



Department of History & Social Sciences



Figure 1: An imagined, counterfactual map of Africa organized as though Europe had not recovered from the Black Death. Nikolaj Cyon, "Alkebu-Lan, 1260 AH," 2016, last accessed May 21, 2017, from <https://www.cyon.se/#/alkebulan-1260-ah/>.

WORLD HISTORY, 1200 TO THE PRESENT

2019/2020 Academic Year

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WORLD HISTORY, 1200 TO THE PRESENT

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**Department of History & Social Sciences
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Overview

*One struggles beneath the ever-bearing hand of tyranny
One rises up in revolution, wanting to be free
One gives his life a soldier so the rest might live in peace
One celebrates in freedom as they cheer throughout streets
One starts his life from little but is free to make his way
One has more than his father at the closing of the day
One worked for very little yet expected everything
One sold his vote to get it without ever wondering
One sat in idle apathy as tyrants raised their hand
One wonders how it all went wrong and doesn't understand*

--Jeff Bresee, "World History," Self-Published, 2011

What, or who, drives change at the global level? Through World History, 1200 to the Present, students will explore how individuals from across the human community have collectively driven history through often mundane decisions. The most powerful entities ever created, modern corporations, are prime examples of how mundane decisions—like providing sugar for English consumers—can contribute to dramatic impacts on the global narrative—like the African slave trade. Students will examine how historians have constructed World History narratives through seven key themes: politics and government; art and ideas; religion and philosophy; family and society; science and technology; the physical world and environmentalism; and cultural and technological exchange. During the first term, students will begin by exploring how these seven themes can be used to create narratives of the rise and fall of the 2nd World System and will conclude the term with the causes, course, and consequences of the Homogenecene. For the second term, students will focus on the causes, course, and consequences of Modernity and Globalization.

Students will explore these processes through a variety of skills-building activities. For the first term, students will write a scaffolded guided research paper on racism and the evolution of the African Slave Trade. The project will develop students' abilities to engage with academic monographs, primary sources, and statistical data sets, as well as the skills necessary to engage with an academic topic over a sustained period of time. During the second term, students will develop a scaffolded independent research project modelled on the guided process of the first term. Additionally, students will complete a variety of weekly classroom activities that will reinforce the reading, writing, and analytical skills of the larger term projects. Students will be required to take Cornell Notes in order to deepen their engagement with the assigned materials. For each unit of study, student understanding, skills development, and content mastery, will be assessed through a test comprising of content recall questions, short answer responses, and long answer analyses.



Objectives

Course lessons and assignments will assess students on the following pre-collegiate objectives:

- Introductory content understanding of the major themes and processes of World History from 1200 to the Present, including,
 - the rise and fall of the 2nd World System and of world systems theory;
 - the causes, course, and consequences of the Early Modern Era, including,
 - the creation of proto-nation states and empire-states;
 - the rise of increasingly complex legal and bureaucratic systems of government;
 - the rise of global trade networks and corporations;
 - the creation of more complex manufacturing and labor systems;
 - the shifting and concentration of the global balance of power towards a few European countries and away from the Empire of China;
 - the causes, course, and consequences of Modernity, including,
 - nationalism, industrialism, and imperialism;
 - the First World War;
 - the Global Great Depression;
 - the Second World War;
 - the Cold War;
 - Decolonization;
 - the causes, course, and consequences of Globalization, including,
 - creation of global manufacturing and supply chains;
 - the rise of global consciousness through changing communication technologies;
 - the rise of global terrorism and anti-globalization nationalism;
 - how historians have created different interpretations of evidentiary sources resulting in complex—and at times competing—historiographical narratives of the past, including,
 - world systems theory;
 - multipolar, bipolar, and hegemonic power theories;
 - economic, social, and political interpretations of history;
 - environmental, racial, and gendered lenses for historical interpretations.
- Mastery of critical life-long learning skills, including:
 - reading, assessing, and analyzing secondary and primary sources through Cornell Notes;
 - creating focus questions and problem statements to guide research-based inquiries;
 - creating evidence-based arguments in both academic written responses, formal classroom discussions, and individual peer-to-peer presentations;
 - citing a variety of sources according to the principles of the *Chicago Manual of Style*;
 - demonstrating positive test taking strategies and resiliencies.



Figure 2: Rashid-ad-Din's Gami' at-tawarih, "Mounted Warriors Pursue an Enemy," c. 1300, from *Dschingis Khan und seine Erben* (München: Staatsbibliothek, 2005), 255.

Assessments

Grade Apportionment			
<i>All dates are approximate and subject to change.</i>			
Categories	Assessments	Point Value	Due Date
First Term Preparedness, Participation, and Classwork	Micro-Seminars	200	
	Academic Journal	200	
	Cornell Notes (Additional Readings)	200	100/100
	Engagement	200	50/50/100
	Additional Classwork Opportunities	100	25/25/25/25
	Preparedness	100	25/25/50
First Term Assessments	Argumentative Paragraph	25	
	Unit I Test: 2 nd World System	100	
	Mock Essay Outline	25	
	Mock Essay Introduction	50	
	Homogenocene Impacts Seminar	200	
	Empires of Islam Essay	200	
	Unit II Test: Early Modern World	100	
	Atlantic Revolutions Spark Page	200	
	Unit III Test: Challenges to the Early Modern World	100	
	Unit Test Revisions	Not to Exceed 75	
First Term Research Project	Cornell Research Notes	200	
	Workshop & Discussion Participation	200	50/50/50/50
	Outline	100	
	First Draft	100	
	Presentation	100	
	Final Draft	300	
	First Term Total	3000	
Second Term Preparedness, Participation, and Classwork	Micro-Seminars	200	
	Academic Journal	200	
	Cornell Notes (Additional Readings)	200	
	Engagement	200	
	Additional Classwork Opportunities	100	
	Preparedness	100	
Second Term Assessments	Unit IV Test: Age of Isms	100	
	Modernity Document Based Question	100	
	Impacts of Modernity Seminar	200	
	Unit V Test: Crises of Modernity	100	
	Voices of Decolonization Document Based Question	100	
	Unit VI Test: Cold War & Decolonization	100	
	Globalization Sparks Page	200	
	Unit Test Revisions	Not to Exceed 75	
Second Term Research Project	Project Proposal	100	
	Cornell Research Notes	200	
	Workshop & Discussion Participation	200	
	Outline	100	
	First Draft	100	
	Presentation	100	
	Final Draft	200	
	Second Term Total	3000	
Final Exam	30% First Term, 30% Second Term, 40% Cumulative	600	
	Year Total	6600	

Participation

Micro-Seminars

Students will be assessed once per full week of school on participation in micro-seminar discussions. Micro-seminar discussions will require students to orally respond to directed questions, as well as individually and collaboratively generate questions and analysis, in order to deeply engage with assigned reading selections. Micro-seminar discussions will require having completed in advance the primary and secondary document readings with notes (**see Cornell Notes**) assigned for that week. Student participation in the seminar discussion will be assessed using the provided **Academic Conversation Rubric**. The rubric outlines the course's academic conversation learning objectives, which includes the ability to elaborate and clarify, to support ideas with examples and sources, to respectfully further and challenge ideas presented by peers, and to synthesize and paraphrase the assigned sources and the active conversation.

Cornell Notes (Additional Readings)

Students will present notes at the commencement of class on the reading assigned for that session. The first-class period of each week will highlight content development and will, when possible, present conflicting historiographic interpretations. The second-class period each week will present primary documents related to the topical case study. The third-class period each week will, during the first term, be a selection from Hugh Thomas' *The Slave Trade* and David Eltis and David Richardson's *Atlas of the Transatlantic Slave Trade*, the academic monographs that the whole class will "deep read." Notes will be assessed using the provided **Reading Notes Rubric**. Students are required to use the provided note taking template, which is a modification of the Cornell Notes System. Please remember, notes should be shortened paraphrasings of the assigned readings occasionally including exact quotations. **As outlined in the rubric, notes must include reference to the author's hypothesis, source base, and relevance to the course. Notes should be originally taken in the required Universal Note Taking System notebook by the BookFactory, which if lost may be replaced through Amazon.com.**

Academic Journals

To facilitate student development of essential source analysis and academic writing skills, students will create and maintain an Academic Journal that will be routinely added to during class. The Academic Journal will be created as a Google Document that will be titled, Student Name, World History-[Section Number and Period] Academic Journal. As an example, John Smith, World History-7D, Academic Journal. All Academic Journals will be shared with the instructor. During provided journaling time, students will respond to an instructor given prompt by analyzing

the provided or indicated sources. Student responses should take the form of an argumentative paragraph of between 300 and 500 words comprising,

1. topic sentence responding to the prompt;
2. a contextualizing introduction to the topic;
3. detailed analysis of the source;
4. supporting or contrasting outside information, including but not limited to your textbook readings, course presentations, documentaries;
5. a concluding sentence that connects the provided prompt and document to the broader themes of the course.

At the end of the writing time, students will voluntarily share their responses with their peers and provide constructive feedback, thereby developing positive peer editing skills. All responses should include a clear thesis statement and direct source citations formatted according to the Chicago Manual of Style as footnotes (**see Course Policies, Citations**). Academic Journals will be graded at the conclusion of the term and will be scored using the **Academic Journal Rubric**, which emphasizes positive writing growth.

Engagement

For the purposes of World History, engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students demonstrate when directly instructed through lectures, participating in class discussions, or either independently or collaboratively completing course tasks. Student engagement extends to the level of motivation they have to learn and progress through the course. Engagement will be assessed through the following criteria:

1. Intellectual Engagement: Students routinely demonstrate through directed and voluntary responses that they have completed the assigned materials, that they have taken adequate notes on those materials, and that they have actively thought about how those materials relate to the major themes of the course. Active intellectual engagement will include, but not be limited to, asking pertinent questions, connecting materials reviewed individually to course content, and responding to peer questions with appropriate and respectful responses.
2. Emotional Engagement: Students routinely demonstrate positive emotional engagement by attempting readings and tasks independently before requesting instructor assistance, by removing as much as possible outside distractions during class time, and by respectfully engaging with their peers.
3. Behavioral Engagement: Students routinely demonstrate understanding and compliance with classroom expectations, including, but not limited to, the maintaining of assigned seating, quickly establishing “learning

readiness” by taking-out readings, writing implements, and notebooks at the start of class, removing headphones, by responding quickly to instructor redirections, as well as listening to instructions. Students do not attempt to talk over one another or the instructor, but instead engage in classroom dialogue respectfully and purposefully.

4. **Physical Engagement:** Students routinely demonstrate positive presence in the classroom through physical engagement. Students arrive to class on time. Students do not excuse themselves unnecessarily for prolonged bathroom or water breaks. Students do not extend such breaks to include foraging for food in the dining hall. Students do not engage in disruptive eating or drinking during class time (for example, highly crunchy, odorous chips or a badly sweating cold beverage). Students do not sleep, doze, or remain for prolonged periods of time with their eyes closed during class time. Students respect the physical space of their peers and of the instructor despite potentially crowded conditions.
5. **Social Engagement:** Students routinely interact with peers in productive manners that advance the objectives of the class, either through instructor directed tasks or through independent work time. Positive Social Engagement requires students to avoid becoming distracted or off-topic with their peers and to refrain from asking the instructor non-pertinent questions.
6. **Cultural Engagement:** Students will demonstrate positive Cultural Engagement through empathetically interacting with their peers, the instructor, and the course material. Students should demonstrate an understanding that World History brings together many different viewpoints, cultures, and historic processes that may challenge their own individual understandings. The deepest cultural engagement can be maintained through an open mind, a commitment to evidence driven argumentation, and the realization that history comprises the experiences of people who lived, loved, hated, and died.

Preparedness

Reading and Maintaining Coursework

As reflected in the grade apportionment, students are expected to actively participate in the intellectual community of the course. A significant part of doing so is arriving to class having completed the readings and having prepared notes on the readings to assist you in participating in course discussions. As electronic device use is restricted, students should arrive to class with physical copies of their reading notes.

Absences

The following is adapted from the Worcester Academy Student Handbook:

Students who miss school for any reason are responsible for the work covered and making it up in a timely fashion. Students should expect to take make-up tests and quizzes within a week of returning to school during some combination of CCL and their free periods. Should these periods be insufficient to make up the work promptly, students will be asked to forego extracurricular commitments until the work is completed.

For absences of more than three days, students may check their course pages on myHILLTOP for assignments or the Upper School Office during the academic day to request assignments from their teachers. Students are encouraged to directly email their teachers.

Policy on Late Assignments

The following is adapted from the Worcester Academy Student Handbook:

1. All such assignments for a course must be completed satisfactorily in order to earn credit.
2. If such an assignment is not submitted on time, the instructor may impose a penalty of up to 10% for each school day the assignment is late.
3. If such an assignment is more than one week overdue, the instructor must notify the student's advisor and Upper School Office. Parents will be contacted by the Upper School Office.

Additional Classwork Opportunities

Students will also complete during class sessions a variety of activities to focus attention on the content or methodological topic being presented or discussed. Some of these activities are described below.

Timeline Construction

Students will regularly demonstrate their understanding of historical causality by constructing at the beginning of each case study a timeline of major events. Timelines might also include the lives of important individuals and contextualizing events indirectly pertinent to the case study.

Word Clouds

Periodically at the start of a session, students will be asked to react to a provided quotation, historic image, audio recording, or video clip by entering the word or words they most associated with the provide source in

a Word Cloud generated by PollEverywhere and accessible via the provided url link. Once the word cloud is generated, students will have an opportunity to discuss the results. Students will lose class activity points for facetious entries in the Word Cloud.

Visual Reactions

Periodically at the start of session, students will be asked to react to an historic image or quotation by writing three questions the image could be used to answer. Students will then share and discuss at least one of their questions with the class.

Reflective Note Typing

During guided discussions, students will not be permitted to use electronic devices unless required as part of an approved instructional plan. Students will take notes using a pen or pencil and paper. At the end of class, students will spend the final ten minutes typing and expanding their notes. Notes will be subject to frequent spot checks by the instructor.

Assessments

Unit Tests

Student comprehension of essential content and skills acquisition will be assessed through six-unit tests equally divided amongst the two academic terms. Each unit test will comprise of factual recall questions (i.e.; multiple choice questions), paragraph length short answer responses, and essay length long answer responses. Factual recall questions will assess student engagement with the assigned textbook selections, as well as analytical reading skills. Short answer questions will assess student comprehension of unit level themes and processes, while long answer questions will evaluate student understanding of course level themes. Both written assessments will facilitate the development of student writing skills.

For each unit test, factual recall questions will be weighted at 40%, short answer questions at 30%, and the long answer response at 30%.

All Unit Tests will be open note. Notes must be handwritten unless otherwise directed by a learning accommodation plan. There is no limit on the amount of handwritten notes a student may bring into the Unit Tests, but students are reminded that the tests are timed.

Students who miss class on testing days are still responsible for making-up the test. Students must schedule in writing via email an alternative testing time with the course instructor. Failure to complete the test within ten school days will result in a zero (0) for that unit test.

Unit Test Revisions

Students who score lower than 85% on the unit tests will have an opportunity to submit revisions in order to increase their score by up to 25% for a final revised grade not to exceed 85%. As an example, if the student to score a 65% on the unit test and complete the revision opportunity with a score of 22.5% (a score of 90% on the revision work), then the student's final unit test grade after revisions would be 85%, the highest revisable grade.

The revision opportunity comprises two components. First, students must select two of the multiple choice questions that they answered incorrectly and write a paragraph length response explaining what the correct answer was, why the correct answer was correct, why they answered incorrectly, and what they could do to better prepare for the next unit test. Each response will be scored out of five (5) points for a total of ten (10) possible points. Second, students must select their lowest scoring written response to revise and resubmit. The written revision will be scored out of fifteen (15) possible points.

Revisions are due three class periods after the unit test is returned by the instructor. Revision points cannot be added to other unit tests or assessments.

Writing Tasks

Students will complete a variety of writing tasks that will develop their individual academic writing skills and their collaborative peer editing skills. These tasks will emphasize the technical components of academic writing, as well as integrating, analyzing, and supporting a thesis driven argument with primary and secondary source evidence.

Argumentative Paragraph

For the Argumentative Paragraph students will integrate three provided academic sources—two primary and one secondary—into a single paragraph. The assignment will demonstrate and assess student understanding of the components of a paragraph—topic sentence, evidence introduction and analysis, and concluding transitions—in order create the foundations for more complex academic writing tasks later in the first term. The Argumentative Paragraph will also introduce students to peer feedback as the writing task serves as the basis for the first Peer Writing Workshop. Students will be assessed as follows: five (5) points for the topic sentence, five (5) points for evidence integration, five (5) points for evidence analysis, five (5) points for the concluding transition sentence, and five (5) points for participation in the Peer Writing Workshop and subsequent revisions.

Mock Essay Outline

For the Mock Essay Outline, students will utilize multiple primary and secondary sources to create the outline of an essay. The outline will introduce students to all of the components of a five-paragraph essay, including an opening statement identifying the academic question answered by the essay, the thesis statement, three topic sentences with supporting evidence presented as either direct quotations, paraphrasings, or syntheses, and concluding statement of greater significance. The Argumentative Paragraph will continue student development in the peer feedback process and will serve as the basis for the second Peer Writing Workshop. Students will be assessed as follows: five (5) points for the introduction and conclusion components, fifteen (15) points for the topic sentences and evidentiary components, and five (5) points for participation in the Peer Writing Workshop and subsequent revisions.

Mock Essay Introduction

Building upon the Mock Essay Outline, students will write an introductory paragraph. In writing the introduction, students will practice developing and writing the opening to an academic essay with an opening statement, outline of supporting arguments, and thesis statement. The Mock Essay Introduction will serve as the basis for the third Peer Writing Workshop. Students will be assessed as follows: ten (10) points for the topic sentence, ten (10) points for the supporting argument introduction, ten (10) points for evidence analysis, ten (10) points for the thesis statement, and ten (10) points for participation in the Peer Writing Workshop and subsequent revisions.

Empires of Islam Essay

In the Empires of Islam Essay, students will demonstrate their understanding of the mechanics of academic writing and of the course content through Unit II: The Early Modern World by writing a five-paragraph essay comparing how the Ottoman, Mughal, and Safavid Empires developed in reaction to the global challenges of the Early Modern World. Students will complete three discrete tasks as part of the Empires of Islam Essay. First, students will create an essay outline and with a narrative paragraph explaining why they have chosen the organization style (one paragraph per empire or one paragraph per comparative theme) that they have selected. Second, students will write a first draft of the essay and share their draft in the fourth Peer Writing Workshop. Finally, students will submit the revised draft for assessment. The essay will be scored as follows: the outline out of twenty-five (25) points; the first draft and participation in the writing workshop out of seventy-five (75) points; and the final draft out of one-hundred (100) points.

Document Based Questions

During the second term, students will demonstrate their developing writing skills by completing two document-based questions. The first document based question will assess their understanding of the consequences and crises of modernity, while the second will task them with examining differing viewpoints on decolonization in Africa. For each document based question students will be given nine (9) sources, including both primary and secondary materials. Students will be expected to respond to the provided prompt using these sources under timed circumstances. The document based questions will be scored as follows: reading notes taken on the provided sources will be scored out of twenty-five (25) points; the first draft of the essay response completed under timed circumstances will be scored out of fifty (50) points; and a revised draft of the response will be scored out of twenty-five (25) points.

Seminars

Students will participate in two formal Socratic Seminars equally distributed between the two terms. During the first term, the Socratic Seminar will focus on the global impacts of the Homogenecene, while the second term's seminar will focus upon the crises of modernity. As per the Department of History & Social Sciences definition of a Socratic Seminar, the student participants carry the burden of responsibility for the discussion. Informative discussions occur when participants study the text closely in advance, listen actively, share ideas and questions in response to others, and base responses on textual evidence. Students are encouraged to think out loud and to exchange ideas openly, while examining ideas in a rigorous, thoughtful, manner.

Students will be assessed on their Preparation, Participation, and Reflection. Students will demonstrate Preparation through submission of bullet pointed responses to provided seminar prompts and questions. Student Participation during the Socratic Seminars will be assessed using the **Academic Conversation Rubric**. Finally, students will submit a paragraph length analysis of their own performance in the seminar and that of the collective group. As a growth opportunity, students will be expected to use a positive tone when completing their Reflections. Student Preparation and Reflection will each be scored out of fifty (50) points, while Participation will be scored out of one hundred (100) points.

Students not present in class during the Socratic Seminar will submit a five-paragraph essay responding to the provided seminar prompts and questions. The essay will be due within one week of the student returning to school unless otherwise indicated by the Upper School Office or the Center for Learning Success.

Spark Pages

Students will collaborate in small teams to create two Spark Pages equally distributed between the two terms. According to Adobe, the platform developer,

“Spark Page turns stories into modern, professional, attention-grabbing web pages. With Page, [...] students can bring words and images together [...], turning essays, assignments, reports, and more into engaging visual stories. Play with a variety of layouts, and add text. Use your own photos, or pick from thousands of free online images (with appropriate filtering applied). Simply tap on one of the professional themes and beautiful fonts, and magazine-style design and motion transforms the story. The end result is a modern, responsive web page, one that looks great on any device and any size screen.” (“Adobe Spark: A Guide for Schools and Educators,” <https://spark.adobe.com/images/Adobe%20Spark%20Edu%20Guide.pdf>, last accessed July 29, 2019).

During the first term, students will create a Spark Page focusing on a particular Latin American Revolution from the early-19th century, while during the second term students will create a Spark Page on an aspect of Globalization. Students will be assessed on Collaboration, Research Integrity, Preliminary Textual Draft, and the final Spark Page.

As a team project, students will be assessed on their individual contribution to the productivity and success of the group. The entire group will receive a single score for the quality and accuracy of their research through the Research Integrity score and will receive peer and instructor feedback on their Preliminary Textual Draft prior to developing a media rich Spark Page. The assessment breakdown will be as follows: Collaboration will be scored out of fifty (50) points; Research Integrity and the Preliminary Textual Draft will each be scored out of twenty-five (25) points; and the final Spark Page will be scored out of one hundred (100) points. Final Spark Pages will be assessed using the **Spark Page Assessment Rubric**.

Students absent for more than fifty (50) percent of the allotted in-class development time will complete the Spark Page independently.

Final Examination

Student cumulative understanding of the content and skills developed through World History will be assessed by a Final Examination comprising three sections.

The first section, weighted at twenty (20) percent of the total examination, will comprise of multiple-choice questions drawn from both terms equally. The multiple-choice questions will assess both factual recall and reading analysis in order to demonstrate an acceptable knowledge of the themes and processes of the course, as well as foundational skills in critical thinking.

The second section, weighted at forty (40) percent of the examination, will be comprised of seven (6) short answer questions of which the students must write

four (4). Each short answer question will require a paragraph length response and will correspond to the seven (7) units of the course. Short answer questions will demonstrate the student's comprehension of the major themes and development of major academic writing skills.

The final section, weighted at forty (40) percent of the examination, will comprise of a single question encapsulating the themes and content of the entire course. Students will be provided with the question in advance. The long answer question will assess student development in crafting argument driven, evidence based academic essays.

All three sections of the Final Examination will be open note. Notes must be handwritten unless otherwise directed by a learning accommodation plan. There is no limit on the amount of handwritten notes a student may bring into the examination, but students are reminded that the examination is timed.

Research Projects

Students will demonstrate their understanding of the course's major themes and processes, as well as various methodologies of conducting academic research and of transforming such research into formative argumentative essays, through two term long projects. During the first term, students will participate in a guided research project with significant instructor provided guidance. In the second term, students will demonstrate understanding of the methodologies introduced in the first semester to more independently conduct a biographically themed research project. Both Research Projects are intended to mimic at a developmentally appropriate level the essential research process expected at the post-secondary collegiate level. As such, these projects allow students to develop Project Proposals, Research Notes, Outlines, First Drafts, Colloquial Presentations, and Final Drafts.

First Term Guided Research Project: Racism and the African Slave Trade

<i>First Term Guided Research Project Requirements at a Glance</i>		
Essay Length	1000 to 1400 words	Times New Roman or Similar Font, Size 12
Number of Sources	4 secondary sources 4 primary sources	<ul style="list-style-type: none"> • sources must be academic (peer reviewed) • no more than 2 sources can be from a website (exclusive of digital academic journals) • all sources will be provided through assigned readings
PowerPoint	4-6 Slides	
Presentation	10 minutes	

Project Overview

As a class, students will read during the first term weekly selections from Hugh Thomas' *The Slave Trade* and corresponding selections from David Eltis and David Richardson's *Atlas of the Transatlantic Slave Trade*, as well as additional primary and secondary sources relevant to the development of the global slave trade. Students will use the notes developed from these readings to answer the following prompt through an academic essay, which they will present to their peers at the conclusion of the first term.

The prompt for the First Term Guided Research Project: Explain the cause, course, and consequences of the African slave trade from 1400 to 1850. Was racism a causal factor or result of the African slave trade?

Research Notes

Each week during the third-class period, students will discuss a selection from Hugh Thomas' *The Slave Trade* and David Eltis and David Richardson's *Atlas of the Transatlantic Slave Trade*, the academic monographs that the whole class will "deep read." To facilitate these discussions and to prepare for the term essay, students will be expected to arrive to class with completed written notes. Notes will be assessed using the provided **Reading Notes Rubric**. Students are required to use the provided note taking template, which is a modification of the Cornell Notes System. Please remember, notes should be shortened paraphrasings of the assigned readings occasionally including exact quotations. **As outlined in the rubric, notes must include reference to the author's hypothesis, source base, and relevance to the prompt. Notes should be originally taken in the required Universal Note Taking System notebook by the BookFactory, which if lost may be replaced through Amazon.com.**

Outline

Students will submit an outline including an opening statement, thesis statement, topic sentences with supporting evidence, and a concluding statement. Students must include a complete bibliography with sources formatted in both footnote and bibliography styles.

First Draft

Students will submit a first draft of the essay. The first draft should be at least 60% completed. Students will participate in a Peer Review Workshop wherein students will receive peer feedback from colleagues. All students must make any appropriate revisions to their essay to be eligible for B-level or higher grades on their Final Drafts.

Presentation

Students will prepare a ten-minute presentation that introduces their peers to their project, presents their thesis statement, and outlines the arguments supporting their conclusions. A four (4) to six (6) slide PowerPoint Presentation must accompany all presentations. Additionally, students should demonstrate mastery of their chosen topic by professionally responding to audience questions. Presentations will be assessed using the **Presentation Rubric**.

Final Draft

Final Drafts will be scored according to the **Research Paper Rubric**. As per the rubric, final drafts must include a cover page, page numbers, footnotes, a bibliography/works cited page, and demonstrate revisions from the first draft.

Second Term Independent Biographical Research Project

<i>Second Term Independent Research Project Requirements at a Glance</i>		
Essay Length	1000 to 1400 words	Times New Roman or Similar Font, Size 12
Number of Sources	2 secondary sources 8 primary sources	<ul style="list-style-type: none"> • sources must be academic (peer reviewed) • no more than 2 sources can be from a website (exclusive of digital academic journals)
PowerPoint		4-6 Slides
Presentation		10 minutes

Project Overview

Individually, students will select an individual, corporation, invention, commodity, or idea (ideology), to research. The research subject must have definable causes, a clear course, and significant consequences for at least one of the identified themes of World History. The seven key themes of the course are: politics and government; art and ideas; religion and philosophy; family and society; science and technology; the physical world and environmentalism; and cultural and technological exchange. Students will evolve their project from topic to proposal that will guide their research, which will enable them to take notes capable of answering the question that they created in an academic essay that they will present to their peers at the conclusion of the second term.

Students must select and read at least one academic monograph to successfully complete the Second Term Independent Research Project.

The prompt for the Second Term Independent Research Project: Explain with direct reference to one of the seven key themes of World

History the cause, course, and consequences of a significant person, corporation, invention, commodity, or idea (ideology) from 1800 to the Present.

Pre-Research and Proposal

Students will review the textbook and an encyclopedia article(s), like Wikipedia, on a topic of individual interest. Using these resources students will compose the Project Pre-Research report, which will include:

1. a topic statement and a narrative summary of the proposed content;
2. the applicable course theme(s);
3. the essential guiding question for the research project;
4. a list of English language sources cited according to the *Chicago Manual of Style* and including repositories (Worcester Academy library, public library, e-book like Kindle, personal collection, or url);
5. a detailed—week by week—schedule for completing readings with research notes between the Project Pre-Research report due date and the due date of the Project Outline, including three formal research note checks with the instructor between January and March.

Students should consult and utilize the **Pre-Research Report Template** and the **Pre-Research Report Rubric**.

Research Notes

Students must schedule three (3) research note checks with the instructor between January and March. These note checks should be included in the Pre-Research Report. Notes will be assessed using the provided **Reading Notes Rubric**. Students are required to use the provided note taking template, which is a modification of the Cornell Notes System. Please remember, notes should be shortened paraphrasings of the assigned readings occasionally including exact quotations. **As outlined in the rubric, notes must include reference to the author's hypothesis, source base, and relevance to the prompt. Notes should be originally taken in the required Universal Note Taking System notebook by the BookFactory, which if lost may be replaced through Amazon.com.**

Outline

Students will submit an outline including an opening statement, thesis statement, topic sentences with supporting evidence, and a concluding

statement. Students must include a complete bibliography with sources formatted in both footnote and bibliography styles.

First Draft

Students will submit a first draft of the essay. The first draft should be at least 60% completed. Students will participate in a Peer Review Workshop wherein students will receive peer feedback from colleagues. All students must make any appropriate revisions to their essay to be eligible for B-level or higher grades on their Final Drafts.

Presentation

Students will prepare a ten-minute presentation that introduces their peers to their project, presents their thesis statement, and outlines the arguments supporting their conclusions. A four (4) to six (6) slide PowerPoint Presentation must accompany all presentations. Additionally, students should demonstrate mastery of their chosen topic by professionally responding to audience questions. Presentations will be assessed using the [Presentation Rubric](#).

Final Draft

Final Drafts will be scored according to the [Research Paper Rubric](#). As per the rubric, final drafts must include a cover page, page numbers, footnotes, a bibliography/works cited page, and demonstrate revisions from the first draft.

Course Policies

Mindfulness & Respect

Students are expected to demonstrate respect towards both the historical content presented in World History and to their peers. Many of the topics covered are fraught with emotion and should be approached with an awareness that the participants—often victims—were real, that their experiences—including suffering—were real. The course material and assessments will challenge students to expand their ability to empathize with historical subjects as more than mere academic units. If at any point, you feel emotionally overwhelmed by the nature of the course material, please reach out to the instructor immediately.

Well-being

Students may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish student academic performance and/or reduce student abilities to participate in daily activities.

Students must take care of themselves. Students should endeavor to maintain a healthy lifestyle during the semester by eating well, exercising, getting enough sleep, and taking time to relax. Leading a balanced life will enable students to achieve their goals and positively cope with stress. If the class causes undue stress on you, please come discuss your concerns with the instructor so that steps can be made to create a stress management plan.

If you or anyone you know experiences serious academic stress, difficult life events or feelings of anxiety or depression, the instructor strongly encourages students to seek support from a parent, teacher, advisor, coach, or to make an appointment with the Worcester Academy Counseling Office.

Plagiarism

The following is adapted from the Worcester Academy Student Handbook:

It is expected that all student work will cite sources used in its preparation properly and to the specifications of the teacher assigning it. Any student who submits written work which is not his or her own and is not properly cited is guilty of plagiarism. This includes copying, paraphrasing, and using quotations from another source without proper referencing. Any student suspected of plagiarism will be brought before the Class Dean and the Dean of Students. Likely consequences for a first offense include Behavioral Warning and suspension. Further acts of plagiarism may be grounds for dismissal from the Academy. Any plagiarized assignment is given a zero.

Cheating – It is expected that all student work will reflect the individual's academic efforts and that students will refrain from any type of cheating. Cheating includes the use or possession of another student's notes, copying another student's work, or overtly permitting a student to copy from another student. Students suspected of cheating will be brought before the Student Life Office and/or the Division Director. Likely consequences for a first offense include Behavioral Warning and suspension through a Core Values Committee hearing. A second incidence of cheating involving a student can result in dismissal from the Academy. Any student found to be cheating receives a zero for the assignment in question.

Plagiarism – It is expected that all student work will cite sources used in its preparation properly and to the specifications of the teacher assigning it. Any student who submits written work which is not his or her own and is not properly cited is guilty of plagiarism. This includes copying, paraphrasing, and using quotations from another source without proper referencing. Any student suspected of plagiarism will be brought before the Student Life Office and/or the Division Director. Likely consequences for a first offense include Behavioral Warning and suspension through a Core Values Committee hearing. Further acts of plagiarism can result in dismissal from the Academy. Any plagiarized assignment is given a zero.

Generally, any two acts of academic dishonesty are grounds for dismissal from the Academy.

Electronic Devices

Multiple studies conducted by sociologists and educational psychologists have indicated that the use of laptops and tablets as notetaking devices are cognitively inferior to writing notes by hand. Students are encouraged to review the studies in question here: Pam A. Mueller & Daniel M. Oppenheimer, “The Pen is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25. 6 (June 2014), 1159-1168, accessed via <https://doi.org/10.1177/0956797614524581>; Cindi May, “A Learning Secret: Don’t Take Notes with a Laptop: Students Who Used Longhand Remembered More and Had a Deeper Understanding of the Material,” *Scientific American* (June 3, 2014), <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>.

To this end, all electronic devices (laptops, tablets, cellphones, e-readers) should be away (in backpacks, satchels, purses, etc., or in some other way removed from tables and desktops) unless students have been directed to the contrary by the instructor.

Students with academic accommodations plans requiring electronic use should inform the instructor as soon as possible to receive an exemption from this policy.

Citations

Students are required to utilize the Chicago Manual of Style 17th Edition for all footnotes and work cited pages. A general citations guide can be found here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

Some examples are below:

Notes

1. Zadie Smith, *Swing Time* (New York: Penguin Press, 2016), 315–16.
2. Brian Grazer and Charles Fishman, *A Curious Mind: The Secret to a Bigger Life* (New York: Simon & Schuster, 2015), 12.

Shortened Notes

1. Smith, *Swing Time*, 320.
2. Grazer and Fishman, *Curious Mind*, 37.

Works Cited Entries (in alphabetical order)

Grazer, Brian, and Charles Fishman. *A Curious Mind: The Secret to a Bigger Life*. New York: Simon & Schuster, 2015.

Smith, Zadie. *Swing Time*. New York: Penguin Press, 2016.

Required Texts

In addition to the reading selections distributed in class and digitally, students are expected to acquire the following texts.

- Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History*, Vol. II: Since 1500, 8th Edition. Boston: Cengage, 2016.
- Duiker, William J., and Jackson J. Spielvogel. *World History* 9th Edition. Boston: Cengage, 2019.
- Eltis, David, and David Richardson. *Atlas of the Transatlantic Slave Trade*. New Haven: Yale University Press, 2010.
- Thomas, Hugh. *The History of Slavery: The Story of the Atlantic Slave Trade, 1440-1870*. New York: Simon & Schuster Paperbacks, 1997.

Scope & Sequence		
<i>Homework is listed under the day assigned, so an assignment listed under Day 1 would be due on Day 2, unless otherwise indicated. Selections from Duiker & Spielvogel are listed by chapter and section.</i>		
Course Introductions August 2019		
Day 1 Introductions, Part I	Day 2 Introductions, Part II	Day 3 Introductions, Part III
Course Overview	Syllabus Introduction, Continued	Notetaking Skills Workshop
Syllabus Introduction	Understanding Historic Themes Understanding Historic Causality	Introduction to First Term Guided Research Project
Read: Read the Syllabus and Sign the Syllabus Consent Form	Read & Note: Hugh Thomas, <i>The Slave Trade</i> , pages 9-15, "Introduction"	Read & Note: Duiker & Spielvogel, <i>World History</i> , 10.2-10.6; 12.2-12.3; 13.1-13.2
Unit I: Second World System Part I: World Systems Theory and the Post-Classical World September 2019		
Day 4 Guided Discussion	Day 5 Micro-Seminar	Day 6 Research Workshop
Introduction to Janet Abu-Lughod's Second World System Theory	Discussion of World Systems Theory and Janet Abu-Lughod's Second World System: Does theory help historical understand?	Discussion of <i>The Slave Trade</i>
Read & Note: Selections from Janet Abu-Lughod's <i>Before European Hegemony</i>	Read & Note: Hugh Thomas, <i>The Slave Trade</i> , pages 21-47	Read & Note: Selections from Janet Abu-Lughod's <i>Before European Hegemony</i>
Unit I: Second World System Part II: A World Fit for a Mongol September 2019		
Day 7	Day 8	Day 9

The Mongol Empire: Binding the World Introduction to Primary Documents	Discussion: Three Accounts of the Second World System	Discussion of <i>The Slave Trade</i> Introduction to Academic Writing
Read & Note: Three Accounts of the Second World System	Read & Note: Hugh Thomas, <i>The Slave Trade</i> , pages 48-86	Complete Argumentative Paragraph
Unit I: Second World System Part III: Opportunities of Collapse September 2019		
Day 10	Day 11	Day 12
First Peer Writing Workshop	Reflections and Review of Second World System	Unit I Test
Read & Note: Read & Note: Duiker & Spielvogel, <i>World History</i> , 13.3-13.4	Study and Prepare for Unit Test	Read & Note: Duiker & Spielvogel, <i>World History</i> , 14.1-14.3
Unit II: The Early Modern World Part I: Homogenocene October 2019		
Day 13	Day 14	Day 15
The Homogenocene: Towards One World	Discussion: Comparing, Contrasting, and Contextualization Bernal Diaz's Reactions to the New World	Discussion of the <i>Slave Trade</i> Introduction to Statistics in History with Eltis & Richardson's <i>Atlas of the Transatlantic Slave Trade</i> , through page 20.
Read & Note: Andrea & Overfield, <i>The Human Record</i> , pages 5-15.	Read & Note: Hugh Thomas, <i>The Slave Trade</i> , pages 87-152.	Read & Note: Duiker & Spielvogel, <i>World History</i> , 14.4-14.5; 15.1-15.2
Unit II: The Early Modern World Part II: The European Periphery Reformed October 2019		
Day 16	Day 17	Day 18
Foundations of Early Modern Europe: Crises of Opportunity and Wealth	Discussion: European Reactions to the Homogenocene	Discussion of the <i>Slave Trade</i>

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		Mapping the African Slave Trade with Eltis & Richardson's <i>Atlas of the Transatlantic Slave Trade</i> , pages 21-36.
Read & Note Duiker & Spielvogel, <i>World History</i> , 15.3-15.4; Andrea & Overfield, <i>The Human Record</i> , pages 16-23, 35-38.	Read & Note: Andrea & Overfield, <i>The Human Record</i> , pages 64-81; Hugh Thomas, <i>The Slave Trade</i> , pages 153-181.	Read & Note: Duiker & Spielvogel, <i>World History</i> , 16.1-16.3
Unit II: The Early Modern World Part III: Empires of Islam October 2019		
Day 19	Day 20	Day 21
Gunpowder Empires of the Early Modern World: Proto-Modern State Building	Understanding Historical Documentaries: The Ottoman and Safavid Empires Writing Academic Essays Workshop and Introduction to the Empires of Islam Essay	Discussion of the <i>Slave Trade</i> Writing Academic Essays Workshop, Continued
Read & Note: Andrea & Overfield, <i>The Human Record</i> , pages 39-63.	Read & Note: Hugh Thomas, <i>The Slave Trade</i> , pages 182-234.	Empires of Islam Essay Development
Unit II: The Early Modern World Part IV: Empires of Islam, Continued October 2019		
Day 22	Day 23	Day 24
Empires of Islam Essay Peer Review Workshop	TBD	Discussion of the <i>Slave Trade</i>
Read & Note: Hugh Thomas, <i>The Slave Trade</i> , pages 235-290.	Empires of Islam Essay Development	Empires of Islam Essay Due

		Read & Note: Duiker & Spielvogel, <i>World History</i> , 17.1-17.4.
Unit II: The Early Modern World Part V: The East Asian Center October 2019		
Day 25	Day 26	Day 27
East Asia and the Coming of the Great Divergence	Discussion: Historiography of the Great Divergence	Discussion: Voice of the Great Divergence
Read & Note: Selections from Kenneth Pomeranz, <i>The Great Divergence</i> (Princeton: Princeton University Press, 2000).	Andrea & Overfield, <i>The Human Record</i> , pages 112-128.	Seminar Preparation
Unit II: The Early Modern World Part VI: Understanding and Reviewing the Early Modern World October 2019		
Day 25	Day 26	Day 27
Homogenocene Seminar	Unit II: The Early Modern Word Test	Discussion of the <i>Slave Trade</i>
Unit II Test Preparation	Read & Note: Hugh Thomas, <i>The Slave Trade</i> , pages 291-352.	Read & Note: Duiker & Spielvogel, <i>World History</i> , 18.1-18.2
Unit III: Challenging the Early Modern World Part I: The Intellectual Revolution in the West October 2019		
Day 28	Day 29	Day 30
Towards the Normalization of Change in the West	Discussion: Causes, Courses, and Consequences of the Enlightenment	Discussion of the <i>Slave Trade</i>
Read & Note: Andrea & Overfield, <i>The Human Record</i> , pages 131-149.	Read & Note: Hugh Thomas, <i>The Slave Trade</i> , pages 353-408.	Read & Note: Duiker & Spielvogel, <i>World History</i> , 18.3-18.6.
Unit III: Challenging the Early Modern World Part II: The French Revolution and Western Reactions to Liberty		

November 2019		
Day 31	Day 32	Day 33
The French Revolution and Revolutionary Reactionism	Discussion: Understanding the Causes, Courses, and Consequences of a Revolution	Discussion of the <i>Slave Trade</i>
Read & Note: French Revolution Historiography	Read & Note: Hugh Thomas, <i>The Slave Trade</i> , pages 409-485.	Read & Note: Duiker & Spielvogel, <i>World History</i> , 20.1-20.2.
Unit III: Challenging the Early Modern World Part III: Revolutions of the Atlantic World November 2019		
Day 34	Day 35	Day 36
Revolutions of the Atlantic Overview	Latin American Spark Page, Continued	Discussion of the <i>Slave Trade</i>
Latin American Revolutions Spark Page Introduction		
Spark Page Research & Development	Read & Note: Hugh Thomas, <i>The Slave Trade</i> , pages 486-590.	Spark Page Research & Development
Unit III: Challenging the Early Modern World Part IV: Revolutions of the Atlantic World, Continued November 2019		
Day 37	Day 38	Day 39
Latin American Spark Page, Continued	Latin American Spark Page, Continued	Latin American Spark Page Due
Spark Page Research & Development	Spark Page Research & Development	TBD
Unit III: Challenging the Early Modern World Part IV: Revolutions of the Atlantic World, Continued December 2019		
Day 40	Day 41	Day 42
History through Film		
TBD	TBD	Have Read & Noted: Hugh Thomas, <i>The Slave Trade</i> , pages 591-708.
Unit III: Challenging the Early Modern World		

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Part IV: Understanding & Reviewing the Challenges of the Early Modern World		
December 2019		
Day 43	Day 44	Day 45
Understanding the Challenges of the Early Modern World	TBD	Unit III: Challenging the Early Modern World Test
TBD	TBD	Have Read & Noted: Hugh Thomas, <i>The Slave Trade</i> , pages 708-799.
First Term Research Project: Slavery & Racism in the Making of the Third World System		
December 2019		
Day 46	Day 47	Day 48
Workshops, Seminars, and Other Activities Supporting the Term Project		
First Term Research Project: Slavery & Racism in the Making of the Third World System		
January 2020		
Day 49	Day 50	Day 51
Workshops, Seminars, and Other Activities Supporting the Term Project		
First Term Research Project: Slavery & Racism in the Making of the Third World System		
January 2020		
Day 52	Day 53	Day 54
Workshops, Seminars, and Other Activities Supporting the Term Project		
Unit IV: Age of -isms		
Part I: Industrialism		
January 2020		
Day 55	Day 56	Day 57
Unit IV: Age of -isms		
Part II: Nationalism		

January 2020		
Day 58	Day 59	Day 60
Unit IV: Age of -Isms Part III: Imperialism in Africa February 2020		
Day 61	Day 62	Day 63
Unit IV: Age of -Isms Part IV: Imperialism in East and Southeast Asia February 2020		
Day 64	Day 65	Day 66
Unit IV: Age of -Isms Part V: Defining and Understanding Modernity February 2020		
Day 67	Day 68	Day 69

Unit V: Crises of Modernity Part I: The First World War March 2020		
Day 70	Day 71	Day 72
Unit V: Crises of Modernity Part II: Revolutions and the Wilsonian Moment March 2020		
Day 73	Day 74	Day 75
Unit V: Crises of Modernity Part III: The Global Great Depression Part IV: April 2020		
Day 76	Day 77	Day 78
Unit V: Crises of Modernity Part IV: The Second World War and the Holocaust April 2020		
Day 79	Day 80	Day 81

Unit V: Crises of Modernity		
Part V: Understanding and Reviewing the Crises of Modernity		
April 2020		
Day 82	Day 83	Day 84
Unit VI: The Cold War & Decolonization		
Part I: The Cold War		
April 2020		
Day 85	Day 86	Day 87
Unit VI: The Cold War & Decolonization		
Part II: Decolonization		
April 2020		
Day 88	Day 89	Day 90
Unit VI: The Cold War & Decolonization		
Part III: Understanding and Assessing the Cold War and Decolonization		
May 2020		
Day 91	Day 92	Day 93

Unit VII: Globalization Part I: Globalization of World Trade & Communication May 2020		
Day 94	Day 95	Day 96
Unit VII: Globalization Part II: Globalization of Fear May 2020		
Day 97	Day 98	Day 99
End of History Second Term Independent Project Colloquiums & Final Exam Review May 2020		
Day 100	Day 101	Day 103