



World History B

COURSE SYLLABUS

COURSE DESCRIPTION

World History B

World History B examines the major turning points that have shaped the modern world, from the World War One through the present, including the cause and course of the two world wars. The course traces the infusion of democratic ideas into the modern world 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 B, 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 B 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 B

Unit 1: The Great War

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

- Identify the political and military forces that took root in Europe in the late 1800s.
- List the countries that composed the Triple Alliance and the Triple Entente.
- Summarize the events leading to World War I.
- Describe the reaction to Austria's declaration of war.
- Summarize the military events on the Western and Eastern Fronts.
- Identify how governments established wartime economies.
- Summarize how the Allies pushed to victory.
- List the main points of the Treaty of Versailles.
- Describe the effects of World War I on Western society.

Textbook Reading:

- Chapter 29 (Chapter 13 in hard copy textbook)

Primary Sources

- Von Bulow – The Hammer and the Anvil
- The First Moroccan Crisis
- The Annexation of Bosnia
- The Second Moroccan Crisis
- Treitschke – The Greatness of War
- Norodna Odbrana
- The Assassination of Archduke Franz Ferdinand
- The “Blank Check”
- Woodrow Wilson – The Fourteen Points

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: Revolution and Nationalism

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

- Identify and explain the social, economic, and political factors leading to Revolution.
- Describe the March Revolution and the end of czarist rule in Russia.
- Summarize the Bolshevik Revolution and its outcome.
- Explain Lenin's reforms.
- Describe Stalin's rise to power and his transformation of the Soviet Union into a totalitarian state.
- Summarize Stalin's state controlled economic programs.
- Explain the methods of control used in totalitarian states.
- Explain the problems facing the Republic of China after the overthrow of the Qing dynasty.
- Trace the rise of the Communist Party in China.
- Summarize key events of the civil war between Chinese Communists and Nationalists.
- Trace the events that fueled nationalist activity in India.
- Summarize Gandhi's non-violent tactics.
- Explain how Indian self-rule heightened conflicts between Muslims and Hindus.
- Describe nationalist activity and the rise of independence movements in Southwest Asia.

Text

- Chapter 30 (Chapter 14 in hard copy textbook)

Primary Sources

- Stalin – The Hard Line
- Stalin – Liquidation of the Kulaks
- The Results of Collectivization

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: Years of Crisis

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

- Explain how the scientific ideas of Einstein, Freud , and others challenged old beliefs
- Describe how the brutality war led philosophers to question accepted ideas.
- Summarize new styles in art, architecture, and music.
- Show how new ideas and ways of life led to a new kind of individual freedom in the 1920s.
- Explain how technological advances changed daily life.
- Describe the impact of World War I on postwar Europe.
- Summarize the causes of the Great Depression & how the United States reacted to it.
- Summarize fascist beliefs and policies.
- Describe Mussolini's rise to power.
- Explain how Hitler and the Nazis gained control of Germany.
- Describe the shift from democratic governments to dictatorships in Eastern Europe.
- Describe fascist aggression in Asia, Africa, and Europe.
- Summarize why British and French appeasement and American isolationism failed to stop fascist aggression.
- Explain why the Soviet Union and Germany signed a non-aggression pact.

Text

- Chapter 31 (Chapter 15 in hard copy textbook)

Primary Sources

- Mussolini – What Is Fascism?
- A New Order in Asia - East Asian Co-Prosperity Sphere
- Chamberlain – In Defense of Appeasement
- Churchill – A Disaster of the First Magnitude

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: World War II

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

- Summarize events leading to all-out war in Europe.
- Describe the fall of France and the Battle of Britain.
- Explain the conflict in the Mediterranean and on the Eastern Front.
- Explain the importance of United States' aid to the Allies.
- Explain how Japanese expansionism led to war with the Allies in Asia.
- Explain the importance of the Allies' strategy in turning the tide of the war against Japan.
- Trace the course of the Nazis' persecution of Jews.
- Describe the results of the Nazis' "Final Solution."
- Describe the Allied plan for victory.
- Show the Allied strategy on two fronts.
- Explain how civilians on the Allied home fronts contributed to the war effort.
- Summarize the events that led to the surrender of Germany.
- Explain the importance of the atom bomb in the Allied victory over Japan.
- Describe the devastation of Europe following the war.
- Identify some of the political consequences of the Allied victory in postwar Europe.
- Show how defeat affected political and civic belief in Japan.
- Give examples of ways in which Japan changed under United States' occupation.

Text

- Chapter 32 (Chapter 16 in hard copy textbook)

Primary Sources

- Nazi Propaganda
- World War II Sounds and Pictures

Activities

| | | |
|--------------------------|------------|------------|
| Unit 4 Assignment 1 | Homework | 10 points |
| Unit 4 Assignment 2 | Homework | 20 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: Restructuring the Postwar World

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

- Explain the U.S.-Soviet postwar split.
- Trace how the Soviets came to dominate Eastern Europe.
- Describe U.S. containment of Communist expansion.
- Define the Cold War.
- Analyze the civil war between the Nationalists and the Communists in China
- Explain how China split into two nations.
- Describe how Mao's Marxist regime transformed China.
- Trace the course and consequences of the Korean War.
- Summarize the causes and events of the Vietnam War and to describe its aftermath.
- Explain how the Cold War affected developing nations.
- Describe superpower confrontations in Latin America after World War II.
- Identify Cold War conflicts in the Middle East.
- Analyze Soviet domination of Eastern Europe and the Soviet Union-China split.
- Trace the origins of détente and its effects on the Cold War.
- Describe the renewal of Cold War tensions in the 1980's.

Text

- Chapter 33 (Chapter 17 in hard copy textbook)

Primary Sources

- Winston Churchill: Iron Curtain Speech
- Joseph Stalin: Reply to Churchill

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: The Colonies Become New Nations

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

- Summarize the effect of World War II on the colonies.
- Describe the events that led to the partition of India.
- Summarize the leadership of Nehru and his descendants.
- Summarize the politics of Pakistan and Sri Lanka.
- Summarize the Philippines' independence movement.
- Summarize problems facing Burma, Malaysia, and Singapore.
- Summarize Indonesia's fight for independence from the Dutch.
- Identify the Negritude movement.
- Describe the events surrounding the independence of Ghana and Kenya.
- Describe the Congo's independence and Mobutu's rule.
- Summarize Algeria's struggle for independence and unity.
- Identify roles played by world powers in Angola's post-independence civil strife.
- Describe the events that led to the formation of the new nation of Israel.
- List the outbreaks of war between Israel and Arab states.
- Explain the Camp David Accords.
- Describe the Palestinian struggle for independence.

Text

- Chapter 34 (Chapter 18 in hard copy textbook)

Primary Sources

- Middle East A Century of Conflict

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: Struggles for Democracy

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

- Identify key building blocks of democracy.
- Describe Brazil's efforts to build democracy.
- Analyze the struggle for democracy in Mexico.
- Describe key events in postwar Argentina.
- Explain the legacy of colonialism in Africa.
- Show how Nigeria's ethnic diversity led to war.
- Describe events in Nigeria since 1970.
- Explain the history of white rule in South Africa.
- Describe South Africa's shift toward democracy.
- List Soviet reforms under Mikhail Gorbachev.
- Explain reforms in Poland and Hungary.
- Summarize changes in East Germany.
- Describe democratic change in Czechoslovakia and Romania.
- Describe the collapse of the Soviet Union.
- Identify problems facing the Russian government.
- Summarize the conflict in the former Yugoslavia.
- Explain problems in Poland and Czechoslovakia.

Text

- Chapter 35 (Chapter 19 in hard copy textbook)

Primary Sources

- None

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: Global Interdependence

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

- Trace the exploration of the solar system and show how it relates to international politics and economics.
- Identify the effects of expanding global communications in the late 20 th century.
- List advances in health care, medicine, and agriculture, and to evaluate their effects
- Discuss the effects of technology on the world economy.
- Explain the economic growth of Pacific Rim countries.
- Define the global economy.
- Identify challenges facing developing nations.
- Describe the environmental impact of development.
- Identify security issues nations face and ways they pursue collective security.
- Describe examples of ongoing ethnic and religious conflicts, and the hope for world peace.
- Describe international support for human rights.
- Explain the increase in migration and discuss its worldwide effects.
- Trace the increase in worldwide cultural interaction.
- Describe the influence on world culture.
- Explain cultural bias and to explore possibilities for cultural understanding.

Text

- Chapter 36 (Chapter 20 in hard copy textbook)

Primary Sources

- None

Activities

| | | |
|---------------------|------------|------------|
| Unit 8 Assignment 1 | Homework | 10 points |
| Unit 8 Assignment 2 | Homework | 20 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 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