

WH2H – SYLLABUS – 2019-2020

MR. HAGEWOOD HKHS ROOM C201 jhagewood@rsd17.org

INTRODUCTION

Welcome to *World History II Honors*, the second half of a two-year program that addresses the history of humankind. This particular course will cover a plethora of topics ranging from the Middle Ages to modernity. Roughly, the course will focus on the large period of time between 1066 CE and the end of the twentieth century. As is the case with any good history education, the course will go beyond content, focusing heavily on the skills needed to survey, analyze, and synthesize the massive amount of information that has been accrued in the human record. *Reading* and *Writing* skills will be consistently emphasized, as will expectations of overall academic rigor.

COURSE OUTLINE / UNITS

1.) A NEW SPIRIT FOR THE OLD WORLD

- *Renaissance: 15.1, 15.2, 15.3* — *Reformation: 16.1, 16.2, 16.3* — *Age of Exploration: 15.4, 17.1, 15.5* — *Scientific Revolution: 16.4*

2.) THE EARLY MODERN ERA OF WESTERN CIVILIZATION

- *The Age of Absolutism: 17.2, 17.3, 17.4, 17.5; 19.1, 19.2, 19.3* — *Constitutionalism & the English Revolution: 11.1; 18.1, 18.2, 18.3, 18.4* — *The Enlightenment & American Revolution: 20.1, 20.2, 20.3, 20.4, 20.5* — *The French Revolution: 21.1, 21.2, 21.3, 21.4*

3.) THE MODERN ERA, PART I

- *The Industrial Revolution: Ch. 22* — *The Age of Western Dominance: Ch. 23, 24, 25, & 26*

4.) THE MODERN ERA, PART II: THE TWENTIETH CENTURY AND THE WORLD WARS

- *World War I: Ch. 27* — *The Russian Revolution: Ch. 28* — *The Interwar Period: Ch. 29 & 30* — *World War II: Ch. 31* — *The Cold War: Ch. 32*

COURSE MATERIALS

You will be expected to have regular access to the following materials:

- 1.) **Textbook:** *World History* (D.C. Heath). Perhaps the most important item is that which allows you to read about the topics that are being presented in class. This is essential, and we will be using it often.
- 2.) **Course Readings & Materials:** In this *honors* course, there will often be supplementary readings that add to our discussion of pivotal historical topics. In the times that we are using them, they will be just as important as the textbook. Always keep them handy.
- 3.) **Notebook:** It goes without saying that you need paper to take notes, but the moral of the story here is that you will be taking a lot of notes. There will often be assignments that require quick access to paper.
- 4.) **Writing Instrument:** You will find it rather difficult to participate in a class that requires a great deal of writing if you have nothing to write with.

Anything else that I might ask you to bring to class should be noted (as a homework assignment would be) in your assignment pad (or whatever reminder system you employ), such that you will not forget.

GRADING DISTRIBUTION

40%: Major Assignments (Tests, Projects, Papers)

40%: Regular Assignments (Quizzes)

20%: Homework / Classwork / Participation

Because note-taking will be an essential component of the course, you will be expected to keep a detailed notebook. To ensure that students have been taking notes diligently, I may conduct periodic notebook checks. Homework/Classwork will be assessed as follows (see following page):

<i>Homework/Classwork Grade Rubric</i>		
Grade	Numerical Value	Grade Explanation
√+	100	The student's work is <i>exemplary</i> .
√	80	The student's work is <i>adequate</i> .
√-	70	The student's work is <i>insufficient</i> .
0	0	The student's work is <i>incomplete</i> or <i>nonexistent</i> .

Any student concerned with his or her grade is certainly welcome to discuss the matter with me either during lunch/activity or after school. Class time cannot be used to discuss individual grades. All assignments (other than Homework/Classwork) will be assessed on a typical 0 to 100% scale.

CLASSROOM EXPECTATIONS

In an effort to maintain a positive classroom atmosphere, where learning is a reality, certain things must fall into place. The classroom can be a safe and fun place to learn if we work together to keep it distraction free.

As per this hope, I have the following expectations of the class:

Students' actions will be guided by a code of respect. Learning in C201 is a team effort and there's no reason why one student's behavior should get in the way of another student's learning. Be *fair* and *respectful* to your fellow classmates. Bullying of any kind is absolutely unacceptable.

An awareness of time is essential. Due dates are incredibly important because they allow for the smooth movement of the course and demonstrate a dedication to greatness. I have been known to spend an extreme amount of time—both during and after school—helping students to build the skills and confidence necessary for real-world success. Be prepared to do your part; hard work requires time and unfortunately there are no shortcuts. For every day that an assignment is late, it will lose a full letter grade.

Students will learn in a classroom free of technological distraction. There will be many times when technology is used to the collective benefit of the class, but sending selfies on Snapchat or posting on Instagram will not be tolerated.

Students will be honest. I will strictly enforce a policy of honesty. Reference the school handbook for issues regarding plagiarism and cheating in general; these are policies that I take very seriously. Honesty, of course, is more than not cheating; be honest with yourself and make a conscientious effort to do well in this class. The only way to reach new heights is to have goals and expectations that exceed the norm.

Engagement is everything. Half the battle in life is just *showing up*. But showing up means that you must be in your seat and ready to learn when the bell rings. If you must leave the room for some reason, ask me, and I'll give you a pass. Check the handbook for the full policy on attendance, but be aware that absences hinder your ability to keep up with the class. If you're absent, it's *your* responsibility to get the notes from a classmate. Don't ask me if we did something while you were out. You will *always* do something in this class. Ask me how you can make it up, and I will be glad to help.

Students will demand that they learn something from the course. If you feel as though you are not learning, come see me. This course is about *you* as a student, and it is my job to ensure that you learn. If I have anything to do with it, you will enjoy the process! If you ever feel like you need help with something, don't hesitate to ask for it. I will do everything I can to help you have a positive experience in this class.

By signing below, I am indicating that I have read and understood Mr. Hagewood's class contract—a policy devoted to the student's quest to learn.

STUDENT NAME (PRINTED): _____

STUDENT SIGNATURE: _____ **DATE** _____

PARENT SIGNATURE: _____ **DATE** _____