

# Modern World History

## Course Syllabus

**Instructor:** Mr. Brodowski

**Office Hours:** 7:15-7:45 am. M-TH

**Classroom:** Portable #505

**email:** [rbrodowski@ggusd.us](mailto:rbrodowski@ggusd.us)

**Textbook:** *Modern World History: Patterns of Interaction*

### **Class Description:**

This class is a survey of the development of Western Civilization as it has encountered other world civilizations and the inter-action that has taken place through that contact.

### **Learning Outcomes:**

1. Students will develop an appreciation and understanding of Western Civilization and its place among World civilizations.
2. Students will learn correct geographical reference skills and location of major historical events and modern day countries.
3. Students will recognize the fluidity and complexity of world events and the impact that those events have on their daily lives.
4. Students will develop analysis and critical thinking skills when dealing with controversial issues.
5. Students will become technologically proficient in using electronic media, in its many forms, to present information pertinent to the subject matter.

### **Methods of Instruction:**

1. Teacher driven instructional materials, overhead presentations, electronic media, video presentations.
2. Daily group and individual in-class assignments and reading homework
3. Technology based projects using internet resources, word processing and other electronic media skills.

### **Course Requirements:**

1. Our text is "information intensive", so daily reading and review is a "must do" in order to be successful. The course is completely based on the textbook, so it would behoove you to develop a close, loving relationship with your book.

2. In today's society, second-chances are very rare, so with that thought in mind, ALL ASSIGNMENTS given within the context of the class are figured into your grade. Any assignment not completed and turned in when required will result in the loss of those assigned points with no later opportunity to turn them in.
3. Quizzes are generally un-announced, occur often and cover the previous evenings reading assignment or the material covered in class over the previous few days. There are no make-ups for missed quizzes. If you are absent on the day of a quiz, there is NO MAKE-UP, sooooooo . . DO NOT BE ABSENT FROM MY CLASS!
4. Exams will usually cover, not only the current unit of work, but also previously tested material as a review of already covered units.. Exams missed due to excused/permissive absence will be made up the Thursday following the return to school at 7:00 a.m. (0 Period). There will be no make-up of any work for unexcused/truant absences. Failure to make up the missing exam by the indicated time will result in a grade of "0".
5. Projects are assigned for each semester. They will be technologically based, using currently available electronic media and could be either individually or group based.
6. Extra credit is not assigned in my classes. The total amount of graded work assigned during each semester totals out to almost 1500 points which is more than sufficient for you to demonstrate your abilities. If you are unable to show me what you can do within this context, extra-credit will not help.

**Assessment:**

1. The students will be given a variety of in-class assignments which will be completed and turned in for a daily grade. In addition, nightly homework assignments in the form of text reading will be assigned, which will be assessed through quizzes and exams.
2. Multiple quizzes and practical application problems will be given to test the student's knowledge of the subject material. These quizzes are generally un-announced and are used to assess the nightly reading assignments to ensure completion.
3. A semester project will be assigned during each semester and counted toward the overall grade.
4. Student attendance and participation are part of the overall grading process as well.

**Grade Scale:** 100% - 90% A  
 89% - 80% B  
 79% - 70% C  
 69% - 55% D  
 54% - 0% F

**Assignment Weight Scale:** Exams – 35%  
 Quizzes – 20%  
 In-Class Assignments - 15%  
 Individual/Group Projects - 20%  
 Homework Assignments – 10%

***Classroom Procedures:***

1. Normally there will be an activity of some type on the board for you to work on when you enter the classroom. While you are working on it, I will be taking attendance or completing any paperwork before we get started.
2. Proper classroom conduct in my classroom is an absolute expectation. You are all young adults so I should not have to "re-fresh" your minds on appropriate social behavior. COURTESY and RESPECT are the "norm" in this class, not the exception. Examples of things that will get you "into hot water" are abusive language, "gutter" language, violence of any type, catching some "Z's" etc.
3. Know your school handbook, especially the school rules section. I know it well and enforce it zealously! You had to sign a form, along with your parents, stating you had read and understood it and agreed to abide by its guidelines. I will hold you to that! Be Warned!
4. When the bell rings, I expect you to be ready to go with the day's activities. A pass to your locker, the bathroom, etc., WILL NOT BE GIVEN after the bell rings. Take care of your business before you come to class. Be reminded the school does have a tardy policy and you can be dropped from this class.

## **SQ3R METHOD OF STUDY AND REVIEW**

**It is recommended that you apply the SQ3R study method to assigned textbook and supplemental readings. The SQ3R method can be described as follows:**

**SURVEY** - Students skim an assignment to find out what it will cover. Students should pay special attention to the title, headings, subheadings, and illustrations.

**QUESTION** - Students turn titles, headings, and subheadings into questions which they will answer in the next step in the process.

**READ** - Students read material, seeking answers to questions they have raised.

**RECITE** - Students write answers to questions on paper or discuss their answers with classmates.

**REVIEW** - Students, at a later time, review what they have read and their written answers.

Source: THE SOCIAL STUDIES BASIC SKILL CONNECTION,  
Missouri Department of Elementary and Secondary Education, Arthur L.  
Mallory, Commissioner of Education, 1982.

## Grade Ten History-Social Science Standards

### World History, Culture, and Geography: The Modern World

- 10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.**
1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
  2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.
  3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.
- 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.**
1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simon Bolivar, Thomas Jefferson, James Madison).
  2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
  3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
  4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
  5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.
- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**
1. Analyze why England was the first country to industrialize.
  2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
  3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
  4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
  5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
  6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
  7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

**10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.**

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

**10.5 Students analyze the causes and course of the First World War.**

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

**10.6 Students analyze the effects of the First World War.**

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

### **10.7 Students analyze the rise of totalitarian governments after World War I.**

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

### **10.8 Students analyze the causes and consequences of World War II.**

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

### **10.9 Students analyze the international developments in the post-World War II world.**

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.

(10.9 Cont.)

6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

**10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.**

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

**10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).**



**GRADE 10**

**World History and Geography: The Modern World**

*Numbers refer to the California Content Standards for History-Social Science.*

**SUPER CONCEPTS**

for emphasis in Grade Ten:

- CONFLICT**
- CULTURE**
- INTERDEPENDENCE**
- POWER**
- VALUES**

**THEMATIC CONCEPTS**

- imperialism** (10.4)
- industrialization** (10.3, 10.11)
- nationalism** (all standards)
- self-determination** (10.6)
- totalitarianism** (10.7)

**INTRODUCTION**

- dislocation
- expansion
- national debt

**UNRESOLVED PROBLEMS**

- migration
- political instability
- population growth
- poverty
- resources
- scarcity
- terrorism

**DEMOCRATIC IDEALS**

- civil liberty
- equality (10.2)
- ethics (10.1)
- natural rights (10.2)
- revolution (10.2)
- tyranny (10.2)

**THE INDUSTRIAL REVOLUTION**

- capitalism (10.3)
- labor union (10.3)

- pollution (10.3)
- romanticism (10.3)
- social darwinism (10.3, 10.4)
- social reform (10.3)
- socialism (10.3)
- urbanization (10.3)

**IMPERIALISM AND COLONIALISM: INDIA**

- balance of power (10.4, 10.5)
- civil service (10.4)
- colonialism (10.4)
- cultural diffusion (10.4)
- ethnocentrism (10.4)
- non-violence (10.4)
- resource distribution (10.4)
- social structure (10.3, 10.4)
- traditional society (10.4)

**WORLD WAR I AND ITS CONSEQUENCES**

- alliances (10.5)
- disarmament (10.5, 10.6)
- internationalism (10.5, 10.6)
- isolationism (10.5)
- mass communications
- militarism (10.5)
- propaganda (10.5)

**TOTALITARIANISM IN THE MODERN WORLD**

- authoritarianism (10.7)
- command economy / centralization (10.7)
- collectivization (10.7)
- communism (10.7)
- dictatorship (10.7)
- genocide (10.1, 10.5, 10.7, 10.8)
- ideology (10.7)
- indoctrination (10.7)
- police state (10.7)
- racism (10.5, 10.7, 10.8)

**WORLD WAR II**

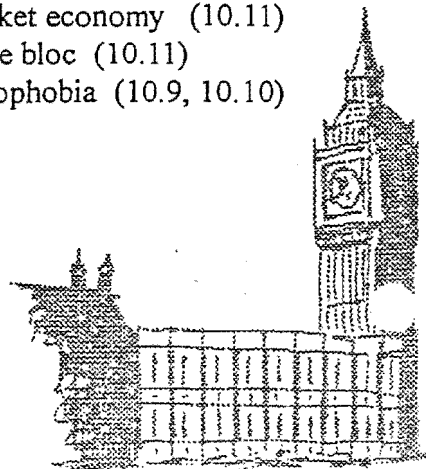
- aggression (10.8)
- anti-semitism (10.7, 10.8)
- appeasement (10.8)
- expropriation
- occupation (10.8)
- partition (10.8, 10.9)
- reconstruction (10.9)

**NATIONALISM IN THE CONTEMPORARY WORLD**

- apartheid* (10.10)
- autonomy (10.10)
- class conflict
- cold war (10.9)
- democratization (10.11)
- developing world / "third world" (10.10)
- ethnocentrism (10.10)
- geopolitics (10.9)
- hegemony (10.9)
- intolerance (10.9, 10.10)
- nuclear proliferation (10.9)
- segregation (10.10)

**THE POST-COLD WAR WORLD**

- decentralization
- environmental pollution (10.11)
- ethnic cleansing (10.9, 10.11)
- global infrastructure (10.11)
- international commerce (10.11)
- market economy (10.11)
- trade bloc (10.11)
- xenophobia (10.9, 10.10)



# HISTORICAL AND SOCIAL SCIENCE ANALYSIS SKILLS

## CHRONOLOGICAL AND SPATIAL THINKING

1. STUDENTS COMPARE THE PRESENT WITH THE PAST, EVALUATING THE CONSEQUENCES OF PAST EVENTS AND DECISIONS AND DETERMINING THE LESSONS THAT WERE LEARNED.
2. STUDENTS ANALYZE HOW CHANGE HAPPENS AT DIFFERENT RATES AT DIFFERENT TIMES; UNDERSTAND THAT SOME ASPECTS CAN CHANGE WHILE OTHERS REMAIN THE SAME; AND UNDERSTAND THAT CHANGE IS COMPLICATED AND AFFECTS NOT ONLY TECHNOLOGY AND POLITICS BUT ALSO VALUES AND BELIEFS.
3. STUDENTS USE A VARIETY OF MAPS AND DOCUMENTS TO INTERPRET HUMAN MOVEMENT, INCLUDING MAJOR PATTERNS OF DOMESTIC AND INTERNATIONAL MIGRATION, CHANGING ENVIRONMENTAL PREFERENCES AND SETTLEMENT PATTERNS, THE FRICTIONS THAT DEVELOP BETWEEN POPULATION GROUPS, AND THE DIFFUSION OF IDEAS, TECHNOLOGICAL INNOVATIONS, AND GOODS.
4. STUDENTS RELATE CURRENT EVENTS TO THE PHYSICAL AND HUMAN CHARACTERISTICS OF PLACES AND REGIONS.

## HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

1. STUDENTS DISTINGUISH VALID ARGUMENTS FROM FALLACIOUS ARGUMENTS IN HISTORICAL INTERPRETATIONS.
2. STUDENTS IDENTIFY BIAS AND PREJUDICE IN HISTORICAL INTERPRETATIONS.  
STUDENTS EVALUATE MAJOR DEBATES AMONG HISTORIANS CONCERNING ALTERNATIVE INTERPRETATIONS OF THE PAST, INCLUDING AN ANALYSIS OF AUTHORS' USE OF EVIDENCE AND THE DISTINCTIONS BETWEEN SOUND GENERALIZATIONS AND MISLEADING OVERSIMPLIFICATIONS.
4. STUDENTS CONSTRUCT AND TEST HYPOTHESES; COLLECT, EVALUATE, AND EMPLOY INFORMATION FROM MULTIPLE PRIMARY AND SECONDARY SOURCES; AND APPLY IT IN ORAL AND WRITTEN PRESENTATIONS.

## HISTORICAL INTERPRETATION

1. STUDENTS SHOW THE CONNECTIONS, CAUSAL AND OTHERWISE, BETWEEN PARTICULAR HISTORICAL EVENTS AND LARGER SOCIAL, ECONOMIC, AND POLITICAL TRENDS AND DEVELOPMENTS.
2. STUDENTS RECOGNIZE THE COMPLEXITY OF HISTORICAL CAUSES AND EFFECTS, INCLUDING THE LIMITATIONS ON DETERMINING CAUSE AND EFFECT.
3. STUDENTS INTERPRET PAST EVENTS AND ISSUES WITHIN THE CONTEXT IN WHICH AN EVENT UNFOLDED RATHER THAN SOLELY IN TERMS OF PRESENT-DAY NORMS AND VALUES.
4. STUDENTS UNDERSTAND THE MEANING, IMPLICATION, AND IMPACT OF HISTORICAL EVENTS AND RECOGNIZE THAT EVENTS COULD HAVE TAKEN OTHER DIRECTIONS.
5. STUDENTS ANALYZE HUMAN MODIFICATIONS OF LANDSCAPES AND EXAMINE THE RESULTING ENVIRONMENTAL POLICY ISSUES.
6. STUDENTS CONDUCT COST/BENEFIT ANALYSES AND APPLY BASIC ECONOMIC INDICATORS TO ANALYZE THE AGGREGATE ECONOMIC BEHAVIOR OF THE U.S. ECONOMY.

# World History Year Outline

Instructor: Mr. Brodowski

Room

Text: Modern World History: Patterns of Interaction

## First Semester

# Weeks	Topics	Chapters
1	I. Rise of Democratic Ideas/Western Culture	Prologue
3	II. Enlightenment & Revolution	6,7
3	III. Industrial Revolution	9
<b>End of 1<sup>st</sup> Quarter</b>		
3	IV. Age of Democracy & Imperialism	10,11,12
3	V. World War I and its Consequences Pre/Post War and the Treaty of Versailles	13
3	IX. Post WW I Revolution & Nationalism	14
<b>End of 2<sup>nd</sup> Quarter/1<sup>st</sup> Semester</b>		

## World History cont.....

### Second Semester

# Weeks	Topics	Chapters
3	I. Totalitarianism in the Modern World Rise of Soviet Russia Rise of Fascist Italy Rise of Nazi Germany	15
3	II. World War II	16
2	IV. Post War recovery and the Cold War	17
	<b>End of 3<sup>rd</sup> Quarter</b>	
4	V. New Nationalism and the Contemporary World Soviet Union & China Middle East Africa Mexico and Latin America	18,19
4 Epilogue	VI. Global Interdependence 1960 – Present	20,