



WORLD HISTORY

2011 – 2012 / 5771 – 5772

Instructor: Mr. Cook

Room: A

Time: Monday and Tuesday, 4:45–5:30, Wednesday, 4:00-4:45; Thursday, 3:13-3:59

Contact Information: rcook@temima.org; phone number available by request

GOALS: The goals of this course are as follows:

- To give students an understanding of the development of the Western world
- To investigate the ideas, individuals, and actions that made Western society the dynamic force it has been in the world
- To improve students' critical thinking and research skills
- To develop students' abilities to communicate effectively, whether through the written or spoken word

We will use as many tools as possible to reach these goals over the course of this year. This means that in addition to reading assignments, we may also use other means to attain these goals: research papers, debates, speeches, or other projects.

GRADING: The course grade will consist of the following parts:

Papers / Tests / Projects **60%**

- Papers, projects and tests are weighted the same. The final exam represents three test grades. I will drop the lowest test/paper/project score over the course of the semester. If the final is your lowest grade, I will drop one of the three tests it represents.

Weekly Quizzes **25%**

- As a rule, we have a short quiz at the end of each week. The quizzes will ask you basic questions about what we covered that week, in order to keep you on top of the material as we move through the semester.
- The quizzes are scored cumulatively, meaning that I add up the number of answers you have gotten correct during the semester, and divide that number by the number of total quiz questions asked. Therefore, a 5-question quiz is not scored on a 0-100% scale, but rather represents 5 of the total number of questions asked in the semester.

Homework / Classwork **15%**

- There are two types of homework: *completion* assignments, and *graded* assignments. Completion assignments are those checked off as "complete" or "incomplete." Graded assignments are scored based on their accuracy.

ON GRADES: The grade of "A" reflects superior achievement. This work demonstrates outstanding competence in *both* cognitive understanding and communication skills. To earn this grade the student must demonstrate exceptionally strong

base-level cognitive abilities, including detail recall, listing, and memorizing. The student would also show accomplished proficiency in higher-level cognitive skills, including:

- The ability to understand the significance of specific information, to draw larger conclusions or recognize interrelationships, continuities, or contradictions
- The ability to reflect critically about perspective or to recognize ambiguity
- The ability to think creatively about the possibility of alternate applications

The student must also be able to communicate her understanding skillfully or explain her insights with elaborate, thorough analysis using effective and appropriate language. On objective evaluations (true-and-false, matching, fill-in-the-blank, chronological order) the “A” would reflect an extremely high level of achievement. Since this grade reflects exceptional results, it will be used only occasionally.

The grade of “B” reflects an excellent standard of work. A “B” student might typically possess base cognitive skills at an “A” level, while being less able to recognize trends, generalizations, or ambiguities. Or the student might be less skillful in communicating, or less thorough in analysis. On objective evaluations, the “B” would reflect a high level of proficiency.

The grade of “C” reflects a completely satisfactory standard, fully exceeding the minimum required level of the course. A “C” evaluation would reflect competent cognitive proficiency, and limited but adequate analytical skills. On objective evaluations the “C” would reflect satisfactory levels of proficiency.

The grade of “D” is an unsatisfactory evaluation, only just meeting the minimum acceptable standards of cognitive knowledge and communication abilities.

The grade of “F” reflects the student’s demonstration of incompetence and failure to meet minimum cognitive knowledge and performance standards.

SUPPLIES: All students are expected to have the following in class:

- A loose-leaf binder with lined paper for taking notes, capable of accepting handouts, and
- Pens or pencils for note-taking.
- In addition, all students will be expected to bring relevant books, readings, or work to class when necessary.

Please remember: All assigned books are the property of Temima, and therefore may not be bent, highlighted, written in, or otherwise damaged. Once books are assigned, they are the student’s responsibility, *regardless of where they are stored*. In other words, if you leave your book on a shelf in Room A, you are still responsible for it. The textbook for this course is *World History: The Human Experience* (the current replacement cost is \$91.00); there may be other books assigned throughout the year.

SCHEDULE: The following is a rough schedule of our course. As our pace may accelerate or decelerate depending throughout the year, *this schedule is subject to change*. Any readings not in the textbook will be provided.

FIRST SEMESTER

<u>WEEK</u>	<u>SUBJECT(S)</u>	<u>READING(S)</u>
23 – 26 August	Orientation	
<u>Unit One: Origins of Civilization</u>		
29 Aug. – 1 September	Geography and History	
6 - 8 September	Egypt	Ch. 2, Sec. 1
12 – 15 September	Mesopotamia	Ch. 2, Sec. 2
19 – 22 September	The Levant	Ch. 2, Sec. 1
26 – 27 September	Assyria and Persia	Ch. 3, Sec. 3
1 October: Test – Unit One		
<i>Rosh Hashanah</i>		
<u>Unit Two: Greece and the Origins of Western Tradition</u>		
3 – 10 October	The Hellenes	Ch. 4, Sections 1 & 2
<i>Sukkot</i>		
24 – 27 October	Politics and War	Ch. 4, Sec. 3
31 Oct. – 3 November	The Peloponnesian War	Ch. 4, Sec. 4; Thucydides
7 – 10 November	Alexander and Hellenism	Ch. 5, Sec. 3
10 November: Test – Unit Two		
End First Quarter		
<u>Unit Three: The Roman Republic</u>		
14 – 17 November	The Roman Republic: Beginnings	Ch. 6, Sec. 1
21 – 23 November	The Roman Republic: Expansion	Ch. 6, Sec. 2
Monday, 21 November: Greek projects due		
<i>Thanksgiving Break</i>		
28 Nov. – 1 December (sel.)	The Roman Civil Wars	Caesar, <i>The Civil War</i>
5 – 8 December	Augustus and the Principate	Ch. 6, Sec. 3
8 December: Test – Unit Three		
<u>Unit Four: The Roman Empire</u>		
12 – 15 December	The <i>Pax Romana</i>	
19 – 21 December	Barbarian Europe	
21 December: Rome Projects due		
<i>Winter Break</i>		
2 – 5 January 2012	Crisis and Reorganization	Ch. 6, Sec. 4
9 – 12 January	The Fall of the Western Empire	Ch. 6, Sec. 5
16 – 19 January	Review for final	
Semester Final Exam		

SECOND SEMESTER

<u>WEEK</u>	<u>SUBJECT(S)</u>	<u>READING(S)</u>
<u>Unit Five: The Post-Roman World</u>		
30 Jan. – 2 February	Byzantium	Ch. 10, Sections 1 & 2
6 – 9 February	Islam and the Caliphate	Ch. 11, Sections 1 & 2
13 – 16 February	Europe After Rome	Ch. 12, Sections 1 & 2
20 – 23 February	Medieval Society	Ch. 12, Sections 3 & 4
	23 February: Test – Unit Five	
<u>Unit Six: The Middle Ages</u>		
27 Feb. – 1 March	The Crusades	Ch. 13, Sec. 1
5 – 6 March	France and England <i>Purim</i>	Ch. 13, Sections 2 & 3
15 – 22 March	The Hundred Year' War	
26 – 29 March	Exploration and the New World	Ch. 17, Sections 1 & 2
	29 March: Test – Unit Six	
	End Third Quarter <i>Pesach</i>	
<u>Unit Seven: Early Modern Europe</u>		
16 – 19 April	The Renaissance and Humanism	Ch. 16, Sections 1 & 2
23 – 26 April	The Reformation	Ch. 16, Sections 3 & 4
30 April – 3 May	The Wars of Religion	Ch. 16, Sec. 5
	3 May: Research Paper due	
7 – 10 May	Early Modern Europe: Spain	Ch. 19, Sec. 1
14 – 17 May	Early Modern Europe: France	Ch. 19, Sec. 3*
21 – 24 May	Early Modern Europe: England	Ch. 19, Sec. 2*
29 – 31 May	English America	
	31 May: Test – Unit Seven	
4 – 7 June	Review	
	Final Exam	

*: Note that the final two sections are out of order.