

GLOBAL URBAN HISTORY**Course Description:**

This course is organized around overarching themes that serve as unifying threads which will help students relate to the “big picture” of history. In this course, we will explore the patterns of world history in order to provide you with a better understanding of our human past and the larger impact of the world today. First, we explore the origins of the urban civilization and examine how societal, cultural, and political innovations helped forge the first cities. Secondly, we examine how humans used ingenuity and innovation to create empires, dynasties and mega-cities. Students will discover how culture, ethnicity, class, and religion have shaped ancient, classical, medieval, renaissance, and colonial cities. In addition to examining global cities, this course examines Atlanta in a parallel timeline to reveal the similarities between other global cities and Atlanta. The immersive learning experience of this course will also assist students in developing systems thinking.

Course Design:

The study of History is a sophisticated quest for meaning about the past, beyond the effort to collect and memorize basic factual information. This course will continue to deal with the facts – names, chronology, events, and the like – but it will also emphasize historical analysis. Students will examine a variety of geographic locations and time periods. In order to accomplish this lofty goal, students will use four different historical thinking skills. These skills are:

- Creating historical arguments from historical evidence
- Conducting historical research
- Comparison and contextualization
- Historical interpretation and synthesis

Course Expectations:**Workload:**

Throughout the course, you are expected to spend approximately 3-4 hours per week outside of the class working on the following activities:

1. Interactive lessons that include a mixture of class dialogues and immersive fieldwork;
2. A rigorous amount of reading and self reflection; and
3. Assignments in which you apply knowledge and skills developed in class and extend these concepts to the real world.

Academic:

1. Students should observe the following rules of decorum regarding class participation and academic preparedness:
2. Students should review the course syllabus regularly. Google Classroom will provide the most up to date assignments, readings, etc.
3. Class participation is mandatory and an essential part of this course. Students are expected to attend each class and come prepared--ready to discuss course readings. Students should bring course materials to each class (notebooks, binders, and writing utensils). If a student misses a class, he or she should consult the syllabus and/or classmates for material covered in class. When absent, it is the student's responsibility to find out what was missed.

Course Expectations (Academic) (continued):

4. Students should check labatl email and review the Lab Atlanta calendar for schedule changes daily.
5. Class lectures and fieldwork provide additional information and details related to our larger class discussion. Therefore students should take notes. The instructor will provide a demonstration on how to take notes during the first week of class.
6. Students are expected to attend each class and participate actively in classroom discussions. Active participation will be described as:
 - a. Making regular contributions to class conversations and integrating concepts and ideas from course readings;
 - b. The ability to articulate a thought or idea in a respectful manner;
 - c. Answering questions posed by the instructor. Phrases such as “I don’t know” or “I do not have an opinion” will not be acceptable answers.
7. Class begins promptly at the time indicated on the schedule. When students arrive late, they miss important instructions and cause a disturbance for the rest of the class. Tardiness will result in a loss of participation points, as per the core policy.
8. Homework deadlines and quiz dates are important; if an absence causes a student to need additional time, this should be arranged with the teacher before class begins or during advisory. All homework assignments should be submitted by 8:30 am the morning that they are due, unless stated otherwise. Five (5) points will be deducted for every day that an assignment is turned in late.
9. If approved, late/missed homework or quizzes MUST be completed within one week of the original due date!
10. Ask for help if you need it. I maintain an open door policy and am willing to help you understand the class material.

Student/Teacher Interactions:

1. Instructors will communicate assignments on a regular basis via Google Classroom and email. When reaching out to teachers via email, please use proper etiquette and grammatical rules. This etiquette includes allowing one full school day for a response.
2. We encourage open, honest and respectful dialogue between students and instructors. It is the student’s responsibility to be her own self-advocate and address the teacher with any questions/concerns about the course and/or grades.
3. Please be mindful of instructional times when speaking with a teacher. Attempt to minimize class disruptions.
4. When coming for extra help, please be prepared to communicate with the teacher in regards to what you need help with and how you think the teacher can help you. Please bring all necessary materials with you to the extra help session.

Technology:

1. Electronic communications devices –cell phones, calculators, ipods etc. – are not permitted in the classroom unless the professor authorizes their usage for a class-related purpose.
2. The use of technologies for audio and video recording of lectures and other classroom activities is allowed only with the express permission of the instructor.

Course Assessment:

Weight: Performance Area

- 10% : Progress and growth in terms of knowledge- and skill-development over the semester
- 30% : Active engagement with course material (demonstrated by class participation, prompt completion of homework assignments, etc.
- 60% : Academic performance (especially--but not limited to--expository essays and other written coursework)

Course Expectations (Course Assessment) (continued):

Grading Scale:

A+ = 97-100

A = 93-96

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

F = 69 or Below

Progress and Growth:

Progress and growth describes the intellectual growth that occurred over the course of the semester.

Active Engagement:

Engagement will be defined as how one participates in class discussions and activities, which is necessary to build your understanding of the material. Active participation in this course attests to each student's mastery of content, and provides a space for students to exhibit their analytical skills through classroom discussions. Students should attend class prepared to engage fully; this means bringing your laptop or book and writing tools to each and every class.

Academic Performance:

Students are tested on concepts, terms, units and historical topics covered in class. Course assessments may take the form of quizzes, oral exams, unit tests, mini projects or presentations. There will be five (5) unannounced quizzes to ensure you stay current with the course contents. Your lowest quiz grade will be dropped in the calculation of your final course grade at the end of the semester.

Reflection Papers:

During the semester, students will write four 2-page persuasive papers. These short reflection papers will help students unpack ideas and concepts developed in this course, and provide a measurement of their grasp of the subject matter. In addition, students are required to take field notes which document our work outside of the classroom.

Using Place-Based Literature to Critique the City:

Students will select one fiction or nonfiction book that incorporates the city of Atlanta as a major theme or venue. Students will then complete the following assignment:

1. Create a multimedia presentation which articulates how Atlanta is described in the selected book and;
2. Develop a 2-3 page essay that analyzes the city through the personal experiences of the student.

Multimedia Analysis:

Students will critically examine 1-2 themes, concepts or ideas raised in a film, documentary or video. The purpose of this analysis is not to summarize a film, documentary, or musical content. Instead, students will use media as texts to identify themes connected to our analysis of the city. Films to be announced.

Curricular Alignment:

This course corresponds to Georgia Department of Education (DOE) course number 45.08307 (Honors World History).

Of Note:

The instructor reserves the right to make changes to the syllabus as needed.