

World History and Culture  
Kailua High School  
ACCN: CHW1100 (H)  
Syllabus 2021-2022

Instructor: Leonard Wilson  
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### **Philosophy of Learning:**

Teachers help students recover and use their consciousness.

All humans seek both understanding and to be understood. Teachers ask questions and remind students of what they already know.

**Prerequisites:** Successful completion of U.S. History and Government or Modern History of Hawaii  
/ Participation in Democracy  
Admission to Grade 11 or Grade 12

### **Text Book and Resources:**

Principal Texts: Elisabeth Graynor Ellis And Anthony Esler. World History  
(Boston: Pearson/Prentice Hall, 2007).

Philip F. Riley. et al. THE GLOBAL EXPERIENCE, VOLUME ONE:  
READINGS IN WORLD HISTORY TO 1550 (Upper Saddle River,  
Pearson/Prentice Hall, 2006).

\_\_\_\_\_ THE GLOBAL EXPERIENCE, VOLUME TWO:  
READINGS IN WORLD HISTORY SINCE 1550 (Upper Saddle River,  
Pearson/Prentice Hall, 2006).

### Supplementary Readings, Video and Web Sites:

#### **Book Chapters:**

The Spread of Islam

#### **Articles:**

“The Shift from an Industrial to Planetary Civilization”

“Barbarian Virtues”

“A Brief History of Education”

“The Solutrean Hypothesis”

“The Other One-Third of the World”

“Teaching Les Miserables”

“3 biological parents, 1 child, and an international controversy”

**Videos:**

Where is Matt?  
 Su Flamenco I, II (Joaquin Cortes)  
 Stupid Girls (Pink)  
 Wicked Game (Chris Isaak)  
 Higher Love (Steve Windwood)  
 Judas (Lady Gaga)  
 Origin of Love (Hedwick and The Angry Inch)

**Movie Segments:**

2001: A Space Odyssey (1968)  
 Quest for Fire (1981)  
 Clash of the Titans (2010)  
 The Story of India (2009)  
 Lucy (2014)  
 Eyes in the Sky (2016)  
 Whale Rider (2002) (or)  
 Amadeus (1984) (entire)

**Web Sites:**

The British Museum.  
<http://www.britishmuseum.org>

William Irwin Thompson  
<http://www.wildriverreview.com>

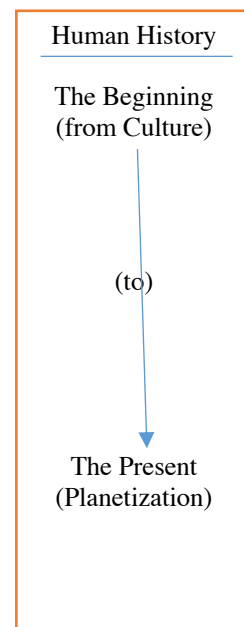
**Course Design:** The course will begin with Australopithecus confronting the unknown Monolith in 2001: A Space Odyssey: The Dawn of Man. Students will consider how the "unkown" affects our consciousness by viewing the discovery of a tool by Australopithecus. The course will then leap to 80,000 B.C.E. and compare the barren culture of Australopithecus to the culture of early Homo sapiens by considering communication, polity, and technology. Then students will map human migration throughout the world, including the last area of the planet to be colonized by humans: Oceania. After establishing human presence on all areas of the world, students will learn about the Five Major Religions; the Renaissance, Discovery, Reformation, Scientific Revolution, the Enlightenment, Political Revolutions, and the Great Wars of the Twentieth Century.

In addition to selected readings, students will also complete weekly current events, key concept and compelling and supporting question skills, movie or art assignments, and a research paper on Changes in Human Reproduction.

**Course Description:** World History will begin with the history of the world and the history of humans who serve as our ancestors. Learners will have the opportunity to explore creation stories from both ancient and modern writers. The range of stories will allow learners to differentiate among primary and modern interpretations of the world and to distinguish between inclusive and exclusive creation stories.

Providing the ground upon which societies are founded, the course will provide learners the opportunity to understand “quantum jumps” in human history that have shaped and sustain our society of interdependent personal, local, regional, national, and global forces. To help learners sort out the range of events that comprise history of the world, the course will use the following historical stages of development that have structured world history into forms of communication, politics, and cohesive association: (adapted from William Irwin Thompson and Marshall McLuhan)

	Stages in Human History		
Stages of Development:	Communication	Polity	Cohesion
Culture: 200,000-10,000 B.C.E.	Oral	Band	Dominance
Society: 10,000-3,500 B.C.E.	Script	Tribe	Authority
Civilization: 3,500 B.C.E.-1500 C.E.	Alphabetic	City-State to Empire	Justice
Industrialization 1500-1945	Print	Nation-State	Representation
Planetization 1945- present	Electronic	Noetic	Participation



Complementing the above Stages in Human History, students will also learn recurring themes in World History and their accompanying Habits of Mind<sup>1</sup>:

#### SIX THEMES IN WORLD HISTORY

### Theme 1: Humans and the Environment (ENV)

<sup>1</sup> The 6 themes and 4 habits of mind are adopted from CollegeBoard. *AP World History Course and Exam description*. Fall 2019.

- The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments

### **Theme 2: Cultural Developments and Interactions (CDI)**

- The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

### **Theme 3: Governance (GOV)**

- A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

### **Theme 4: Economic Systems (ECN)**

- As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services

### **Theme 5: Social Interactions and Organization (SIO)**

- The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

### **Theme 6: Technology and Innovation (TEC)**

- Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

#### *Habits of Mind*

The World History course addresses habits of mind addressed by any rigorous history course.

#### **Four habits of mind:**

- Crafting historical arguments from historical evidence
- Chronological reasoning
- Comparison and contextualization
- Historical interpretation and synthesis

In addition to providing a framework for learners to achieve a range of benchmarks that define standards, World History will challenge students to develop national and regional understanding. Opportunities will also be provided to perform public speaking during class presentations of movie analyses, to engage in collaborative work in creating timelines and charts, completing maps that demand rigor, and to individually write assignments and complete assessments. Students will be assigned weekly current events or bi-weekly supplementary reading articles which require completion of maps, study guides, oral and written reflections, vocabulary building, and comprehension of historical themes. In addition to weekly current events, there will also be long term projects including a required guided research paper and, time permitting, student choice of a movie analysis, an art history project, or history of a nation or region project. Beyond course requirements, students will complete skills that seek to discern key concepts and related compelling and supportive questions in a variety of readings that will be 5% of overall student assessment.

The guided research paper is on the topic of changes in human reproduction and includes aspects of biology, politics, sociology, and psychology. These changes are called assisted reproductive technology, or ART. ART will be presented to students as a “second sexual revolution.” The first sexual revolution occurred during the Neolithic transformation, a time period of world history that saw a change in human fertility cycles that increased from twice to twelve times per year. This six-fold increase in human reproduction accompanied agriculture and husbandry and various forms of writing. We are still living under the influence of these changes, but ART is redefining how humans reproduce.

ART is world-wide and includes procedures and processes that use in-vitro fertilization; embryo freezing, storage, retrieval, and implantation; mitochondria replacement therapy, and surrogacy. Students will also learn of possible side-effects that may accompany ART, as well as the legal rights and responsibilities of various donors.

During the last weeks of our world history class we will be discussing the social, economic, and political implications of ART so students may begin writing their required research papers. The discussions will be of mature nature as the topic of changes in human reproduction includes concepts from sex-education and human development. In order to promote an intellectually safe learning environment for all students, please know that students may select an optional writing assignment from either the suggestions below or one of their own choosing.

Optional research topics may include:

- The Contributions of Hawaiian Slack-Key Guitar to the Global Music Industry
- Buddhism in Hawaii
- The Reformation and Christian Themes in Art History
- Rising Sea-Levels and the Future of Coastal Areas
- Student Initiated Topics

All research papers will be due on or before XXXX. All topics will receive equal consideration for grading and all research papers must have a thesis, evidence supporting the thesis, paragraph transitions, a minimum of five footnotes or in-text citations and a Bibliography or Works Cited page with a minimum of ten sources.

#### General Learner Outcomes:

Self-Directed Learner (The ability to be responsible for one's own learning.)

Community Contributor (The understanding that it is essential for human beings to work together.)

Complex Thinker (The ability to demonstrate critical thinking and problem solving.)

Quality Producer (The ability to recognize and produce quality performances and quality products.)

Effective Communicator (The ability to communicate effectively)

Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically.)

**The Standards:** World History includes standards from Social Studies, Educational Technology, Science, and Skills for Life and Work. However, the predominate focus for the course is from the standards of history. **Benefits:** Students begin to see integration of the human sciences with the natural sciences (multidiscipline).

STANDARD	BENCHMARKS & PERFORMANCE INDICATORS: Abbreviated
<p><b>Content Area:</b> History  <b>Content Standard:</b> Change, Continuity, Causality            1. Students employ chronology to understand change, continuity, and causality.</p>	<p><b>Essential foundations:</b> Cultural creation stories which serve as the foundation for cultural traditions in philosophy, religion, and science.  <b>Students</b> will symbolize forces of creation and create personal cosmologies.  <b>11.3.1 Pre-modern Times, Pre 1500 C.E.</b>            Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world; <b>Students</b> will</p>

	<p>compare and contrast cultural traditions in writing or visual displays</p> <p><b>11.3.4 Origins of global Interdependence in early modern times, 1500 C.E. to 1800 C.E.</b> Explain the effects of global exchanges in the Americas, Europe, Asia, and Africa, including the spread of food crops and diseases, the exchange of trade goods, and migrations of peoples (forced and voluntary). <b>Students</b> will illustrate the “Columbian Exchange” through group construction of visual displays.</p> <p><b>11.7.2 World in Spatial Terms</b></p> <p>Use tools and methods of geographers to understand changing views of world regions. <b>Students</b> will complete map exercises which invert first and third world countries.</p>
<p><b>Content Area:</b> History</p> <p><b>Content Standard:</b> Historical Inquiry:</p> <p>3. Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”</p>	<p><b>11.3.5 Origins of Global Interdependence in early modern times, 1500 C.E. to Present</b> Examine political structure and major developments that comprise global interdependence and emerging planetization. <b>Students</b> will write a research paper answering a self developed topic.</p>
<p><b>Content Area:</b> Educational Technology</p> <p><b>Content Standard:</b> Social, Ethical and Human Issues</p>	<p>Students demonstrate understanding of ethical, cultural and societal issues related to technology by practicing responsible use of technology, information and software.</p> <p>Students write about technology as an issue in global society and as the middle term between material and spiritual existence</p>
<p><b>Content Area:</b> Educational Technology</p> <p><b>Content Standard:</b> Technology as a tool for productivity</p>	<p>Students use technology to enhance learning and promote creativity</p> <p>Students develop websites relevant to course material; students create videos relevant to course material</p>
<p><b>Content Area:</b> Educational Technology</p> <p><b>Content Standard:</b> Technology as a tool for communication</p>	<p>Students use technology to communicate, to collaborate, publish, and interact with peers and experts</p> <p>Students open accounts with New York Times and write to contributors</p>
<p><b>Content Area:</b> Science</p> <p><b>Domain II:</b> What We Know Today About the World Around Us</p> <p><b>Strand 1:</b> Historical Perspectives</p>	<p>Students analyze and evaluate the interdependence of science, technology, and society.</p>

<p><b>Content Standard: 2.</b> Interdependence of Science, Technology and Society</p>	
<p><b>Domain II</b> <b>Strand 4:</b> The Physical Environment <b>Content Standard: 13.</b> The Nature of Matter. Students examine the scientific view of the nature of matter and how that view evolved.</p>	<p>Students will identify the core concepts of the Copernican Revolution and the current issue of dark energy in the Universe.</p>
<p><b>Skills for Life and Work:</b> Students develop skills and attributes that are critical to a person's ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.</p>	<p>Thinking and Reasoning</p> <ul style="list-style-type: none"> <li>➤ Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies.</li> <li>➤ Analyze and evaluate various perspectives, interpretation, and theories for clarity, accuracy, logic and significance</li> <li>➤ Use efficient learning techniques to acquire and apply new knowledge and skills</li> </ul> <p>Managing Resources</p> <ul style="list-style-type: none"> <li>➤ Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>➤ Participate effectively in varied roles as a member of a team</li> </ul>

### Common Core Standards:

#### Reading

##### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

##### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical,



connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Writing**

#### **Text Types and Purposes**

##### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

##### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

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#### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

Complementing content core standards, students will also engage the method of inquiry and reflection through separate inquiry projects. These projects will be used to help students understand religions of salvation and the world dilemma of the existence of Israel.

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### **Student Grading Policy based on Evidence of Student Learning:**

#### 1. General Policy

- a. Individual achievement of stated learning objectives shall be the primary basis for grades.
- b. Effort, participation, attitude, and other behaviors shall not be included in grades but shall be reported separately unless they are a stated part of a learning objective.

#### c. Late work

(1) Teacher shall set due dates and absolute deadlines for all marked work that will be part of a student grade.

(2) Work handed in late shall be penalized 11%.

(3) Teachers may exempt students from penalties in exceptional circumstances.

#### 2. Formative versus Summative Assessments

a. Teacher shall mark and/or provide feedback on formative assessment.

b. Marks for formative assessment shall not be included in grades.

c. Marks from summative assessments only shall be included in grades.

Examples of Formative Assessments	Examples of Summative Assessments
Informal observations, quizzes, homework, teacher questions, worksheets, and learning logs.	Class contribution, formal observations, unit exams, long-term and inquiry projects, critical readings, civic writing, and oral and visual presentations

Assessment will be based on the following:

Forms (parent signatures)	(percent of grade: 05)
Class Contribution	(percent of grade: 05)
Readings (in class, homework)	(percent of grade: 15)
Projects	(percent of grade: 20)
Exams	(percent of grade: 50)
Thinking Skills	(percent of grade: 05)

#### Grading

100 – 90% = A

89 – 80% = B

79 – 70% = C

69 – 60% = D

59 - 0% = F

**School Discipline Policy:**

School administered discipline through Chapter 19, student discipline and dress code will be adhered to by all students. Violation of A and B sections of Chapter 19 must be reported to administration who will determine further action.

**Classroom Rules:**

As a student in this class, you will follow the Board of Education *Student Code of Conduct*, obey all Kailua High School rules, follow the attendance policy, and abide by the following class rules:

*Class Rules*

1. Respect the privilege of public education.
2. Do not distract others from the privilege of education.
3. Respect yourself and the property of others.
4. Be responsible for your own learning.
5. Discipline yourself to be respectful.
6. Be prepared to learn.

**Safety:**

All class safety and or emergency procedures for the school's evacuation plan shall be taught to and followed by all students.

**Parent Communication:**

Education is a partnership among the student, teacher and parent that thrives only when good communication exists.

The teacher will contact the parent for any attendance, discipline or class work assignment praise or problem. A parent teacher conference will be scheduled as needed with the grade level counselor and/or administrator. The parent, teacher, counselor, or administrator may make a student referral for further discipline or student support services.

**Modification of Instructional Strategies:**

Reasonable modifications will be made to ensure that the qualified student with a disability or *learning need* receives an education which is comparable to that received by a student without disability within a regular education program. Please inform the teacher about any modifications that will help you to achieve success in this class.

**Class Participation:**

Education needs to be experienced in order for learning to be fully appreciated. Participation will be expected as it is vital to your learning and understanding of this course.

**Homework:**

Homework is a policy of the Board of Education. The purpose of homework is to strengthen and reinforce learning. Homework assignments will include one or more of the following:

Long-term assignments to conduct independent research projects (changes in human reproduction, nation studies, art history, book review, or movie analysis).

Weekly current events from which students will identify historical themes as well as practice reading comprehension.

Study assignments for tests.

**Consequences for failure to turn in homework:**

Students will be required to attend study hall after school (Monday, Tuesday, Thursday, or Friday) to make up work.

Materials Needed:

<ol style="list-style-type: none"><li>1. Blue or black ball point pens</li><li>2. 1 <u>Three</u>-inch Binder with following tabs: <b>syllabus, tests/quizzes, lecture/video notes, charts/maps, current events/readings, projects, and miscellaneous</b></li><li>3. 1 ream of notebook paper, college ruled</li><li>4. Metric or standard ruler, 30 centimeters or 12 inches</li></ol>	<ol style="list-style-type: none"><li>5. Crayola colored pencils</li><li>6. Number 2 pencils with erasure</li><li>7. Computer word processing and the Internet</li><li>8. USB Flash Drive</li></ol>
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