GLOBAL HISTORY I
The Dawn of Civilization to the Dawn of the Global Age

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COURSE DESCRIPTION
Welcome to the world of Global History! This two-year course is designed to develop students into historians, critical thinkers, effective public speakers, and skilled writers. This year, we will examine a vast stretch of human history, from the first civilizations on earth to the point at which the monarchs of Europe, at the height of their power, were challenged by new philosophies. We will explore how human life is shaped by geography, culture, religion, migration, political, economic, and social systems, warfare, disease, trade, and technology. We will approach history from multiple perspectives, engaging in rigorous analysis of primary and secondary sources, class discussions and debates, group activities, and a considerable amount of writing, through which you will be able to develop your own conclusions about each topic. Unit assessments will include Regents-style essays, team debates requiring group cooperation and individual research, and full-period unit tests. Two semester projects will also be assigned. At the end of your second year, you will take the Global Regents Exam.

COURSE SEQUENCE
Unit 1: Exploring Global History (September 9-September 28)
For most of their history, humans lived in small populations as nomadic hunter-gathers until a few thousand years ago when they began to form settled farming communities. Using the benefits of geography along with human ingenuity, they formed the first civilizations on earth.

Unit 2: Civilizations of the Ancient World (September 29-October 21)
In the fertile lands along rivers, major civilizations began to take shape, with hierarchical social orders, organized governments, complex religions, and the first systems of writing. At the same time, increasingly advanced weapons, the growth of trade, and the forces of nature led to both unexpected collapse and the first true empires.

Unit 3: Classical Greece and Rome (October 22-November 23)
Though small and divided, Greece became the foundational culture of Western Civilization, producing art, architecture, philosophy, democracy, and one of history’s great conquerors, Alexander. Soon, however, Greece was overshadowed by a greater power, a republic that transformed into one of the most famous empires in history: Rome.

Unit 4: Post-Classical Asia and Africa (November 24-December 23)
A new religion, Islam, emerged from the deserts of Arabia, and Muslims came to rule lands from Spain to Central Asia. The faith spread further through trade networks that carried goods, technologies, and cultures across the sands of the Sahara and over the waters of the Indian Ocean, leading to the birth of new states. To the east, a growing China shaped the cultures of its neighbors.
Unit 5: Medieval Europe *(January 4-January 25)*

The invasions of the Goths, the Huns, and the Vikings left Western Europe broken, with the Church as the single unifying force in this period of powerful lords, deadly knights, and struggling peasants. The social and economic desperation, heavy militarization, and increased religious fervor brought on by these dark times led to the defining conflict of the age: the Crusades.

Unit 6: Emergence of New Empires *(February 2-March 7)*

The Mongol invasions brought destruction and death to the far corners of the earth, and established the largest continuous land empire in world history. Yet their conquests also facilitated the revival of Eurasian trade, the spread of new ideas and new diseases, the expansion of gunpowder technology, and the formation of new empires.

Unit 7: Renaissance Europe *(March 8-March 29)*

As Greek and Roman knowledge filtered back into Western Europe from Muslim lands, the revival of trade with the East brought great wealth to Italy, culminating in the economic and cultural rebirth of Europe known as the Renaissance. Soon, the newly invented printing press helped to spread new ideas about politics, religion, and science that would challenge the authority of the Church. At the same time, two great empires flourished in the Americas.

Unit 8: The Americas and European Colonialism *(March 30-April 22)*

For thousands of years, indigenous civilizations thrived across the Americas. Then, in search of new routes to Asia, Columbus stumbled upon this New World. His discovery changed human history forever, beginning an exchange between the eastern and western hemispheres that led to the destruction of Native Americans populations, the mass enslavement of Africans, and the establishment of European colonies worlds away.

Unit 9: Absolutism and the Enlightenment *(May 2-June 13)*

The decline in Feudal and Church power, along with increased wealth from colonial possessions, allowed for the development of powerful centralized monarchies throughout most of Europe, exercising absolute rule over their dominions. However, a number of intellectuals began to challenge royal authority, insisting on greater rights and liberties for all, and proposing new forms of government. Their voices would inspire great political change.

**Grade Categories**

**Debates – 30%**

Debates are the signature assessment for all history classes, and Global I debates are **Team Debates** for each debate, students will be assigned a debate question and a debate group in which they will be given a position as either a **Debater** or a **Moderator**. There will generally be two days in class for groups to meet, compare research, and prepare, but considerable research and preparation must be done at home as well. Debates will take place in class over two days, and it is important that all students are present in class on debate days. Missing a debate would be harmful to your group members who would be forced to debate without you, and you would have to complete a **Debate Make Up Assignment** in the form of a structured debate essay. Missing more than one debate may result in contact with parents and lost points on the make up assignment. If your partner is absent, you are not excused from debate. You will debate alone, so be prepared!
Tests – 30%
Every unit will conclude with a Unit Test that consists of multiple choice and short answer questions. While there will be some opportunity to review in class before the test, studying at home is an absolute necessity. There will also be four Interim Assessment exams, which will be given once per marking period, and which are worth twice as much as a regular unit test. They will consist of thirty challenging multiple choice questions based on the content covered since the previous IA exam. If you are absent for any test, you are required to attend the next available office hours after school to make it up.

Essays & Projects – 25%
Essay writing is an essential component of Social Studies through which you learn effective communication. The two main essay styles you will encounter in this class are Thematic Essays, which require you to address a task based on certain theme, such as technology or non-violent revolution, with examples from what you have learned, and Document-Based Question (DBQ) Essays, which require you to utilize information from provided documents in addressing the essay task. Both of these styles are found on the Global History Regents. ALL ESSAYS MUST BE TYPED! There are virtually no exceptions to this rule. If for some reason you feel you are unable to type your essay, you must speak to me about it in advance so we can work something out. You must also keep a saved copy of your essay on your computer or in your email so that if anything happens to the copy you submit, a new copy can be easily printed. This is your responsibility. We will also have two Semester Projects that will be assigned during the second and fourth marking periods. Late essays and projects will lose points for each class day that they are late.

Homework & Classwork – 15%
Do not let the percentage fool you. Everything that goes into your debates, tests, essays, and projects will come from what you learn through homework and classwork, so treat it just as seriously as any major assessment. Make sure it is done and done well. There will be homework in some form every night, and the work you do in class will almost always count toward your grade. Homework must be complete by the start of class on the day it is due in order to receive full credit. Delayed homework, turned in by the end of the day on the day it is due, will only receive three-quarters credit. Late homework, turned in a day or more after the day it is due, will only receive half credit. If you are absent, you will have an extra day to complete the homework. It is your responsibility to get work if you are absent or misplace your materials. Homework and classwork can be found online through PupilPath and MrCaseyHistory.com.

CLASS RESOURCES

MrCaseyHistory.com
Every day after school I post the lesson of the day, including the Quaestio, PowerPoint, Classwork, and Homework, to my website, www.mrcaseyhistory.com. If you missed class, or you need to review, this is the place to go. In addition to lesson materials, I post articles and videos to create opportunities to learn more about what we study in class, provide resources for debate research and essay writing, display exemplary student projects, and offer extra credit opportunities.

PupilPath.com
All students and parents are required to be signed up for PupilPath, the website our school uses to post assignments, calculate grades, record attendance, contact parents, and much more. I will also attach a link to materials from my website to every assignment posted to PupilPath to save you time. Every student will be given a pair of special codes, one for the student and one for the parents, to sign up online. This must be taken care of within the first week of school. Students will be using and checking PupilPath on a daily basis, and parents should refer to it often in order to stay informed about the progress of their child. There is even a free mobile app you can download to stay informed on the go!
Office Hours & Email
One day a week, I will be available after school for an hour to help any of my students who need assistance. While Office Hours are generally optional, I will often assign Mandatory Office Hours to students who are missing work or struggling in class, and this is NOT optional. If you need help but cannot come on that day, let me know so we can arrange another time to meet. If you are at home and need to contact me, the best way to reach me is directly by email at pcasey@maspethhighschool.org. I prefer that you contact me directly through email rather than through PupilPath because I can receive the message quickly and respond more easily.

CLASS REQUIREMENTS

Academic Honesty
Plagiarism, cheating, and any other form of academic dishonesty will not be tolerated. Any student who is caught in such an offense will receive a zero for the assignment and face disciplinary action. This is a school-wide policy. Cheating and plagiarism are never the answer. If you are struggling with your work, ask for help.

Attendance
The most first requirement for doing well in class is to actually be in class. Students are expected to attend school on a regular basis, not missing a day except when absolutely necessary. Missing even one day can set you back considerably and make learning harder than it needs to be. For the same reasons, punctuality is paramount. Students must arrive on time to class and be ready to work at the bell or sooner. Three unexcused latenesses will result in a lateness detention.

Supplies
The items below should be purchased within the first week of school. Substitutions are not permitted (e.g. you cannot buy a spiral notebook instead of a binder). I will do a notebook check after the first week to make sure students have their proper supplies. This check will be graded, and there will be sporadic graded notebook checks throughout the year to make sure students are staying organized.
- Three-ring binder (may be shared but must stay organized)
- Pocket folder with three holes
- College ruled loose leaf paper
- Ten binder dividers (or two packs of five)
- Pens and pencils (required daily)

CLASSROOM CODE OF HAMMURABI
1. Be on time, in your seat when the bell rings
2. Come to class prepared
3. Follow directions the first time given
4. Listen actively when others are speaking
5. Work to your fullest potential
6. Take responsibility for your choices
7. Respect yourself and others

ETIQUETTE EDICTS OF ASHOKA
- Instruction takes place from bell to bell
- Dress code must be observed at all times and backpacks may not be worn during class
- Late students must sign the lateness log
- Students must sign out and take the pass when using bathrooms, which are closed during the first and last ten minutes of class
- Phones and electronics may not be used during class and gum, food, and drinks other than water are prohibited
- Raise your hand and patiently wait to be called on before speaking
- Never call out an answer to a question that has been asked of another student
- Concerns, complaints, or unrelated questions should be saved for after class
- Keep the classroom clean and in proper order, though trash and recycling bins should be used before and after class only