



World History Course Syllabus

Course Description:

World History delves into the major turning points that shaped the modern world, highlighting the increasing globalization of the world over time from the mid 1700's through the present. Students will analyze the rise of democratic ideas and develop an understanding of the historical bases of current world issues, globalization, and international relations. Students will examine various experiences with democracy and draw conclusions about how democratic ideals are perpetuated. Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Activities will allow students to consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Part 1: 5 credit hours | Part 2: 5 credit hours

Course Outline

California Standards

Nevada Academic Content Standards for Social Studies

World History, Part 1

Unit 1: Development of Western Political Thought - The World in 1750

- 1.1 The Legacy of Ancient Greece and Ancient Rome
- 1.2 The Protestant Reformation
- 1.3 Development of Democracy in England
- 1.4 The Enlightenment
- 1.5 European Exploration and Conquest

In unit 1, students will consider the questions:

- How did ideas associated with the Enlightenment develop and impact civil society?
- How were enlightened ideas a break from the past?
- How did the “social contract” affect ordinary people?
- Why did civic reformers argue for representative governments?
- What are individual or natural rights? Who received those rights in the eighteenth century?

California: 10.1.1, 10.1.2

Nevada: SS.9-12.WH.4, SS.9-12.WH.13, SS.9-12.WH.20

Unit 2: 1750-1917: Revolutions Reshape the World Part 1- Democratic Revolutions

- 2.1 Absolute Monarchs and Divine Rights
- 2.2 Europe Transformed 1500-1700
- 2.3 American Revolution
- 2.4 French Revolution & Age of Napoleon
- 2.5 Haitian Revolutions
- 2.6 Latin American Revolutions

In unit 2, students will consider the questions:

- What were the consequences of trying to implement political revolutionary ideas in Europe, Latin America, and North America?
- How do the French, American, and Haitian Revolutions compare to one another?
- How is national identity constructed?

California: 10.2.1, 10.2.2, 10.2.3, 10.2.4

Nevada: SS.9-12.WH.8, SS.9-12.WH.21, SS.9-12.WH.24

Unit 3: 1750-1917: Revolutions Reshape the World Part 2- Industrial Revolutions

- 3.1 European Revolutions of 1848
- 3.2 The Industrial Revolution Overview
- 3.3 The Second Industrial Revolution
- 3.4 The Russian Revolution
- 3.5 Emergence of Socialism

In unit 3, students will consider the questions:

Should this era of industrialization be called an Industrial Revolution? Why or why not?
What were the results of the Industrial Revolutions?
How was technology, and the environment transformed by industrialization?
How did industrial revolutions affect governments, countries, and national identity in similar and different ways?
How did industrialization affect ordinary people, families, and work?
Why did socialist ideologies emerge and what were their key tenets?
Why did the Russian Revolution develop and how did it become popular?

California: 10.2.5, 10.3.1, 10.3.2, 10.3.3, 10.3.4, 10.3.5, 10.3.6, 10.7.1

Nevada: SS.9-12.WH.9, SS.9-12.WH.35, SS.9-12.WH.36

Unit 4: The Rise of Imperialism and Colonialism

- 4.1 Imperialism
- 4.2 European Involvement in Africa
- 4.3 19th Century Imperialism
- 4.4 Colonial Rule in Southeast Asia & the Middle East

In unit 4, students will consider the questions:

Why did industrialized nations embark on imperial ventures?
How did colonization work?
How was imperialism connected to race and religion?
How was imperialism similar and different between colonies in Africa, Asia, and Latin America?
How did native people respond to colonization?

California: 10.4.1, 10.4.2, 10.4.3, 10.4.4

Nevada: SS.9-12.WH.31, SS.9-12.WH.23, SS.9-12.WH.40

Unit 5: World War I

- 5.1 Causes of World War 1
- 5.2 Summary of World War I
- 5.3 World War I: The Aftermath
- 5.4 Peace and The Treaty of Versailles

In unit 5, students will consider the questions:

How did World War I end? What were the consequences of the postwar agreement?
How did agreements dating from the WWI and post-war periods impact the map of the Middle East?
What were the effects of WW I on ordinary people?
Why does the term “lost generation” refer to those that lived through or came of age during these years?
How did the post-World War I world order contribute to the collapse of the world-wide economy?

California: 10.5.1, 10.5.2, 10.5.3, 10.5.4, 10.5.5, 10.6.1, 10.6.2

Nevada: SS.9-12.WH.22, SS.9-12.WH.15, SS.9-12.WH.11

World History, Part 2

Unit 1: Rise of Totalitarian Governments & Nationalism after World War I

- 1.1 The Rise of Dictators
- 1.2 The Interwar Years: One War Leads to Another
- 1.3 Rise of the Nazi Regime in Germany
- 1.4 Nationalism in India and Southwest Asia

In unit 1, students will consider the questions:

Why did communism and fascism appeal to Europeans in the 1930s?
What were key ideas of communism? How were the ideas translated on the ground?
What was totalitarianism and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union?
How did Nazis come to power? Why did ordinary people support them?

California: 10.6.3, 10.6.4, 10.7.2, 10.7.3

Nevada: SS.9-12.WH.15, SS.9-12.WH.31, SS.9-12.WH.29

Unit 2: Causes & Consequences of World War II

- 2.1 World War II: How Did It Start?
- 2.2 World War II: Overview
- 2.3 World War II: Major Events and Turning Points
- 2.4 The Holocaust and World War II
- 2.5 World War II: The End and Aftermath

In unit 2, students will consider the questions:

Why was the death toll so high during World War II?
What were the key goals of the Axis and Allied powers? How was the war mobilized on different fronts?
How did technology affect World War II?
How was World War II a total war? How did World War II's actors, goals, and strategies compare with World War I?

California: 10.8.1, 10.8.2, 10.8.3, 10.8.4, 10.8.5, 10.8.6

Nevada: SS.9-12.WH.26, SS.9-12.WH.23, SS.9-12.WH.14, SS.9-12.WH.15

Unit 3: International Developments in the Post-World War II World

- 3.1 From World War II to the Cold War
- 3.2 The Cold War
- 3.3 Communists, Nationalists and China's Revolutions
- 3.4 Democracy versus Communism: The Korean & Vietnam Wars
- 3.5 Cold War Around the World

In unit 3, students will consider the questions:

How did the Cold War develop?
How was the Cold War waged all over the world?
How did former colonies respond to the Cold War and liberation?
How and why did the Cold War end?

California: 10.9.1, 10.9.2, 10.9.3, 10.9.4

Nevada: SS.9-12.WH.8, SS.9-12.WH.11, SS.9-12.WH.34, SS.9-12.WH.18

Unit 4: Nation-Building in the Contemporary World

- 4.1 Decolonization
- 4.2 African Independence Movements
- 4.3 The Fall of Communism in Europe
- 4.4 The Middle East

In unit 4, students will consider the questions:

How have nations organized in the post-Cold War world?

How have nations struggled in similar and different ways to achieve economic, political, and social stability?

How have developing nations worked together to identify and attempt to solve challenges?

California: 10.9.5, 10.9.6, 10.9.7

Nevada: SS.9-12.WH.12, SS.9-12.WH.19, SS.9-12.WH.21, SS.9-12.WH.40

Unit 5: Globalization and the World Today

- 5.1 Globalization
- 5.2 Timeline: The First Decade of the 21st Century
- 5.3 9/11 and the World
- 5.4 Human Rights

In unit 5, students will consider the questions:

How has globalization affected people, nations, and capital?

How has the post-Cold War world and globalization facilitated extremist and terrorist organizations?

California: 10.9.8, 10.10.1, 10.10.2, 10.10.3, 10.11.1

Nevada: SS.9-12.WH.23, SS.9-12.WH.32, SS.9-12.WH.36, SS.9-12.WH.39