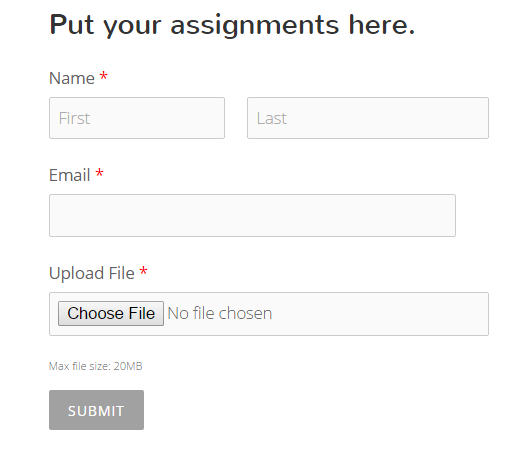
Modern History 112 Course Outline

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Visit [www.jstandring.weebly.com](http://www.jstandring.weebly.com)

There you will find all the notes you need, assignments, due dates, a place to digitally hand in assignments.

Rule 1: Do not email me an assignment. Such action leads to excuses such as: “I emailed it to you. I don’t know why you didn’t get it.” Go to the website above and submit your assignment using the form on the main page.



Rule 2: Hand in your work on time. Absent that day? Hand it in early. Plan ahead, get it done before the due date.

Rule 3: Be good to everyone around you. Whether it is the principal or Prime Minister, best friend or burger flipper at McDonald’s; remember the burger flipper is alone with your food. Treat everyone well.

Marking Scheme:

20% Formative: class discussion, chapter questions, group work, quizzes. Everyday class stuff.

50% Summative: Tests, Assignments

30% Exam

Marking Class Discussions: I use an app called Class Dojo. I will issue you a sign-up code, that will allow you to track how often you are responding appropriately, how often you are off task, etc.

Chapter Questions: The mark for these varies. Often they are marked for comprehension (right/wrong), other times they are marked for completion (did you do the work?)

Group Work: Each person is assessed in group work. I will use the class dojo app for informal observations. Students will be given an opportunity to provide feedback on group members as well.

Quizzes: Students will not always be provided notice as to when a quiz will take place. These will be marked for comprehension.

Tests: Questions for tests are created based on the outcomes in the curriculum. They are usually short/long answer and designed to show a grasp of the outcomes and content. Occasionally there are multiple choice or matching questions, but those are limited to vocabulary recognition.

Assignments: Students will complete 3 major assignments. One of which must be a research paper, presenting a historical point-of-view/perspective. Other assignments may take the form of presentations, or created works.

FYI: It is important that students provide evidence to support their arguments and equally important that they credit all sources.

Your Outcome Checklist

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| Outcome | Check (√) |
| UNIT 1: Rights and Revolution |  |
| 1.1.1 Identify and understand the general causes of revolutions: new ideas, social conflict, political factors, and economic conditions. |  |
| 1.1.2 Know, understand and be able to explain the new ideas of the Enlightenment |  |
| 1.1.3 Analyze elements of social conflict in 18th century France. |  |
| 1.1.4 Understand, and be able to explain, how and why France‘s Absolute Government functioned without the consent of the governed. |  |
| 1.1.5 Comprehend the severity of economic conditions as contributing factors to the revolution. |  |
| 1.2.1 Understand historians‘ criteria for measuring historical significance |  |
| 1.2.2 Critically assess the significance of the French Revolution |  |
| 1.3.1 Make connections to allow comparison of the French Revolution to other modern events in the context of rights and freedoms. |  |
| 2.1.1. Know, understand and be able to explain the new ideas and innovations which led to the Industrial Revolution. |  |
| 2.1.2. Analyze elements of social change/conflict during the Industrial period. |  |
| 2.1.3. Understand, and be able to explain, how governments and workers responded to issues of industrialization. |  |
| 2.1.4. Comprehend the economic conditions which led to industrialization and furthered its development. |  |
| 2.2.1 Demonstrate their understanding of the immediate and long term impact of urbanization on society during the Industrial period. |  |
| 2.2.2 Be able to explain the evolution of worker‘s rights, and the implications of these rights, for workers then and now. |  |
| 2.3.1 Compare and contrast one aspect of the Industrial period with a modern, evolving industrialized society. |  |
| UNIT 2: War and Violence |  |
| 3.1.1 Know, understand and be able to express examples of power relationships and rivalries between European nations, as causes of the First World War (1860s to 1914). |  |
| 3.2.1 Be able to express how power is typically exercised on a continuum and that the exercise of power can have both intended and unintended consequences. |  |
| 3.2.2 Analyze the ingredients of power potential. |  |
| 3.2.3 Examine historical perspectives to explain the concept of ethnic nationalism and the role it played in the exercise of power by European nations from 1860 to 1945. |  |
| 3.3.1 Examine the role nationalism plays in a modern society involved in conflict. |  |
| 4.1.1 Know and understand that mechanized/industrialized warfare led to an increased level of destruction. |  |
| 4.1.2. Comprehend the effects of war on individuals and societies. |  |
| 4.2.1 Understand and be able to explain the points of view of those negotiating the treaties to end the Great War in 1919. |  |
| 4.2.2 Demonstrate how the articles of the Treaty of Versailles were at odds with the stated goal of achieving collective security. |  |
| 4.3.1. Compare and contrast the quest for collective security in 1919 with that of modern day efforts. |  |
| UNIT 3: Triumph and Tragedy |  |
| 5.1.1 Know, understand and be able to explain the differences between the political ideologies of the interwar period. |  |
| 5.1.2 Understand and be able to express why some European governments failed during the 1920‘s and 1930‘s. |  |
| 5.1.3 Analyze and be able to explain the effects of totalitarian governance on social, political and economic life. |  |
| 5.2.1 Understand and be able to explain the concept of Total War. |  |
| 5.2.2 Recognize and be able to explain the general causes of the Second World War |  |
| 5.2.3 Evaluate and compare the consequences of the First World War and the Second World |  |
| 5.3.1 Analyze and explain which World War was more significant for Canada. |  |
| 6.1.1 Define: anti-Semitism |  |
| 6.1.2 Know, understand and be able to explain the progression of the Holocaust from 1933 until 1945 |  |
| 6.1.3 Examine international response to Jewish refugees during and after the Second World |  |
| 6.1.4 Identify international action and human rights legislation resulting from this period |  |
| 6.2.1 Investigate the Holocaust by examining and utilizing primary and secondary sources |  |
| 6.3.1 Understand and be able to explain that genocide is not restricted to the Holocaust |  |
| 7.1.1 Understand and be able to explain the concepts of Cold War and Containment as well as the concept of arms race (in the context of the Cold War). |  |
| 7.1.2 Know, understand and be able to demonstrate how the nuclear threat was the defining element of the Cold War |  |
| 7.1.3 Understand western society‘s response to the nuclear threat |  |
| 7.1.4 Know, understand and be able to explain the growth of the anti-nuclear/peace movement that developed after 1945 |  |
| 7.2.1 Know and understand why the Cuban Missile Crisis was a significant Cold War event. |  |
| 7.3.1 Examine anti-communism (McCarthyism) as a Western phenomenon and its impact on societies |  |
| 7.3.2 Compare McCarthyism in the US with the modern day ―war on terror‖ |  |
| 7.3.3 Understand that the nuclear threat did not disappear with the end of the Cold War |  |