Park East High School

Global Literature Syllabus

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Office Hours: Tu Th 8:00-8:45
Classroom 206/Office Hours Room 404

Learn from yesterday, live for today, hope for tomorrow.
The important thing is not to stop questioning. - Albert Einstein

Course Description:

The Global Literature course is a survey of world literature connected to Global History & Geography themes such as reactions to imperialism, industrialization, and modernity, the causes and effects of world conflicts, and the expansion of human rights throughout the world. These themes will be explored using various mediums including print, photographs, video, and on-line learning. Students are engaged to read and understand historical content and concepts as a historian and to develop critical historical thinking skills aligned with the common-core.

Academic Expectations (including learning habits and skills):

- Students will explore, analyze, synthesize, and evaluate, various points-of-view (Eurocentric, Afrocentric, Sinocentric, Ethnocentric, Political, Social, Economic, Geographic, Religion, and Intellectual) to historic content using primary and secondary sources.
- Students will supplement the writing process for thematic and DBQ essays with content specific vocabulary, details, analysis, and point-of-view.
- Students will use periodization of events to make connections to historical events, places, and people.
- Students will acquire vocabulary in-context relating to Global History & Geography and construct well-organized essays.
- Students will apply and evaluate the four (6) categories of historical thinking (political, economic, religion, social, intellectual, and area) to multiple choice, essay, and DBQ assessments.
- Students will develop and apply critical thinking to historic events, people, and places.

Behavioral Expectations (including classroom norms and routines):

- Students will come to class prepared with pen, notebook, homework, worksheets, and course materials daily.
- Students will be respectful to their classmates' point-of-view.
- Students will speak in-turn and create an atmosphere of calm debate.
- Students will have a do-now to complete as soon as they enter the classroom.
- Students will respect all school and NYCDOE rules & regulations while in the classroom.
- Students will be placed in collaborative groups and have limited choices as to group members in the groups they are participating in.

Course Materials/Required Texts:

- Buck, Pearl S. *The Good Earth*. Newport Beach, CA: 1931.
- Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde*. New York: Scribner, 1886.
- Orwell, George. *Animal Farm*. New York: Harcourt, Brace, 1954.
- Various Primary Documents (*White Man's Burden*, excerpts from *The Heart of Darkness*, etc.)
- Mr. Ott's Classroom Wiki (www.mysocialstudiesteacher.com), lessons, assignments, review
- Jupiter Grades (assignments, forum questions/discussions, grades)

Course Requirements/Grading Policy:

- Classwork – 40%
- Homework – 15%
- Quizzes – 20%
- Tests /Projects - 25%

Course Outline / Calendar/Marking Period Assignments:

Marking Period #1:

- **Unit #1:** Skills (PERSIA, -centrism's, cultural diffusion, geographic determinism)
- **Unit #2:** Social, Economic,Political Imperialism
- **Marking Period Project:** DBQ Imperialism
- **Reading:** The Good Earth by Pearl S. Buck
- **Unit #3:** Reactions to Industrialization

Marking Period #2

- **Unit #4:** The Modern
- **Reading:** The Strange Case of Dr. Jekyll & Mr. Hyde by Robert Louis Stevenson
- **Marking Period Project:** Thematic Essay – Non-Violent Revolutions
- **Reading:** Animal Farm by George Orwell
- **Unit #5:** World Wars & Communism in Practice
- Thematic Essay – Political Revolutions
- **Unit #6:** After the Fall, The World in a Global Age

Marking Period #3

- **Unit #7:** Global History Beyond Connections/Review
- **Marking Period Project:** Vocabulary Workshop
- Multiple Choice Workshop

Academic Integrity Statement

All students are expected to act with civility, personal integrity, respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using Internet sources without citation, taking or having another student take your exam, tampering with the work of another student, facilitating other students' acts of academic dishonesty, etc.