickets
Perfect attendance (per quarter)	*2 tickets
No tardies (per quarter)	*2 tickets

* Oops! Passes may be turned in for extra credit at the end of the semester if they are not used. They are worth 5 pts. each

*5 tickets are worth one Oops! Pass

Consequences

Problem	Consequence
Tardy	See FTHS policy
Using prohibited electronic devices	Must pick up after school at 3:05 or before school the following day at 7:30 a.m.
Forgetting about any rules	Teacher conference and phone call home as necessary

III. When You Return From an Absence

It is your responsibility to find out what you missed when you return from an absence. Follow the procedure listed below and then see me if you have questions.

1. Assignments will be posted on the webpage.
2. Pick up any handouts listed for the day you were absent. Some assignments will be available on the webpage but you may need to get handouts from me as well.
3. You have one day to make up missed work. Late work will not be accepted.
4. Get any notes you missed from a classmate.

V. Grades

Grades will be based on tests, homework, projects, essays and class participation. All work will be given a specific point value based upon the length and time needed for the assignment. Your grade at the end of each quarter will be determined by the following scale:

English		History	
Essays/Creative pieces	30%	Essays	20%
Tests/Quizzes	20%	Tests/Quizzes	20%
Projects	25%	Projects	15%
Homework	15%	Homework/Notebooks	35%
Class Participation	10%	Class Participation	5%

V. Homework

Homework is designed to extend and reinforce regular classroom learning. Homework is graded both on effort and accuracy and will be collected at the beginning of the class period. No points will be given for late homework (this includes homework not turned in at the beginning of class). **In English, all homework must be typed.**

VI. Additional Information

We want you to do well in this class, but you must do your part to earn your grade. FIRE is the best time to get help with any class assignments. Please use my email address or phone number here at school to let me know about your questions. I am looking forward to the time we will spend together in this class.

Sincerely,

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