**Honors World Civilizations**

**Course Syllabus & Survival Guide**

**Kennedy High School**

**2018 - 2019**

**Purpose**

        This course surveys the cultural development of world civilizations from the foundations of civilization in the Fertile Crescent up to the modern age.  The students will study the historical, literary, philosophical, religious and artistic components of each civilization.  Students will draw connections and synthesize these elements of each culture.

        Students, using an information base in history, literature, philosophy, religion and art, will develop and synthesize a personal, working theory of knowledge.  Students will study how cultures have answered the question, “What is the Good Life?” through historical context, philosophical and religious frameworks and literary and aesthetic interpretation.

**Instructors**

        By coordinating several disciplines, the course will foster greater connections and a broader view of each subject area.  Mr. Richardson will be teaching the Language Arts component of the course.  Mr. Lyons will be teaching the Social Studies component of the course. Both instructors will teach the Humanities.

**Units**

I.      Foundations

II.     Sumeria & Mesopotamia

III.    Indian Subcontinent

IV.     Chinese Civilization

V.      Greco-Roman Era

VI.     Christianity & Islam

VII.    The Medieval Age

VIII.   The Renaissance, Reformation & Exploration

IX.     The Enlightenment, Expansion & Scientific Revolution

X.      The Age of Imperialism, Africa & the Americas

XI.     The Twentieth Century

**Course Objectives**

**Social Studies**

I.  Understanding and Awareness--Recurring themes will be highlighted throughout the course.  They will help you organize your thinking about world history:

The importance of context in understanding historical events.

The growth in power of the state and competition among nation-states.

Individualism as a force for progress and its conflict with the demands of society.

The impact of economic innovation on the standard of living and traditional ways of life.

The struggle by women, workers, peasants, and ethnic minorities for emancipation and power.

The dynamism and destructiveness resulting from Europe’s quest for mastery of its natural and human environments.

II.  Skills--Students will:

Develop effective study and research skills.

Develop critical reading of primary and secondary sources.

Develop the ability to make historical analogies.

Develop the ability to construct and evaluate historical interpretations.

Develop empathy for people throughout historical development.

Develop historical knowledge as a guide to understanding the momentum of the present.

**Language Arts**

I.  Understanding and Awareness--Students will be:

Reading historically important literature each civilization.

Analyzing literature through various critical lenses, with a special attention paid to gender, class, and racial issues.

Identifying connections between literary development and cultural and historical development/conflict.

Discussing course content with peers in small groups.

II.  Skills--This course is intended to enable students to:

Demonstrate an ability to interpret and evaluate complex works of literature.

Apply specific critical criteria to interpret and analyze selected literary works.

Describe the elements and structure, artistic intent, and historical, cultural, and social background of selected literary works.

Describe how particular effects are produced by the author’s use of elements of literary composition.

Communicate an informed interpretation using the vocabulary of the literary form.

Analyze how an author’s intent and bias can influence the production of a literary text.

Improve ability to write papers in MLA format.

Improve comprehension of key vocabulary terms.

Develop better listening and speaking skills.

**Humanities**

I.  Understanding and Awareness--The students will be able to:

Understand the evolution of intellectual and religious movements in world cultures.

Evaluate the philosophical and religious ideas of the great philosophers and theologians in addition to evaluating their own.

Integrate learning from earlier periods to predict thought patterns of subsequent periods.

Develop the ability to make enlightened, informed personal decisions concerning public policy, personal ethics and morality while learning to appreciate and embrace ambiguity.

Understand the aesthetic contributions of each time period in the development of world civilization.

Evaluate a particular work and analyze its formal organization.

Develop an understanding and appreciation of the aesthetic experience in human life.

Develop an appreciation for art and its importance in culture.

Increase awareness of the connections between the visual arts and culture.  Draw connections between the aesthetic work and the philosophical, historical and literary context in which it was created.

Increase awareness of continuity in the evolution of visual arts.

Develop an understanding of the elements of art, principles of design and composition.

Develop an understanding of the vocabulary of the visual arts and how one can describe visual phenomena.

II.  Skills--The students will be able to:

Develop the ability to write critical essays.

Develop critical thinking skills through discussions, debates and written work.

Improve their note-taking and study skills.

Improve their active reading and learn new reading strategies.

**Tips for Students in Honors & Advanced Placement Courses**

**Don’t miss class and visit our Moodle page frequently.** All classroom assignments and presentations will be on Moodle.

**Keep up with  the reading schedule.**  Research indicates that studying in smaller doses spread out over time improves learning and retention far more than cramming a lot all at once.

**Take Cornell notes.**Take notes during reading and lectures.  Put them in your own words.  Don’t write down something you don’t understand without asking about it.  Date your notes and identify the corresponding chapter or subject to stay organized. Cornell notes are required in this course and will be collected for points.

**Learn to read effectively!**  Preview the reading quickly before you begin.  Read actively; don’t just look at words.  Take notes as you read.  Write down questions as you go.  Pause periodically and summarize the reading to yourself.  Do not try to read an entire reading at once.  Divide it into sections.  Pay attention to pictures, art, diagrams, and sidebars.  These suggestions are also supported by brain research.

**Half the battle is vocabulary!**  We strongly suggest you make your own set of vocab flash cards.  Learning a new discipline is like learning a new language.  You cannot conceive of an idea without the proper words.

**Form  a study group.**  Your study group will help answer questions.  You can divide up the flash card creation work and then use them to quiz each other.  You will likely learn a great deal more if you study with others.

**Grading & Evaluation Policies**

**Formative Work**

* Formative work is practice designed to help students master the skills and content of the course.  Revisions or resubmissions of formative work will **not** be accepted for grading or scoring purposes.
* Formative work will be accepted late, but with a **20% penalty.**  A final deadline for all late work will be announced near the end of the trimester.  After the final formative deadline, no late formatives will be accepted.

**Summative Exams**

* If a student is **verified** **absent** on a test day, s/he will have **one week** in which to make-up the missed test.  Arrangements need to be made with your instructor within that window.  Exceptions will be granted only for extenuating circumstances. Missing tests will be completed after school or during Academic Seminar.  Students who wait to make-up the test until ***after*** the one-week timeframe will **not** be eligible for a retake on that assessment.
* If a student is **unverified absent** on a test day, the student will be **ineligible for a retake** on that assessment.  The student will also have **one week** in which to make-up the missed test.
* Students will be **allowed TWO retake** **opportunities** per trimester.  Students may retake one summative assessment of their choice on a set Retake Day during class time at mid-trimester.  Additionally, they will be allowed a second retake of an assessment of their choice from the second half of the trimester on a set Retake Day during class time just prior to the Final Exam.  Students may also elect **not** to retake an assessment on these days.  These students will be given work time.
* Students are expected to put in additional study time prior to retaking any assessment.  Students **must complete any missing formative work and (2) the retake score becomes the official score for that summative.**  If the **formative work and/or the Test Study Guide** are not completed ***prior*** the retake time, the student will **not be eligible for a retake** on that assessment.
* Students who are verified absent on the official retake day will need to make arrangements with the instructor to complete their retake within **one week** of the original retake day.   If they do not, they will have forfeited their retake opportunity.
* If a student is **unverified absent** on a retake day, the student will **not be allowed to retake** that assessment.
* There will be no retakes on Final Exams.

**Summative Projects & Papers**

* If a student does complete a summative project or paper by the due date, it will be marked **late** and a **10% late penalty** will be applied.  If a student is **unverified absent** on a project or paper due date, the **10% late penalty** will also be applied.  Students who are **verified** **absent** **on a summative due date** should turn in their project or paper **on the first day they return to class** to avoid the late penalty.  Exceptions will be granted for extenuating circumstances.
* There will be no retakes or revisions on Free-Response Questions or Short-Answer summative assessments.

**The Kennedy Academic Dishonesty Policy**

An act of academic dishonesty is a behavioral infraction and shall be treated as such. All offenses are cumulative for all courses over the high school academic career. If the behavior warrants it, the administration may increase the level of consequences based on the facts and the violations of other policies.  The administration will use the following to establish the consequence for the violation. If the student already has three violations during his/her academic career, the administration will use the consequences in the 3rd offense category and may increase them. Students will not be allowed to retake a final exam, regardless of the offense.

1st Offense

* Teacher will write a discipline referral.
* Teacher will develop alternative assessment, the highest grade possible would be a C and students will need to complete the assessment outside of the school day.
* Student will complete alternative assessment within two weeks (ten school days).
* Failure to complete alternative assessment within the time frame will result in a zero for the assessment.
* Administration will meet with the student and contact parent/guardian.
* Offense will be recorded in discipline record.
* Student will complete ethics study independently.
* Failure to complete ethics study in one week (5 school days) will result in PAUSE assignment to complete ethics study.

2nd Offense

* Teacher will write a discipline referral.
* Teacher will develop alternative assessment, the highest grade possible would be a C and students will need to complete the assessment outside of the school day.
* Student will complete alternative assessment within two weeks (ten school days).
* Failure to complete alternative assessment within time frame will result in a zero for the assessment.
* Administration will meet with the student and arrange a face-to-face meeting with parent.
* Offense will be recorded in discipline record.
* Student will complete ethics study at PAUSE.
* Student’s status in honor organizations, activities (considered a violation of the MSHSL Rules), Student Government and/or other similar organizations may be affected.
* Other consequences may include, but not limited to, behavior contract, and/or loss of student privileges (i.e. parking permit, attendance at activities, prom).

3rd Offense

* Teacher will write a discipline referral.
* Teacher will develop alternative assessment, the highest grade possible would be a C and students will need to complete the assessment outside of the school day.
* Student will complete alternative assessment within two weeks (ten school days).
* Failure to complete alternative assessment within time frame will result in a zero for the assessment.
* Administration will meet with the student and arrange a face-to-face meeting with parent.
* Offense will be recorded in discipline record.
* Student will complete ethics study at PAUSE.
* Student’s status in honor organizations, activities (considered a violation of the MSHSL Rules), Student Government and/or other similar organizations may be affected.
* Other consequences may include, but not limited to, behavior contract, and/or loss of student privileges (i.e. parking permit, attendance at activities, prom).
* Student may face loss of credit in the course where infraction occurred.

# Grading Standards

        B+               87%             C+   77%             D+        67%

        A       93% B              83%             C          73%             D        63%

        A-      90% B-               80%             C-           70%             D-         60%

                                                                                                  F          < 60%

**References & Resources**

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