

# World History A

## COURSE SYLLABUS

### COURSE DESCRIPTION

#### **World History A**

World History A examines major turning points that have shaped the modern world, from the late eighteenth century through the age of imperialism. This course traces the rise of democratic ideas and develops an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

### COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online lessons, readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

**Learning Outcomes:**

At the completion of World History A, the student will be able to identify and explain the major individuals and turning points in modern world history based on the following themes:

- Power and Authority – Identify who holds power and in what ways individual leaders and or political systems lose or maintain power.
- Religious and Ethical Systems – Types of beliefs held by societies within various regions & how each region interacts with each other.
- Revolution – Explain the causes and effects of revolutionary change.
- Interaction with Environment – Discuss the ways societies use, adapt, and maintain their natural environments.
- Economics – Ways in which societies produce and control wealth and resources.
- Cultural Interaction – Methods by which societies interact and diffuse ideas from one society to another.
- Empire Building – Motivations and methods for one society to conquer another and ways in which they maintain control.
- Science and Technology – How societies gain knowledge about their world and use these discoveries to change the way people live.

**Content Standards:**

World History A is written to the content standards adopted by the [California State Board of Education](#) and the [National Council for the Social Studies](#).

**Required Text:**

This course provides a digital copy of the readings assigned in each unit. You do not need to purchase a hard copy version of the textbook to complete the course, as the readings have been provided to you within the units, as well as under "Course Resources" in the navigation bar on the left hand side of your course screen.

However, you may purchase the textbook if you would like to have a copy on hand for review purposes. The same book is used to complete both World History A and B and you can find it online by searching the title and edition or by using the ISBN number below. Please note that the chapter numbers are different in the hard copy version of the text since it contains only the chapters relating to Modern World history (from 1500 to the present).

Publisher: Holt McDougal

Title: Modern World History: Patterns of Interaction

Author(s): Beck, Black, Krieger, Naylor and Shabaka

Year published: 2012

Student edition text: ISBN 978-0-547-49114-1

## **COURSE PARTICIPATION OBJECTIVES**

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

### **Citizenship**

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

### **Communication**

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

## **COURSE OUTLINE – WORLD HISTORY A**

### **Unit 1: The Rise of Democratic Ideas**

Upon completion of the unit, the student will be able to:

- Identify the different political systems that developed in Ancient Greece.
- Trace the changes in the Greek democracy and the flowering of Greek philosophy during the fifth century B.C.
- Compare and Contrast democracy in Athens with that under the Roman republic.
- Describe the influence of Roman law.
- Discuss the importance of Judaism’s vales.
- Explain how Christianity spread and helped further democratic ideals.
- Analyze the impact of the Renaissance and Reformation on democratic thinking.
- List medieval legal reforms in England that furthered democracy.
- To explain how the English Parliament gained power between 1300 and 1650.
- Discuss events that lead to the establishment of a constitutional monarchy in England.
- Compare ideas of the Enlightenment and discuss their influence.
- Outline the origins of democracy in North America.
- Trace the changes in government that occurred during the French Revolution.
- Describe the continuing struggle for democracy in different parts of the world today.

#### **Textbook Reading:**

- Prologue (PDF of this chapter is located in Unit 1 of the course)

#### **Primary Sources**

- Rousseau – The Social Contract
- Declaration of Independence
- Pericles – Funeral Oration

#### **Activities**

Unit 1 Assignment 1	Homework	10 points
Unit 1 Assignment 2	Homework	10 points
Unit 1 Discussion 1	Discussion	2.5 points
Unit 1 Discussion 2	Discussion	5 points
Unit 1 Discussion 3	Discussion	5 points
Unit 1 Quiz	Quiz	30 points

## Unit 2: Enlightenment and Revolution

Upon completion of the unit, the student will be able to:

- List the circumstances that led to the Scientific Revolution.
- Summarize the development of the heliocentric theory and explain why it led to conflict.
- Describe the scientific method and show how Bacon and Descartes advanced this approach.
- Explain Newton's law of gravity.
- Describe the importance of the Scientific Method in different fields.
- Explain Hobbes' and Locke's view of government.
- List important enlightenment philosophers and concepts.
- Explain the impact of the Enlightenment on Western civilization.
- Explain how Enlightenment ideas spread throughout Europe.
- Describe changes in art, music, and literature during the enlightenment.
- Show how Enlightened ideas reformed monarchies in Prussia, Austria, and Russia.
- Describe the American colonies in the late 1700's.
- List the events that led to the American Revolution.
- Explain the Enlightenment's influence on American government.

### Text

- Chapter 22 (Chapter 6 in hard copy textbook)

### Primary Sources

- Locke – Two Treatises of Government
- Hobbes – Leviathan
- Voltaire – A Plea for Tolerance

### Activities

Unit 2 Assignment 1	Homework	10 points
Unit 2 Assignment 2	Homework	10 points
Unit 2 Discussion 1	Discussion	5 points
Unit 2 Discussion 2	Discussion	5 points
Unit 2 Project Milestone	Project	10 points
Unit 2 Quiz	Quiz	30 points

### Unit 3: The French Revolution and Napoleon

Upon Completion of the unit, the student will be able to:

- Identify the social, political, and economic factors that led up to the French Revolution.
- Describe the creation of the National Assembly and the storming of the Bastille.
- Explain the importance of the Great Fear and the women’s march on Versailles.
- Explain the major components of the Declaration of the Rights of Man and Citizen.
- Summarize the three factions that tried to govern France.
- Explain how the war with Austria and the execution of the king affected the revolution.
- Describe the events of the Reign of Terror and its aftermath.
- Explain how Napoleon Bonaparte rose to power and the steps he took to restore order in France.
- Describe the extent and weaknesses of Napoleon’s empire.
- Explain Napoleon’s tactical and political mistakes.
- Summarize Napoleon’s defeat, comeback, and final downfall.
- Explain the importance of the Congress of Vienna.
- Show how the ideas of the French Revolution continued to influence people throughout Europe.

#### Text

- Chapter 23 (Chapter 7 in hard copy textbook)

#### Primary Sources

- Plight of the French Peasants
- Grievances of the Third Estate
- Bourgeois Disdain for the Special Privileges of the Aristocracy
- The Oath of the Tennis Court
- Journal Account of the Storming of the Bastille
- The March on Versailles

#### Activities

Unit 3 Assignment 1	Homework	10 points
Unit 3 Assignment 2	Homework	10 points
Unit 3 Discussion 1	Discussion	5 points
Unit 3 Discussion 2	Discussion	5 points
Unit 3 Quiz	Quiz	30 points

#### Unit 4: Nationalist Revolutions Sweep the West

Upon completion of the unit, the student will be able to:

- Identify the influences in Latin America’s struggle for independence.
- Describe how the Latin American colonies achieved independence.
- Explain how Haitian and Brazilian independence differed from the others.
- Summarize the negative effects of independence
- Define nationalism and describe how the nationalist spirit affected the Balkans.
- Describe how revolutions and reforms affected France and Russia.
- Identify the elements that bind people into a nation-state.
- Explain how nationalism weakened empires.
- Summarize how Cavour unified Italy.
- Describe how Prussia led to the unification of Germany.
- Explain the shift in the balance of power among nations.
- Define romanticism and give examples of Romantic literature and music.
- Explain the shift in realism and give examples of realistic art and literature.

#### Text

- Chapter 24 (Chapter 8 in hard copy textbook)

#### Primary Sources

- Mazzini Defines Nationality
- Documents on Italian Unification
- Cavour Plans a War
- Documents on German Unification
- Otto von Bismarck - The Ems Telegram

#### Activities

Unit 4 Assignment 1	Homework	10 points
Unit 4 Assignment 2	Homework	10 points
Unit 4 Discussion 1	Discussion	5 points
Unit 4 Discussion 2	Discussion	5 points
Unit 4 Project Milestone	Project	10 points
Midterm	Exam	100 points

## Unit 5: The Industrial Revolution

Upon completion of the unit, the student will be able to:

- Explain why industrialism occurred in Britain first.
- Describe key inventions that furthered the industrial revolution.
- Identify and discuss the social and economic effects of industrialization.
- Explain the spread of industrial growth in Europe and the United States.
- Identify the global effects of industrialism.
- Identify key thinkers and their ideas supporting industrialization.
- Explain the origins and ideas of socialism and other reform movements of the 1800's.

### Text

- Chapter 25 (Chapter 9 in hard copy textbook)

### Primary Sources

- Friedrich Engels – Industrial Manchester
- Child Labor: Evidence Before the Sadler Committee
- The Physical Deterioration of the textile worker
- Florence Nightingale – Rural Hygiene
- Chadwick's Report on Sanitary Conditions
- Women Miners in the English Coal Pits

### Activities

Unit 5 Assignment 1	Homework	10 points
Unit 5 Assignment 2	Homework	10 points
Unit 5 Discussion 1	Discussion	5 points
Unit 5 Discussion 2	Discussion	5 points
Unit 5 Quiz	Quiz	30 points

## Unit 6: An Age of Democracy and Progress

Upon completion of the unit, the student will be able to:

- Describe the evolution of British democracy.
- Explain the origins and goals of the women’s suffrage movement.
- Trace the development of democratic institutions in France.
- Describe how Canada achieved self-rule.
- Explain how Australia and New Zealand became Western democracies.
- Describe the British domination of Ireland.
- Trace the U.S. expansion to the Pacific
- Describe the effect of the Civil War on the United States.
- Explain economic expansion after the Civil War.
- Describe the inventions of the late 19th century and their impact on daily life.
- Explain the rise of mass culture.
- List 19th century advances in medicine and science.
- Describe the emergence of the social sciences.

### Text

- Chapter 26 (Chapter 10 in hard copy textbook)

### Primary Sources

- O’Connell – Justice for Ireland

### Activities

Unit 6 Assignment 1	Homework	10 points
Unit 6 Assignment 2	Homework	10 points
Unit 6 Discussion 1	Discussion	5 points
Unit 6 Discussion 2	Discussion	5 points
Unit 6 Project Milestone	Project	10 points
Unit 6 Quiz	Quiz	30 points

## Unit 7: The Age of Imperialism

Upon completion of the unit, the student will be able to:

- Describe Africa before European domination.
- Summarize the motives of European colonizers.
- Identify the factors allowing Europeans to control Africa.
- Identify three groups that clashed in South Africa.
- Explain different forms of colonial control
- Explain the patterns of imperialist management
- Describe British rule in Nigeria.
- Summarize African resistance movements.
- Debate effects of colonialism.
- Summarize the decline of the Ottoman Empire.
- Describe the Crimean war and the division of the Ottoman Empire.
- Summarize the British takeover of India.
- Identify positive and negative features of British colonialism in India.
- Describe early nationalist movements in India
- Summarize the acquisition of European colonies in Southeast Asia.
- Describe how Siam remained independent.
- Summarize U.S. acquisition of the Philippines and Hawaii.

### Text

- Chapter 27 (Chapter 11 in hard copy textbook)

### Primary Sources

- Rudyard Kipling – White Man’s Burden
- Edward Morel – Black Man’s Burden
- Karl Pearson – Social Darwinism
- Earl of Kromer
- George Orwell

### Activities

Unit 7 Assignment 1	Homework	10 points
Unit 7 Assignment 2	Homework	10 points
Unit 7 Discussion 1	Discussion	5 points
Unit 7 Discussion 2	Discussion	5 points
Unit 7 Quiz	Quiz	30 points

## Unit 8: Transformations around the Globe

Upon completion of the unit, the student will be able to:

- Explain China’s resistance to foreigners in the 1800’s.
- Describe the peasant rebellions that shook China.
- Summarize the effects if China’s struggle with reform.
- Outline the growth of Nationalism in China.
- Describe why Japan ended its isolation and how it began modernizing.
- Trace the growth of Japanese imperialism in wars with China and Russia and in its policies toward Korea.
- Explain how Latin America’s colonial legacy and political instability shaped its history after independence.
- Document how foreign powers influence the growth of Latin American economies.
- Describe U.S. intervention in Latin America.
- Describe the role of Antonio Lopez de Santa Anna in the history of Mexico.
- List the goals of and obstacles to Benito Juarez’s reform movement.
- Describe the 31 year rule of caudillo Porfirio Diaz
- Explain the causes and results of the Mexican Revolution.

### Text

- Chapter 28 (Chapter 12 in hard copy textbook)

### Primary Sources

- Taiping Rebellion
- Matthew Perry
- Simon Bolivar

### Activities

Unit 8 Assignment 1	Homework	10 points
Unit 8 Assignment 2	Homework	10 points
Unit 8 Discussion 1	Discussion	5 points
Unit 8 Discussion 2	Discussion	5 points
Project	Project	100 points
Final	Exam	100 points

### HOW YOU WILL BE GRADED

**For critical thinking questions**, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question. It is important to provide detailed answers for insight/opinion questions. **The same is true for your responses to your classmates' posts on the discussion board.** Try to offer constructive criticism, give feedback on the post, or ask a follow-up question.

**For review questions**, you should be produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

**When submitting paragraphs**, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

### GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

## **SUPPORT**

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at [info@nuvhs.org](mailto:info@nuvhs.org) or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

## **EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)**

### **Engaged Learners**

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

### **Critical Thinkers**

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

### **Effective Communicators**

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

### **Global Citizens**

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century