

DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE



World Studies

Approved by the Board of Education on April 22, 2008

DARIEN PUBLIC SCHOOLS

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SECTION I - Course Information

STATEMENT OF PHILOSOPHY

Social Studies concerns the study of humanity - human relationships and institutions. More specifically, this study can help students understand how people govern themselves, how societies function to meet economic and social needs, and how culture, art, literature and human behavior develop in society.

We are committed to transmitting knowledge of the contemporary non-Western World presented primarily from the cultural and historical perspectives of the peoples in the regions - Russia, East Asia, South Asia, Middle East, Africa and Latin America - that are the focus of the course. Global and historical themes are developed through an exploration of essential questions throughout the course.

The History and Social Studies Department shares responsibility for teaching research and writing skills. Students will complete formal and informal writing assignments, perfect research skills and employ the broad range of information resources available today.

PROGRAM GOALS

Preparing students to be productive citizens in a complex and rapidly changing world is an increasingly important aspect of the Social Studies curriculum. World Studies is the primary course providing content, perspective and insights to help our students gain the necessary skills to succeed in an era of global conflict and interdependence.

Literacy in cultural diversity not only helps students understand others, but also helps them respond to emerging issues of the day. By understanding how others view history, we become better prepared for dealing with the actors and actions that shape the future. Through understanding how environmental factors shape human behavior, we gain insights to the motivations of others as they pursue fulfillment of their human needs. By understanding that many factors influence how people identify themselves, we gain the perspective to see the universal aspects underlying our apparent differences. Exploring the various ways others have organized their polity and economy helps us better understand all people, even those with whom we have conflict. Finally, World Studies helps us to better understand how continual change and technological innovation demand that we develop appropriate and proactive approaches to our global interactions.

World Studies, as the sophomore requirement in Social Studies, also continues the development of a host of skills in information processing, independent research and a variety of expository writing techniques. Students are presented with tasks that require them to understand a wide variety of information sources, including primary sources, and develop frameworks and perspectives for analyzing what they encounter. Students practice a number of different ways of expressing what they come to understand, including oral presentations, group work, research and essays. Since the Social Studies Department is responsible for teaching research paper skills, we also continue and reinforce the proper process and production of expository writing.

OVERVIEW

The first quarter begins with an examination of Russia, focusing on historical antecedents to the Soviet era, and changes since World War II. Students explore the Cold War by looking at its origins in Europe, comparing the political and economic systems of the Western and Soviet blocs, and by contrasting differing approaches to peace and security in the bipolar Cold-War world. Students will experience the complexity of decision-making by applying various tools of diplomacy as they analyze foreign relations.

While exploring Russia we will study the influences of scientific and military technologies and particularly the development of weapons of mass destruction and their role in the development of geo-politics. The quarter will conclude with analysis of the decline of communism, the transition to democracy in Eastern Europe and an exploration of the forces of change in Russia and Europe today.

Coming out of the 1st quarter, where the focus of the Cold War is on a bi-polar world, the remainder of the year will take a regional approach that is, in effect, a multi-polar view of geo-politics. The curriculum will focus on students' developing an understanding of the defining elements of each world cultural realm: geography, demography, history, politics, economics, society, religion and ideology.

The regional focus of the course will include East Asia (emphasizing China), South Asia, the Middle East, Africa, and Latin America. We will study significant historical events, trace the influences of decolonization and partition, and track and project ongoing impacts of clashing religious, ideological, economic and environmental values.

After developing an understanding of traditional non-Western societies, we will assess the impact of imperialism and independence movements, the influence of technology and technology-driven cultural diffusion as well as the ongoing effects of globalization. We will also consider how the forces of economic, cultural and political interdependence drive changes in the global balance of power and the web of relationships existing between and among world populations.

ESSENTIAL QUESTIONS

I. Culture: How can we better understand other cultures?

World Studies provides students with experiences of cultural diversity, helping them learn how different cultures address universal human needs and concerns. Students can then better respond to problems in our modern world.

II. Time, Continuity, and Change: How can we better understand the various ways different people view the world?

World Studies provides students with a variety of viewpoints on how human societies view themselves and others over time, helping them learn how different cultures analyze and interpret historical and contemporary events. Students can then better relate to important issues and recurring dilemmas.

III. People, Places, and Environments: How can we better understand the ways humanity has adapted to and effected the natural environment?

World Studies provides students with a framework for understanding the relationship between people, places and environments, helping them learn how diverse populations create cultures that reflect their environment. Students can then better understand the various ways people have addressed universal human needs.

IV. Individual Development and Identity: How can we better understand the various influences that help develop individual and group identities?

World Studies provides students with an understanding of the ways influences such as family, gender, wealth and faith help create notions of personal, ethnic and national identities in different cultures. Students can then better understand and interact with people from diverse backgrounds.

V. Individuals, Groups, and Institutions: How can we better understand the connections and interactions among individuals, groups and institutions in various societies?

World Studies provides students with an understanding of the way groups and institutions influence people, events and culture in both historical and modern settings. Students can then better understand how various people and cultures create and adapt institutions to a changing world.

VI. Power, Authority, and Governance: How can we better understand the way various cultures create structures of authority and governance?

World Studies provides students with an examination of the rights, roles and responsibility of people and groups in a variety of cultural, historical and contemporary settings. Students can then better understand how different people live within different political, cultural and social organizations.

VII. Production, Distribution, and Consumption: How can we better understand the ways various cultures have organized the production, distribution and consumption of important goods and services?

World Studies provides students with an overview of how various cultures developed economic systems and how societies have made decisions on how goods and services are to be produced and distributed. Students can then better understand how individual, group and national choices have shaped our modern world economy.

VIII. Science, Technology, and Society: How can we better learn how cultures create, shape and disseminate new modes of thought and production?

World Studies provides students with experiences that demonstrate how culture, history and place influence the development and transfer of science and technology. Students can then better understand the various ways cultures conceive of time, space and technological change.

PROCESS SKILLS

In addition to providing students with a broad understanding of modern world cultures, issues and trends, this course will develop students' basic learning skills. These skills have been divided into five broad categories.

Reading

Students will be able to locate ideas in primary and secondary sources, locate main ideas, outline and take organized notes for classroom discussion, independent study and research projects, sequence ideas (timelines and cause/effect) interpret primary and secondary sources and draw conclusions, and use a map.

Writing and Language Mechanics

Students will be able to write a paragraph with a strong topic and concluding sentence, write a well-organized expository, narrative or persuasive essay, thesis-based essay or research-based paper using supporting evidence from primary and secondary sources. Their writing will demonstrate an ability to describe, explain, construct a free response, keep a journal, summarize, paraphrase, analyze and interpret.

Speaking

Students will be able to actively and critically engage in class discussion, participate in role-playing exercises, conduct individual and collaborative oral presentations and explain, persuade, negotiate and debate the essential questions of the course using supporting evidence and specific examples.

Research Skills

Students will be able to conduct research using print and non-print sources. They will also demonstrate the ability to identify, critically evaluate and select appropriate primary and secondary resources, going beyond "popular" search engines and encyclopedias.

Decision-making and Analysis Skills

Students will demonstrate the ability to compare, contrast, connect, critique and conclude. Through an examination of available evidence, they will determine (or infer) causation. They will engage in decision-making by assessing and evaluating historical decisions, identifying alternatives, projecting outcomes, and applying these skills to the regions and themes of the course.

STUDENT PERFORMANCE SUMMARY

We will evaluate students' learning using a range of assessments appropriate to their individual learning styles and abilities. Those assessments will include:

- Quizzes and tests
- Document-based questions
- Expository, narrative or persuasive essays
- Thesis-based research projects
- Projects utilizing creativity (political cartoons, poetry, visual displays, etc.)
- Oral presentations with visuals
- Class discussions and debates
- Journal entries
- Role-playing
- Exhibitions

Students will demonstrate comprehension of course readings and classroom work through essays, examinations, including a mid-term and final examination. They will complete short research projects and a formal research paper. They will organize and participate in oral presentations appropriate to the course including debates, panel discussions, round-table conferences, PowerPoint presentations and simulations.

GRADING GUIDELINES

Category	<u>Expectations of Students</u>	<u>% of Report Card Grade</u>
Homework/Notebook	100% of assignments	10%-20%
Tests/Essays/Projects	All taken/made up	40%-60%
Quizzes	All taken/made up	20%-30%
Class Participation	Active, Engaged, Prepared	10%-20%

SECTION II – Units of Study

SUMMARY OF UNITS

<u>Unit</u>	<u>Title</u>	<u>Duration (Weeks)</u>
Unit 1:	Russia and the Cold War	~6-8 Weeks
Unit 2:	East Asia	~6-8 Weeks
Unit 3:	South Asia	~3-5 Weeks
Unit 4:	Middle East	~3-5 Weeks
Unit 5:	Africa	~3-5 Weeks
Unit 6:	Latin America	~3-5 Weeks

Given the overall objectives of the course, and the dynamic nature of international affairs, the sequence and timing of the units of study are designed to allow flexibility. Schedule adjustments will be coordinated among all instructors to ensure consistency across the student population.

UNIT 1 - Russia and The Cold War

Russia and the Cold War

In this unit we will focus on the origins of modern Eastern Europe and the Russian state, trace their historical and cultural roots, examine and contrast these and Western political and economic systems, and analyze internal and international conflicts arising from post-WWII geo-politics in the context of the nuclear age.

Topic Outline

- Overview of cultural concepts, political and economic systems, and significant WWII events
- Overview of Russian history, geography, Lenin & Marx, the Revolution, Stalin, tools of diplomacy
- Arms/Space Race, WMD, United Nations, Spheres of Influence
- Cold War, Khrushchev, De-Stalinization, Berlin
- Cuban Missile Crisis, Kennedy and Khrushchev, Role of the United Nations
- Brezhnev Doctrine, Détente, Fall of Communism

Essential Questions

GEOGRAPHY

How has and how will geography affect world affairs in Post War Europe and Russia?

CULTURE AND IDENTITY

What defines Russian culture and identity and how are those definitions evolving?

CONTINUITY AND CHANGE

How do forces of continuity and change co-exist and clash as globalization accelerates?

POWER, POLITICS, ECONOMIC DEVELOPMENT AND LEADERSHIP

How do institutions of power and leadership shape cultural interaction?

What is the relationship between economic forces and culture?

How do economic models shape political and social policies?

PEACE AND SECURITY

How can peace and security be maintained in the world?

Expectations and Standards

See Section III - Goals and Standards

CONTENT KNOWLEDGE OBJECTIVES

Each unit of the course provides a foundation for establishing an initial understanding, developing an interpretation, making connections, and taking a critical stance. In each of those areas, students will be expected to demonstrate the knowledge and skills identified with the specific focus of the unit.

Initial Understanding

Students will be able to:

1. **Locate** Russia, countries of Europe, the Caribbean and the US on a map of the world; identify major geographic features
2. **Define** the political systems in the East and West
-democracy, republic, absolute monarchy, constitutional monarchy, dictatorship (authoritarian, totalitarian), autocracy
3. **List** members of the Eastern and Western Bloc
4. **State** the characteristics of the political, economic, and social systems of each region

Developing an Interpretation

Students will be able to:

1. **Discuss** significant events and issues of the Cold War Era
2. **Describe** the forces/causes and outcomes of conflicts prior to, during and following the Cold War
3. **Investigate & Explain** the sources of conflict and the strengths and weaknesses of each system
4. **Outline** the approaches leaders used to resolve conflicts or to enhance their influence in their spheres of interest
5. **Summarize** the issues and events facing those leaders

Making Connections

Students will be able to:

1. **Compare & Contrast** the means and objectives each side had during the Cold War and post Cold War era.
2. **Discuss** the personalities of key leaders and the characteristics of the political, economic and social systems they led.
3. **Examine historical records** and effectiveness of international institutions in mediating international conflicts and crises.
4. **Predict** the outcomes and trends arising from strategic alternatives at both the local and global levels.

Taking a Critical Stance

Students will be able to:

1. **Assess** the effectiveness of the capitalist and Communist/Socialist systems and their leaders.
2. **Critique** the policies, methods and decisions of these leaders.
3. **Debate** the merits of capitalist and Communist systems.
4. **Decide** (via simulation, modeling, etc.) the outcomes of conflicts and crises arising during the Post-WWII era.
5. **Justify** or refute/reject the positions adopted by classmates and commentators on the conflicts and crises of the era.
6. **Prioritize** the importance of current international trends and issues.

VOCABULARY

Russia/USSR

Absolute Monarchy
Tsar Nicholas II
Communist Manifesto
Marx
Engels
Proletariat
Bourgeoisie
Bolshevik Revolution
Lenin
Trotsky
Stalin
Propaganda
Socialist Realism
Collectivization
Gulag
Great Purge
Purge Trials
Putin
Medvedev

World War II

Allies
Authoritarianism
Axis
Churchill
Fascism
Hiroshima
Non-aggression pact
Poland
Potsdam Conference
Franklin Roosevelt
Stalin
Tehran Conference
Totalitarianism
Truman
UN
Yalta Conference

Early Cold War

Berlin Airlift
Capitalism
Communism
Containment
Democracy
Iron Curtain
Marshall Plan
NATO
Socialism
Soviet bloc/satellites
Spheres of influence
Superpowers
Truman Doctrine
Warsaw pact
Western bloc

Arms Race

A-bomb
Arms control Treaties
 Test ban
 Non-proliferation treaty
 SALT
 START
 INF
Conventional weapons
Cuban Missile Crisis
Deterrence
MAD- mutual assured destruction
Manhattan Project
Sputnik
Weapons of mass destruction-
 Biological, Chemical, Nuclear
weapons
Verification

Cuba

Bay of Pigs
Cuban revolution
Castro
Domino theory
J.F. Kennedy
Khrushchev

Changes in the Soviet Union

Afghanistan invasion 1979
Brezhnev
Brezhnev Doctrine
Czechoslovakia –Prague Spring
De-Stalinization
Detente
Dissident movement
Hungarian Revolution

Changes in Eastern Europe

August coup
Chernobyl
EU
Fall of the Berlin Wall
Glasnost
Gorbachev
Market economy
Oligarchs
Perestroika
Privatization
Putin
Reform
Reunification of Germany
Solidarity
Lech Walesa
Yeltsin

ACTIVITIES

- Reading and discussing ideas from books and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities including debates, presentations, simulations, etc.
- Labeling and locating key geographic features on a world map
- Role-playing participants in historical settings
- Viewing and analyzing primary sources, including artifacts, documents, images, photographs, video, etc.
- Research and writing

PERFORMANCE ASSESSMENT

- **Tests**
- **Quizzes**
- **Research & Analysis Projects**
- **Writing Projects**
- **Role-playing & Simulations**

See Appendix I for sample assessments and rubrics

CAREER AWARENESS

Politician, Diplomat, Negotiator, Strategist, Economist, Military Strategist, Journalist, Historian, Teacher, Intelligence Agent, etc.

CORE TEXT FOR STUDENTS

Brun, Henry, *The World Today*, 2008

International Relations: Understanding the Behavior of Nations, 5th edition 2005

Choices Program – Watson Institute for International Studies

The Russian Revolution (February 2005)

Ending a War Against Japan: Science, Morality, and the Atomic Bomb (March 2005)

The Origins of the Cold War: U.S. Choices After World War II (March 2006)

The United Nations: Challenges and Change– Challenges & Change (November 2005)

The Cuban Missile Crisis: Considering Its Place in Cold War History (February 2006)

The Challenge of Nuclear Weapons (February 2006)

Charting Russia's Future (February 2005)

Southern Center for International Studies World in Transition Series

Europe in Transition (2002)

The End of the Soviet Union (1999)

Russia and the Other Former Soviet Republics in Transition (2002)

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Videos: Thirteen Days
 Missiles of October
 Joseph Stalin: Red Terror
 The Atomic Café
 Trinity and Beyond: The Atomic Bomb
 CNN Cold War Series (with website)
 Frontline World-- Russia

Books & Publications:

Eastern Europe Since 1945 – Michael Kort

Close Up Foundation

International Relations: Understanding the Behavior of Nations 5th edition 2005

Southern Center for International Studies

Europe in Transition (2002)

The End of the Soviet Union (1999)

Russia and the Other Former Soviet Republics in Transition (2002)

Websites:

In addition to DHS's library's online resources such as ABC-Clio, Columbia International Affairs Online, Discovery Education Streaming, Facts on File, etc. the following websites may be useful.

The National Security Archive - George Washington University

<http://www.gwu.edu/~nsarchiv/>

Vincent Ferraro, Ruth C. Lawson Professor of International Politics

Mount Holyoke College

<http://www.mtholyoke.edu/acad/intrel/feros-pg.htm>

Miller Center for Public Affairs - University of Virginia

<http://www.millercenter.virginia.edu/academic/presidentialrecordings>

Soviet Poster a Day - blog

<http://sovietposter.blogspot.com/>

Posters of Cuba - Crimson Dawn Island - blog

<http://cubanposter.blogspot.com/>

History and Politics Out Loud

<http://www.hpol.org/>

The Avalon Project - Yale University Law School

<http://www.yale.edu/lawweb/avalon/diplomacy/forrel/cuba/cubamenu.htm>

Project Diana - Human Rights Archive at Yale Law School

<http://www.yale.edu/lawweb/avalon/diana/index.html>

Cold War Museum

<http://www.coldwar.org/>

Major Schools of Economic Theory

<http://www.frbsf.org/publications/education/greateconomists/grtschls.html>

CNN Cold War Experience

<http://www.cnn.com/SPECIALS/cold.war/>

MATERIALS AND SUPPLIES

Handouts, library resources, video, art supplies (paper, pencils, markers, etc.), texts, etc.

INTEGRATED TECHNOLOGY

Internet research, online databases, writing labs to prepare/revise, graphic design, Learning Connections, E-publishing and revision

UNIT 2 East Asia

UNIT 2 East Asia

This unit will include an analysis of the origins of modern East Asia and a consideration of the historical influences on the regional cultures. It will explore the bases of the common cultural experience – philosophies, religions, geography, imperialism etc. -- and compare and contrast the unique elements of selected countries' identities. It will also consider the impact of politics, economic development and globalization.

Topic Outline

- East Asia's geography and demography
- Religious and philosophical influences of Chinese culture
- Imperialism and the response to the west
- China's decline in the 19th and 20th Century and the Chinese Civil War
- Mao ZeDong and the Great Leap Forward and Cultural Revolution
- Deng Xiaoping, reforms and China's Modernization
- Japanese Post-War Re-Industrialization, Modernization and Westernization
- Impact of the Cold War
- East Asian Issues Today-China, North Korea, Japan

Essential Questions

GEOGRAPHY

How has and how will geography affect China's and other East Asian countries' roles in world affairs?

CULTURE AND IDENTITY

What defines Chinese and other East Asian countries' cultures and identities and how are those definitions evolving?

CONTINUITY AND CHANGE

How do forces of continuity and change co-exist and clash within East Asia as globalization accelerates?

POWER, POLITICS, ECONOMIC DEVELOPMENT AND LEADERSHIP

How do institutions of power and leadership shape cultural interaction?

What is the relationship between economic forces and culture?

How do economic models shape political and social policies?

PEACE AND SECURITY

How can peace and security be maintained in the world?

Expectations and Standards

See Section III - Goals and Standards

CONTENT KNOWLEDGE OBJECTIVES

Each unit of the course provides a foundation for establishing an initial understanding, developing an interpretation, making connections, and taking a critical stance. In each of those areas, students will be expected to demonstrate the knowledge and skills identified with the specific focus of the unit.

Initial Understanding

Students will be able to:

1. **Locate** China, and the countries of East Asia and the Pacific Rim on a map of the world; identify major geographic features
2. **Identify** the major religious and philosophical schools of thought in East Asia
3. **Sequence** significant events, leaders in East Asian history

Developing an Interpretation

Students will be able to:

1. **Discuss** significant events and issues leading to the Chinese Revolution and Communist take-over (China, Korea, Vietnam).
2. **Describe** the forces/causes and outcomes of internal and external conflicts prior to, during and following the Revolution, Communist takeover, etc.
3. **Investigate & Explain** the relationships between countries and cultures of the region.
4. **Outline** the approaches leaders used to resolve conflicts or to enhance their influence in their spheres of interest.
5. **Summarize** the issues and events facing those leaders.

Making Connections

Students will be able to:

1. **Compare & Contrast** the approaches to governing used by Mao during the different stages of his rule.
2. **Discuss** the personalities of key leaders and the characteristics of the political, economic and social systems they led.
3. **Examine** historical records and effectiveness of international institutions in mediating international conflicts and crises.
4. **Predict** the outcomes and trends arising from strategic alternatives at both local and global levels.

Taking a Critical Stance

Students will be able to:

1. **Assess** the effectiveness of the traditional and modern systems of governance and their leaders.
2. **Critique** the policies, methods and decisions of these leaders.
3. **Debate** the values of traditional and modern religions, philosophies and political systems.
4. **Analyze and Predict** (via simulation, modeling, etc.) the outcomes of conflicts within the region.
5. **Justify or refute/reject** the positions adopted by classmates and commentators on the conflicts and crises of the era.
6. **Evaluate** the importance of current international trends and issues.

VOCABULARY

China

Boxers
Buddhism
Chiang Kai-Shek
Chinese Civil War
Collectivization of Agriculture
Confucianism
Confucius
Control of the Arts
Counter- Revolutionary Suppression Campaign
Cultural Revolution
Deng Xiaoping's Economic Reforms
Dr. Sun Yat-sen
Dynastic cycle
Filial piety
Five Year Plan
Gang of Four
Great Leap Forward
Hundred Flowers Campaign
Japanese Occupation
Kowtow
Kuomintang
Legalism
Little Red Book
Long March
Mandate of Heaven
Mao Zedong
Mass Organizations
Nationalism, Democracy and Livelihood
Opium Wars
Peasants
Politburo
Propaganda Posters
Red Guards
Taiwan Issue
Taoism
Thought Reform
Tiananmen Square
Treaty of Nanking
Tribute

Buddhism & Tibet

Buddhism
Siddhartha Gautama
Karma
Meditation
Reincarnation
Nirvana
Monks; monasteries
Roof of the World
Himalayas
Dalai Lama
Lhasa

Korea

Korea War (1950-1953)
38th parallel; DMZ
Armistice
North Korea; DPRK
Hermit kingdom
Pyongyang
Kim Il Sung
Kim Jong Il
Defector
Juche (chuch'e)
South Korea
Seoul
Syngman Rhee
Lee Myung-bak

Vietnam

Red River; Mekong River

French imperialism

Indochina

Missionaries; Christianity

Ho Chi Minh

First Vietnam War (1946-1954)

Guerrilla warfare

Dien bien phu

Geneva Accords (1954)

17th parallel

Ngo Dinh Diem

Domino Theory

Unilateralism

NLF (Viet Cong)

Viet Minh

Hanoi

Saigon

Détente

Vietnamization

Paris Peace Accords

Japan

Meiji Restoration

Emperor Hirohito

Hiroshima

Nagasaki

Tokyo

Economic Miracle

MITI - Ministry of International Trade
and Industry

METI - Ministry of Economy, Trade and
Industry

Keiretsu

“4 Tigers”

ASEAN - Association of Southeast

Asian Nations

Taiwan

Hong Kong

Singapore

Korea

Economic Freedom

Devaluation

Chaebol

ACTIVITIES

- Reading and discussing ideas from books and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities including debates, presentations, simulations, etc.
- Labeling and locating key geographic features on a world map
- Role-playing participants in historical settings
- Viewing and analyzing primary sources, including artifacts, documents, images, photographs, video, etc.
- Research and writing

PERFORMANCE ASSESSMENT

- **Tests**
- **Quizzes**
- **Research & Analysis Projects**
- **Writing Projects**
- **Role-playing & Simulations**

See Appendix I for sample assessments and rubrics

CAREER AWARENESS (where appropriate)

Politician, Diplomat, Negotiator, Strategist, Economist, Military Strategist, Journalist, Historian, etc.

CORE TEXT FOR STUDENTS

Rosenfeld and Geller, *Global Studies I* (1993)

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Videos: Mao (A&E Biography)
 To Live
 China from the Inside
 The Forbidden City
 Vietnam: a Television History- Part 1 The Roots of Conflict
 Inside North Korea, National Geographic (2007)

Books & Publications:

China under Communism – Michael Kort
Enduring Legacy of Ancient China – Primary Source, Inc.
China: Ancient Civilization, Modern Reader – Primary Source, Inc.
China – Regional Studies Series (1993)
China – Global Studies Series (2008) Susan Ogden
Japan & Korea – Regional Studies Series (1993)
Japan and the Pacific Rim- Global Studies Series (2008) Dean Collingwood
Through Chinese Eyes – Edward Vernoff
The Choices Program - Watson Institute for International Studies
China on the World Stage: Weighing the US Response (2008)

Southern Center for International Studies
East Asia in Transition – Glen Blankenship

Websites:

In addition to DHS's library's online resources such as ABC-Clio, Columbia International Affairs Online, Discovery Education Streaming, Facts on File, etc. the following websites may be useful.

NY Times – China: Choking on Growth

http://www.nytimes.com/interactive/2007/08/26/world/asia/choking_on_growth.html

Library of Congress Country Studies

<http://lcweb2.loc.gov/frd/cs/profiles.html>

Library of Congress Portals to the World

<http://www.loc.gov/rr/international/portals.html>

Regional newspaper links:

- [Asahi Shimbun](#)
- [China Daily](#)
- [Daily Yomiuri](#)
- [Japan Times](#)
- [Mainichi Daily News](#)
- [Taipei Times](#)

East Asia Columbia project

<http://afe.easia.columbia.edu/>

Time: Inside the Pitchfork Rebellion

<http://www.time.com/time/magazine/article/0,9171,1169902,00.html>

Vietnam War

<http://www.dean.usma.edu/history/web03/atlasses/vietnam/vietnam%20war%20index.htm>

Arts of Asia Maps (by dynasty)

<http://www.artsmia.org/arts-of-asia/china/maps/index.cfm>

MATERIALS AND SUPPLIES

Handouts, library resources, video, art supplies (paper, pencils, markers, etc.), texts, etc.

INTEGRATED TECHNOLOGY

Internet research, online databases, writing labs to prepare/revise, graphic design, Learning Connections, E-publishing and revision

UNIT 3 South Asia

UNIT 3 South Asia

This unit will include an analysis of the origins of modern India and Pakistan. It will study the impact of British rule over India, the Indian Independence Movement, and the Partition of India into India and Pakistan. It will explore the cultural and religious heritage of South Asia and consider the role that heritage plays today. Finally, it will consider the forces of development and globalization on the cultures and societies in the region.

Topic Outline

- The physical and political geography of South Asia
- Traditional culture of the Indian sub-continent
- Religious influences: Hindu, Buddhist and Muslim
- European influences – focus on the British role in the region
- Nationalism, independence, Gandhi, and Partition
- Post-colonial trends: democracy, development, urbanization
- Regional conflicts
- Roles played by the countries of South Asia in the world today

Essential Questions

GEOGRAPHY

How has and how will geography affect India's, Pakistan's and other South Asian countries' roles in world affairs?

CULTURE AND IDENTITY

What defines Indian, Pakistani and other South Asian countries' cultures and identities and how are those definitions evolving?

CONTINUITY AND CHANGE

How do forces of continuity and change co-exist and clash within South Asia as globalization accelerates?

POWER, POLITICS, ECONOMIC DEVELOPMENT AND LEADERSHIP

How do institutions of power and leadership shape cultural interaction?

What is the relationship between economic forces and culture?

How do economic models shape political and social policies?

PEACE AND SECURITY

How can peace and security be maintained in the world?

Expectations and Standards

See Section III - Goals & Standards

CONTENT KNOWLEDGE OBJECTIVES

Each unit of the course provides a foundation for establishing an initial understanding, developing an interpretation, making connections, and taking a critical stance. In each of those areas, students will be expected to demonstrate the knowledge and skills identified with the specific focus of the unit.

Initial Understanding

Students will be able to:

1. **Locate** India, Pakistan and other South Asian countries on a world map and identify major geographic, demographic and linguistic features.
2. **Identify** the major religious and philosophical schools of thought in India and Pakistan.
3. **Sequence** significant events, leaders in Indian, Pakistani history.
4. **State** the characteristics of the political, economic, and social systems of the countries in South Asia.

Developing an Interpretation

Students will be able to:

1. **Discuss** significant events and issues leading to the formation of modern India and Pakistan.
 2. **Describe** the forces/causes and outcomes of internal and external conflicts in the region prior to, during and following the age of European Imperialism, WWI and WWII – and during the establishment of India and Pakistan, etc.
 3. **Investigate & Explain** the relationships between countries and cultures of the region, especially in the context of nuclear proliferation.
-

4. **Outline** the approaches leaders have used to resolve conflicts or to enhance their influence in their spheres of interest.
5. **Summarize** the issues and events facing those leaders.

Making Connections

Students will be able to:

1. **Compare & Contrast** the approaches to governing used by India (including the British Raj) and Pakistan.
2. **Discuss** the personalities of key leaders and the characteristics of the political, economic and social systems they led.
3. **Examine** historical records and effectiveness of international institutions in mediating international conflicts and crises in India and Pakistan, etc.
4. **Predict** the outcomes and trends arising from strategic alternatives at both local and global levels.

Taking a Critical Stance

Students will be able to:

1. **Assess** the effectiveness of the traditional and modern systems of governance and their leaders.
2. **Critique** the policies, methods and decisions of these leaders
3. **Debate** the values of traditional and modern religions, philosophies and political systems.
4. **Evaluate** (via simulation, modeling, etc.) the causes and outcomes of conflicts and crises arising during events such as India/Pakistan conflicts, etc.
5. **Justify or refute/reject** the positions adopted by classmates and commentators on the conflicts and crises of the era .
6. **Prioritize** the importance of current international trends and issues.

VOCABULARY

India and Pakistan

4 Noble Truths

8-Fold Path

Ahimsa

Brahma

Brahmin

British Raj

Buddha

Caste

Dharma

East India Company

Ganges

Gupta Empire

Himalayas

Hindu

Indus

Karma

Mogul Empire

Moksha

Monsoon

Nirvana

Non-violence

Salt March

Satyagraha

Sepoy Rebellion

Shiva

Sikh

Untouchable

Vishnu

Kashmir

“Islamic Bomb”

Mohandas Gandhi (Mahatma)

Jarawarhal. Nehru

Mohammed Ali Jinnah

Indira Gandhi

Green Revolution

Benazir Ali Bhutto

Pervez Musharraf

Secular

Islamic Republic

Punjab

Manmohan Singh

AQ Khan

ACTIVITIES

- Reading and discussing ideas from books and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities including debates, presentations, simulations, etc.
- Labeling and locating key geographic features on a world map
- Role-playing participants in historical settings
- Viewing and analyzing primary sources, including artifacts, documents, images,

- photographs, video, etc.
- Research and writing

PERFORMANCE ASSESSMENT

- **Tests**
- **Quizzes**
- **Research & Analysis Projects**
- **Writing Projects**
- **Role-playing & Simulations**

See Appendix I for sample assessments and rubrics

CAREER AWARENESS (where appropriate)

Politician, Diplomat, Economist, Writer, Researcher, Military Strategist, Intelligence Analyst, Journalist, Reporter, Lawyer, Negotiator, etc.

CORE TEXT FOR STUDENTS

Rosenfeld and Geller, Global Studies I (1993)

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Videos: Gandhi
 The Untouchables (60 Minutes)
 The Empire of Faith (Islam)
 Emerging Powers

Books & Publications:

Yapp, Malcom. Gandhi, 1980

Global Studies South Asia (2008)

Mao & Gandhi (Primary Sources Comparison)

Through Indian Eyes 1992

India & South Asia

World History, 5th Edition

Subcontinent of India, Regional Studies Series (1993)

Choices Program

Indian Independence and the Question of Pakistan
Southern Center for International Studies
South Asia in Transition

Websites:

In addition to DHS's library's online resources such as ABC-Clio, Columbia International Affairs Online, Discovery Education Streaming, Facts on File, etc. the following websites may be useful.

Teaching South Asia

<http://projectsouthasia.sdstate.edu/TSA/index.htm>

Project South Asia

<http://projectsouthasia.sdstate.edu/>

South & S. E. Asian Studies at Columbia

<http://www.columbia.edu/cu/lweb/indiv/southasia/cuvt/teaching.html>

Teaching South Asia 2007-8 at Penn State

<http://www.libraries.psu.edu/greaterallegheny/southasia.htm>

BBC News – South Asia

http://news.bbc.co.uk/1/hi/world/south_asia/default.stm

South/South Asia Resources at UC Berkeley

<http://www.lib.berkeley.edu/SSEAL/SouthAsia/wsaonlin.html>

Library of Congress Country Studies

<http://lcweb2.loc.gov/frd/cs/profiles.html>

Library of Congress Portals to the World

<http://www.loc.gov/rr/international/portals.html>

MATERIALS AND SUPPLIES

Handouts, library resources, video, art supplies (paper, pencils, markers, etc.), texts, etc.

INTEGRATED TECHNOLOGY

Internet research, online databases, writing labs to prepare/revise, graphic design, Learning Connections, E-publishing and revision

UNIT 4 Middle East

UNIT 4 Middle East

This unit will explore the impact of geography, culture and history on the formation of the modern Middle East. It will compare and contrast the religious, ethnic and cultural heritages of the Arab, Israeli, and Persian world and analyze the impact they have had on the region in modern times. The unit will also address the roles international institutions and the Western world have played and continue to play in the region. Additionally it will incorporate consideration of globalization, development and the inter-play of international geo-political and economic interests in the modern Middle East.

Topic Outline

- Geography and Demographic Diversity of the Middle East
- Beliefs of Judaism, Christianity, and Islam
- Global influences in the region
- Nationalism and independence movements in the twentieth century
- Zionism and the creation of the modern state of Israel
- The Arab-Israeli conflict and the peace process
- Oil—Who has it? How does it affect politics and the world economy?
- Iran/Iraq Wars
- The rise of political Islam and its impact
- The role of Middle Eastern countries in the world today

Expectations and Standards

See Section III - Goals and Standards

Essential Questions

GEOGRAPHY

How has and how will geography affect Iranian, Israeli, Palestinian and other Middle Eastern peoples' roles in world affairs?

CULTURE AND IDENTITY

What defines Iranian, Israeli, Palestinian and other Middle Eastern peoples' cultures and identities and how are those definitions evolving?

CONTINUITY AND CHANGE

How do forces of continuity and change co-exist and clash in Iran, Israel, and other Middle Eastern countries as globalization accelerates?

POWER, POLITICS, ECONOMIC DEVELOPMENT AND LEADERSHIP

How do institutions of power and leadership shape cultural interaction?

What is the relationship between economic forces and culture?

How do economic models shape political and social policies?

PEACE AND SECURITY

How can peace and security be maintained in the world?

CONTENT KNOWLEDGE OBJECTIVES

Each unit of the course provides a foundation for establishing an initial understanding, developing an interpretation, making connections, and taking a critical stance. In each of those areas, students will be expected to demonstrate the knowledge and skills identified with the specific focus of the unit.

Initial Understanding

Students will be able to:

1. **Locate** Middle Eastern countries on a world map and identify major geographic features.
2. **Identify** the major religious and philosophical schools of thought in the Middle East.
3. **Sequence** significant events, leaders in the Middle East.
4. **State** the characteristics of the political, economic, and social systems of the countries in the Middle East.

Developing an Interpretation

Students will be able to:

1. **Discuss** significant events and issues leading to the formation of Israel and the modern Arab and Iranian states.
-

2. **Describe** the forces/causes and outcomes of internal and external conflicts in the region prior to, during and following the age of European Imperialism, WWI and WWII – and during the establishment of Israel and the modern Arab and Iranian states.
3. **Investigate & Explain** the relationships between countries and cultures of the region.
4. **Outline** the approaches leaders used to resolve conflicts or to enhance their influence in their spheres of interest.
5. **Summarize** the issues and events facing those leaders.

Making Connections

Students will be able to:

1. **Compare & Contrast** the approaches to governing used by Israel, the modern Arab states and Iran.
2. **Discuss** the personalities of key leaders and the characteristics of the political, economic and social systems they led.
3. **Examine** historical records and effectiveness of international institutions in mediating international conflicts and crises.
4. **Predict** the outcomes and trends arising from strategic alternatives at both local and global levels.

Taking a Critical Stance

Students will be able to:

1. **Assess** the effectiveness of the traditional and modern systems of governance and their leaders.
2. **Critique** the policies, methods and decisions of these leaders.
3. **Debate** the values of traditional and modern religions, philosophies and political systems.
4. **Evaluate and Prioritize** (via simulation, modeling, etc.) the causes and outcomes of conflicts and crises arising during events such as 9/11, Arab/Israeli wars, Iranian Revolution and Gulf Wars.
5. **Justify or refute/reject** the positions adopted by classmates and commentators on the conflicts and crises of the era.

VOCABULARY

Middle East
Abrahamic Religions
Al-Qaeda
Arafat
Balfour Declaration
British Mandate
Caliphate
Camp David Accords
Diaspora
Five Pillars of Islam
Gaza Strip
 Hamas
Hezbollah
Imam
Intifada
Islam, Islamist
Khomeini
Kibbutz
McMahon
Nasser
OPEC

Ottoman Empire
Palestine
PLO
Quran
Saddam Hussein
Shah
Shari'ah
Shia (Shi'ite)
Six-day War (October 1967)
Suez Canal
Sunni
Sykes-Picot Agreement
Talmud
Terrorism
Torah
West Bank
WMD
Kurds
Iranian Revolution

ACTIVITIES

- Reading and discussing ideas from books and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities including debates, presentations, simulations, etc.
- Labeling and locating key geographic features on a world map
- Role-playing participants in historical settings
- Viewing and analyzing primary sources, including artifacts, documents, images, photographs, video, etc.
- Research and writing

PERFORMANCE ASSESSMENT

- **Tests**
- **Quizzes**
- **Research & Analysis Projects**
- **Writing Projects**
- **Role-playing & Simulations**

See Appendix I for sample assessments and rubrics

CAREER AWARENESS (where appropriate)

Politician, Diplomat, Economist, Writer, Researcher, Military Strategist, Intelligence Analyst, Journalist, Reporter, Lawyer, Negotiator, etc.

CORE TEXT FOR STUDENTS

Rosenfeld and Geller, Global Studies I (1993)

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Videos:

Roots of 9/11
Islam: Empire of Faith (PBS)
Hajj (Frontline)
Straddling the Fence
History Channel – Mike Wallace on the Middle East

Books & Publications:

All the Shah's Men

Through Middle Eastern Eyes

Choices Program

Conflict in Iraq: Searching for Solutions

Shifting Sands: Balancing U.S. Interests in the Middle East (2008)

Iran (2008)

Southern Center for International Studies

Middle East in Transition

Websites:

In addition to DHS's library's online resources such as ABC-Clio, Columbia International Affairs Online, Discovery Education Streaming, Facts on File, etc. the following websites may be useful.

90 seconds of Middle East History

<http://www.mapsofwar.com/images/EMPIRE17.swf>

The Middle East Media Research Institute

<http://www.memri.org>

Al-Jazeera

<http://english.aljazeera.net>

Columbia University Libraries – Business & Economics Library

<http://www.columbia.edu/cu/lweb/indiv/business/ir/intlbs.html>

Middle East History & Resources

<http://www.mideastweb.org/history.htm>

University of Michigan Library – Documents Center – Foreign Government Resources on the Web

<http://www.lib.umich.edu/govdocs/foreign.html>

Association of Third-World Studies

<http://itc.gsw.edu/ATWS/index.htm>

Jerusalem Post

<http://www.jpost.com>

Library of Congress Country Studies

<http://lcweb2.loc.gov/frd/cs/profiles.html>

Library of Congress Portals to the World

<http://www.loc.gov/rr/international/portals.html>

MATERIALS AND SUPPLIES

Handouts, library resources, video, art supplies (paper, pencils, markers, etc.), texts, etc.

INTEGRATED TECHNOLOGY

Internet research, online databases, writing labs to prepare/revise, graphic design, Learning Connections, E-publishing and revision

UNIT 5 Africa

UNIT 5 Africa

Using case studies of individual countries, this unit will focus on the emergence of modern African nations following the era of European colonialism and the subsequent independence movements in the region. It will also address issues of globalization and economic development, and the ongoing role of international institutions and former colonial powers. It will explore the challenges of ethnic and religious conflicts, poverty, and disease.

Topic Outline

- Africa's geography—physical, political, and cultural
- Traditional cultures and the period of European colonization
- Case studies – nationalism, de-colonization, nation building
- Post-colonial African problems - economic, political, and ethnic
- Africa's role in the world today

Essential Questions

GEOGRAPHY

How has and how will geography affect Africa's and selected African countries' roles world affairs?

CULTURE AND IDENTITY

What defines culture and identity in Africa and in selected African countries and how are those definitions evolving?

CONTINUITY AND CHANGE

How do forces of continuity and change co-exist and clash in Africa and in selected African countries as globalization accelerates?

POWER, POLITICS, ECONOMIC DEVELOPMENT AND LEADERSHIP

How do institutions of power and leadership shape cultural interaction?

What is the relationship between economic forces and culture?

How do economic models shape political and social policies?

PEACE AND SECURITY

How can peace and security be maintained in the world?

Expectations and Standards

See Section III - Goals and Standards

CONTENT KNOWLEDGE OBJECTIVES

Each unit of the course provides a foundation for establishing an initial understanding, developing an interpretation, making connections, and taking a critical stance. In each of those areas, students will be expected to demonstrate the knowledge and skills identified with the specific focus of the unit.

Initial Understanding

Students will be able to:

1. **Locate** African countries on a world map and identify major geographic features.
2. **Identify** colonial and imperial connections and influences on Sub-Saharan Africa.
3. **Sequence** significant events, leaders in African history.
4. **State** the characteristics of the political, economic, and social systems of the countries in Africa.

Developing an Interpretation

Students will be able to:

1. **Discuss** significant traditions, events and issues leading to the formation of modern African states.
 2. **Describe** the impacts of the age of European Imperialism, Colonialism, WWI, WWII and the Cold War– and during the establishment of modern African states.
 3. **Investigate & Explain** the relationships between countries and cultures of the region.
 4. **Outline** the approaches leaders used to resolve conflicts or to enhance their influence in their spheres of interest.
 5. **Summarize** the issues and events facing those leaders.
-

Making Connections

Students will be able to:

1. **Compare & Contrast** the approaches to governing used by African states and the influences of the historic colonial powers.
2. **Discuss** the personalities of key leaders and the characteristics of the political, economic and social systems they led (i.e., Mandela, Mobuto, Idi-Amin, Mugabe, etc.).
3. **Examine** historical records and effectiveness of international institutions in mediating international conflicts and crises (i.e., South Africa, Rwanda, AIDS, IMF/World Bank, etc.).
4. **Predict** the outcomes and trends arising from strategic alternatives at both the micro (particular) and macro (global) levels.

Taking a Critical Stance

Students will be able to:

1. **Assess** the effectiveness of the traditional and modern systems of governance and their leaders.
2. **Critique** the policies, methods and decisions of these leaders.
3. **Evaluate and Prioritize** (via simulation, modeling, etc.) the causes and outcomes of conflicts and crises arising during events such as the Rwandan genocide, Apartheid, etc.
4. **Justify or refute/reject** the positions adopted by classmates and commentators on the conflicts and crises of the era.

VOCABULARY

African culture
African National Congress
Apartheid
Boer War
Colonization (effects)
Congo
Cultural groups
Decolonization
F.W. DeKlerk
Great Rift Valley
Jomo Kenyatta
Jungle/rain forest
Kalahari
Language groups
Mau Mau
Nationalism
Natural resources
Nelson Mandela
Non-aligned nations
Peace and Reconciliation Committee
Sahara
Savannah
South Africa
Transatlantic Slave Trade
Tribal religions
Tribalism

ACTIVITIES

- Reading and discussing ideas from books and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities including debates, presentations, simulations, etc.
- Labeling and locating key geographic features on a world map
- Role-playing participants in historical settings
- Viewing and analyzing primary sources, including artifacts, documents, images, photographs, video, etc.
- Research and writing

PERFORMANCE ASSESSMENT

- **Tests**
- **Quizzes**
- **Research & Analysis Projects**
- **Writing Projects**
- **Role-playing & Simulations**

See Appendix I for sample assessments and rubrics

CAREER AWARENESS (where appropriate)

Politician, Diplomat, Economist, Writer, Researcher, Military Strategist, Intelligence Analyst, Journalist, Reporter, Lawyer, Negotiator, Educator, Biologist, Doctor, etc.

CORE TEXT FOR STUDENTS

Rosenfeld and Geller, Global Studies I (1993)

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Videos: Frontline: Triumph of Evil
 Frontline: The Ghost of Rwanda
 Hotel Rwanda
 Mandela
 The Gods Must be Crazy
 Where Truth Lies
 The Lost Boys of Sudan
 God Grew Tired of Us

Books & Publications:

Through African Eyes, Vol 1 & 2
Africa – Edge (Global Studies)
Africa – Crane, et.al (Regional Studies Series: Globe)
We Wish to Inform You that Tomorrow We Will be Killed with Our Families
Mandela: A Revolution in 4 Part Harmony

Choices Program

Confronting Genocide: Never Again

Freedom in our Lifetime: South Africa's Struggle

Colonialism in the Congo: Conquest, Conflict & Commerce

Southern Center for International Studies

Africa in Transition

Websites:

In addition to DHS's library's online resources such as ABC-Clio, Columbia International Affairs Online, Discovery Education Streaming, Facts on File, etc. the following websites may be useful.

United Nations Population Fund - Africa

<http://www.unfpa.org/africa/>

World Bank Group – Sub-Saharan Africa

<http://www.worldbank.org/africa>

University of Washington Libraries – Sub-Saharan Africa History

<http://www.lib.washington.edu/subject/History/tm/africa.html>

Internet African History Sourcebook

<http://www.fordham.edu/halsall/africa/africasbook.html>

Historyworld.net's History of Sub-Saharan Africa

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab65>

Library of Congress Country Studies

<http://lcweb2.loc.gov/frd/cs/profiles.html>

Library of Congress Portals to the World

<http://www.loc.gov/rr/international/portals.html>

MATERIALS AND SUPPLIES

Handouts, library resources, video, art supplies (paper, pencils, markers, etc.), texts, etc.

INTEGRATED TECHNOLOGY

Internet research, online databases, writing labs to prepare/revise, graphic design, Learning Connections, E-publishing and revision

UNIT 6 Latin America

UNIT 6 Latin America

Using a case study approach, this unit will explore the ongoing legacies of historical encounters between native cultures and European colonists, the role of US politics and policies, the rise of independence movements and the impact of globalization and economic development in Latin America. It will consider the forces of economics, politics, culture and class on local politics and policies, immigration and human rights within the region.

Topic Outline

- Latin American geography, including demography, resources and environmental change
- European colonialism and its legacy in shaping Latin American culture
- Diversity of people and social stratification
- Economic and political trends in contemporary Latin America- Revolution, Dictatorships, Democracy and Free Markets

Essential Questions

GEOGRAPHY

How has and how will geography affect Latin American and selected Latin American countries' roles in world affairs?

CULTURE AND IDENTITY

What defines culture and identity in Latin America and in selected Latin American countries and how are those definitions evolving?

CONTINUITY AND CHANGE

How do forces of continuity and change co-exist and clash in Latin America and in Selected Latin American countries as globalization accelerates?

POWER, POLITICS, ECONOMIC DEVELOPMENT AND LEADERSHIP

How do institutions of power and leadership shape cultural interaction?

What is the relationship between economic forces and culture?

How do economic models shape political and social policies?

PEACE AND SECURITY

How can peace and security be maintained in the world?

Expectations and Standards

See Section III - Goals and Expectations

CONTENT KNOWLEDGE OBJECTIVES

Each unit of the course provides a foundation for establishing an initial understanding, developing an interpretation, making connections, and taking a critical stance. In each of those areas, students will be expected to demonstrate the knowledge and skills identified with the specific focus of the unit.

Initial Understanding

Students will be able to:

1. **Locate** Latin American countries on a world map and identify major geographic features.
2. **Identify** colonial and imperial connections and influences on Central and South America.
3. **Sequence** significant events, leaders in Latin American history.
4. **State** the characteristics of the political, economic, and social systems of the countries in Latin America.

Developing an Interpretation

Students will be able to:

1. **Discuss** significant events and issues leading to the formation of modern ~~Sub-~~ Latin American states.
2. **Describe** issues in the region relating to decolonization, the era of independence, political instability and the development of democracy in modern Latin American states.
3. **Investigate & Explain** the relationships between countries and cultures of the region.
4. **Outline** the approaches leaders used to resolve conflicts or to enhance their influence in their spheres of interest.
5. **Summarize** the issues and events facing those leaders.

Making Connections

Students will be able to:

1. **Compare & Contrast** the approaches to governing used by Latin American states and the influences of the historic colonial powers.
2. **Discuss** the personalities of key leaders and the characteristics of the political, economic and social systems they led (i.e., Pinochet, Castro, Somoza, Castelo Branco, Juan & Eva Peron, Noriega, Chavez, etc.).
3. **Examine** historical records and effectiveness of international institutions in mediating international conflicts and crises – (i.e., Organization of American State, Pan American Union, United Nations, IMF/World Bank, etc.).
4. **Predict** the outcomes and trends arising from strategic alternatives at both the micro (particular) and macro (global) levels.

Taking a Critical Stance

Students will be able to:

1. **Assess** the effectiveness of the traditional and modern systems of governance and their leaders.
2. **Critique** the policies, methods and decisions of these leaders.
3. **Evaluate and Prioritize** (via simulation, modeling, etc.) the causes and outcomes of conflicts and crises arising out of political and economic instability and foreign exploitation.
4. **Justify or refute/reject** the positions adopted by classmates and commentators on the conflicts and crises of the era.

VOCABULARY

Amazon
Andes Mountains
Aztec
Banana Republic
Bolívar, Simón
Castro, Fidel
Castro, Raúl
Caudillo, caudillismo
Chavez, Hugo
Drug Cartels
“Disappeared”
Guevara, Che
Hidalgo, Miguel
Inca
Junta
Ladino
Liberation theology
Maya
Menchu, Rigoberta
Mestizo
Multinational corporations
Narco-terrorism
Olmec
Para-military
Perón, Eva
Perón, Juan

ACTIVITIES

- Reading and discussing ideas from books and supplemental sources
- Responding to questions orally and in writing
- Cooperative learning activities including debates, presentations, simulations, etc.
- Labeling and locating key geographic features on a world map
- Role-playing participants in historical settings
- Viewing and analyzing primary sources, including artifacts, documents, images, photographs, video, etc.
- Research and writing

PERFORMANCE ASSESSMENT

- **Tests**
- **Quizzes**
- **Research & Analysis Projects**
- **Writing Projects**
- **Role-playing & Simulations**

See Appendix I for sample assessments and rubrics

CAREER AWARENESS (where appropriate)

Politician, Diplomat, Economist, Writer, Researcher, Military Strategist, Intelligence Analyst, Journalist, Reporter, Lawyer, Negotiator, Educator, Geologist, Anthropologist, Agronomist, etc.

CORE TEXT FOR STUDENTS

Rosenfeld and Geller, *Global Studies I* (1993)

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Videos: El Norte
 Missing
 Trinkets and Beads
 Lost City of Tihuanco

Books & Publications:

Latin America – Athley (Regional Studies Series: Globe)
Latin America: History, Politics, & US Policy/2nd Edition – Cockcroft
Choices Program
 From Colony to Democracy: Considering Brazil’s Development
 Caught Between Two Worlds: Mexico at the Crossroads {wwc}
 Global Environmental Problems: Implications for US Policy
Southern Center for International Studies
 Latin America in Transition

Websites:

In addition to DHS’s library’s online resources such as ABC-Clio, Columbia

International Affairs Online, Discovery Education Streaming, Facts on File, etc. the following websites may be useful.

United Nations Population Fund

<http://www.unfpa.org/>

<http://www.unfpa.org/6billion/populationissues/demographic.htm>

Historical Text Archive Links

<http://historicaltextarchive.com/links.php?op=viewslink&sid=99>

Defining and Re-focusing US Policy toward Latin America

<http://www.wtvi.com/wesley/uslapolicy.html>

Naval Historical Center - Instances of Use of U.S. Forces Abroad 1789 - 1993

<http://www.history.navy.mil/wars/foabroad.htm>

The Heritage Foundation: Research: Latin America

<http://www.heritage.org/Research/LatinAmerica/index.cfm>

Political Database of the Americas

<http://www.georgetown.edu/pdba/english.html>

Handbook of Latin American Study

<http://lcweb2.loc.gov/hlas/>

Center for World Indigenous Studies

<http://www.cwis.org/>

Information Services Latin America

<http://www.igc.org/isla/>

The National Security Archive

<http://www.gwu.edu/~nsarchiv>

Interhemispheric Resource Center

<http://www.irc-online.org/>

The North American Congress on Latin America (NACLA)

<http://www.nacla.org/>

http://www.nacla.org/country_links.php for country specific links

The Effects of NAFTA on U.S.-Mexican Trade and GDP

<http://www.cbo.gov/showdoc.cfm?index=4247&sequence=0>

Marketplace's After NAFTA.

<http://www.marketplace.org/features/nafta/> (Audio)

Inter-American Development Bank

<http://www.iadb.org>

U.N. Economic Commission for Latin America and the Caribbean

<http://www.eclac.cl/default.asp?idioma=IN>

Latin America Network Information Center

<http://lanic.utexas.edu/>

MATERIALS AND SUPPLIES

Handouts, library resources, video, art supplies (paper, pencils, markers, etc.), texts, etc.

INTEGRATED TECHNOLOGY

Internet research, online databases, writing labs to prepare/revise, graphic design, Learning Connections, E-publishing and revision

SECTION III Goals and Standards

RELATED GOALS and STANDARDS

DHS Expectations

Academic

1. Read actively and critically for a variety of purposes.
2. Write effectively.
3. Speak effectively.
4. Listen actively and critically.
5. Access and evaluate multi-media and print information efficiently and critically.
6. Reason effectively and solve problems.
7. Demonstrate the skills and real-world contextual knowledge to meet the demands of a changing world.
8. Analyze problems from multiple perspectives by understanding past and present cultures.

Social

1. Demonstrate self-confidence by setting challenging and appropriate goals, and working towards them.
2. Participate effectively and efficiently in groups to pursue and generate information. Write effectively.

Civic

1. Interact with and value people of other towns, countries and cultures.
2. Understand the human impact on the environment.

Ethical

1. Explore, discuss and question the moral issues that arise within the context of his/her day.
2. Demonstrate sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.
3. Use proper citations in the presentation of research and other sources and demonstrate academic integrity in all aspects of his/her work.

Connecticut State Standards

Content Standard 1: Historical Thinking

- 1.9-10.1 Use primary source documents to analyze multiple perspectives

Content Standard 3: Historical Themes

- 3.9-10.4 Explain how the use and expansion of trade have connected and affected the history of a global economy.

Content Standard 4: Applying History

- 4.9-10.1 Initiate questions and hypotheses about historic events they are studying.
- 4.9-10.2 Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or

decision-making.

- 4.9-10.4 Display empathy for people who have lived in the past; and Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns

Content Standard 7: Political Systems

- 7.9-10.1 Analyze and evaluate the advantages and disadvantages of limited and unlimited government.

Content Standard 8: International Relations

- 8.9-10.1 Describe how the United States influences other governments and international organizations and how the United States, in turn, is influenced by them.
- 8.9-10.2 Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues; and

Content Standard 9: Places & Regions

- 9.9-10.1 Explain and describe the natural and cultural characteristics of one place to distinguish it from another.
- 9.9-10.2 Apply the concept of region to organize the study of a complex problem; and
- 9.9-10.3 Explain that regions are interconnected and may also overlap.

Content Standard 11: Human Systems

- 11.9-10.1 Describe the consequences of human population patterns and growth trends over time.
- 11.9-10.2 Explain the characteristics, distribution and relationships of economic systems at various levels.
- 11.9-10.3 Use geographic tools to represent and interpret Earth's physical and human systems; and
- 11.9-10.4 Draw a freehand map demonstrating political, cultural or economic relationships.

Content Standard 13: Limited Resources

- 13.9-10.1 Compare the resources used by various cultures, countries and/or regions throughout the world.
- 13.9-10.2 Explain that a country's potential Gross Domestic Product depends on the quantity and quality of natural resources, the size and skills of the population, and the amount and quality of its capital stock; and
- 13.9-10.3 Analyze how market forces and government regulation impact the use of resources.

Content Standard 15: Economic Interdependence

- 15.9-10.1 Illustrate the international differences in resources, productivity, and prices that are a basis for international trade;

NCSS Standards and Themes

1. **Culture** – Students will use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.
2. **Time, Continuity & Change** - Students will analyze reconstruct the past, examining its relationship to the present and extrapolating into the future. They will integrate individual stories about people, events, and situations to form a more holistic conception, in which continuity and change are linked in time and across cultures. Students will draw on their knowledge of history to make informed choices and decisions in the present.
3. **People, Places & Environment** - Students apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Students will make global connections as they address issues of domestic and international significance.
4. **Individual Identity and Development** - Students will examine contemporary patterns of human behavior, using methods from the behavioral sciences and apply concepts drawn from psychology, social psychology, sociology, and anthropology to critically assess individuals, societies, and cultures.
5. **Individuals, Groups and Institutions** – Students will examine, use, and add to the body of their knowledge related to the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs, and interests.
6. **Power, Authority, Governance** - Students will study and evaluate the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process.
7. **Production, Distribution & Consumption** - Students will develop economic perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, unemployment, and trade.
8. **Science, Technology & Society** - Students will confront such issues as the opportunities and challenges of genetic engineering, medical technology, military technology, etc. with all their implications for geo-political influences.
9. **Global Connections** – Students will think systematically about personal, national, and global decisions, interactions, and assess their consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.
10. **Civic Ideals & Practices** - Students will compare and contrast regional notions of the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good.

National Council of the Social Studies Standards

PERFORMANCE EXPECTATIONS

I. Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- analyze and explain the ways groups, societies, and cultures address human needs and concerns;(a)
- predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;(b)
- apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns; (c)
- compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change; (d)
- demonstrate the value of cultural diversity, as well as cohesion, within and across groups; (e)
- interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding; (f)
- construct reasoned judgments about specific cultural responses to persistent human issues; (g)

II. Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use; a
- apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity; b
- identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions; c
- systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality; d
- investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment; e
- apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public

policy issues. f

III. People, Places, and Environments

Social studies programs should include experiences that provide for the study of people, places and environments, so that the learner can:

- refine mental maps of locales, regions, and the world that demonstrates understanding of relative location, direction, size, and shape; a
- create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs; b
- use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps; c
- calculate distance, scale, area, and density, and distinguish spatial distribution patterns; d
- describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population; e
- use knowledge of physical system changes such as seasons, climate and weather, and the water cycle to explain geographic phenomena; f
- describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like; g
- examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes; h
- describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings; i
- analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought; j
- propose, compare, and evaluate alternative policies for the use of land and other resources in communities, regions, nations, and the world. k

IV. Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- articulate personal connections to time, place, and social/cultural systems; a
- identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life; b
- describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a

- sense of self; c
- examine the interactions of ethnic, national, or cultural influences in specific situations or events; e
- analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity; f
- compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups; g
- work independently and cooperatively within groups and institutions to accomplish goals; h

V. Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

- apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society; a
- analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings; b
- describe the various forms institutions take, and explain how they develop and change over time; c
- identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions; d
- describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements; e
- evaluate the role of institutions in furthering both continuity and change; f
- analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings; g
- explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems. h

VI. Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare; a
- explain the purpose of government and analyze how its powers are acquired, used, and justified; b
- analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society; c
- compare and analyze the ways nations and organizations respond to conflicts between

- forces of unity and forces of diversity; d
- compare different political systems (their ideologies, structure, and institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings; e
- analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations; f
- evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts; g
- explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems; h
- evaluate the extent to which governments achieve their stated ideals and policies at home and abroad; i
- prepare a public policy paper and present and defend it before an appropriate forum in school or community. j

VII. Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed; a
- analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system; b
- consider the costs and benefits to society of allocating goods and services through private and public sectors; c
- describe relationships among the various economic institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations; d
- analyze the role of specialization and exchange in economic processes; e
- compare how values and beliefs influence economic decisions in different societies; f
- compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital; g
- apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues; h
- distinguish between the domestic and global economic systems, and explain how the two interact; i
- apply knowledge of production, distribution, and consumption in the analysis of a public issue such as the allocation of health care or the consumption of energy, and devise an economic plan for accomplishing a socially desirable outcome related to that issue; j

- distinguish between economics as a field of inquiry and the economy. k

VIII. Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

- identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings; a
- make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions; b
- analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change; c
- evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, such as genetically engineered plants and animals; d
- recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures; e
- formulate strategies and develop policies for influencing public discussions associated with technology-society issues, such as the greenhouse effect. f

IX. Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or misunderstanding; a
- explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; b
- analyze and evaluate the effects of changing technologies on the global community; c
- analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality; d
- analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns; e
- analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights; f
- describe and evaluate the role of international and multinational organizations in the global arena; g
- illustrate how individual behaviors and decisions connect with global systems. h

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law; a
- identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities; b
- locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues — identifying, describing, and evaluating multiple points of view; c
- practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic; d
- analyze and evaluate the influence of various forms of citizen action on public policy; e
- analyze a variety of public policies and issues from the perspective of formal and informal political actors; f
- evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision making; g
- evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government; h
- construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern; i
- participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action. J

Source--http://cnets.iste.org/currstands/cstands-ss_i.html

World History Standards

Era 8: A Half-Century of Crisis and Achievement, 1900-1945

Standard 4 The causes and global consequences of World War II

4B Global scope, outcome, and human costs of the war

Standard 5 Major global trends from 1900 to the end of World War II

Era 9: The 20th Century Since 1945: Promises & Paradoxes

Standard1- How post- World War II new international power relations took shape and colonial empires broke up.

1A-The student understands major political and economic changes that accompanied post-war recovery.

1B-The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II.

1C- The student understands how African, Asian, and Caribbean peoples achieved independence from European colonial rule.

Standard 2- The search for community, stability, and peace in an interdependent world.

2A The student understands how population explosion and environmental change have altered conditions of life around the world.

2B The student understands how increasing economic interdependence has transformed human society.

2C The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life.

2D The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.

2E The student understands major worldwide scientific and technological trends of the second half of the 20th century.

Standard 3A The student understands major global trends since World War II.

SECTION IV - Learning Resources

SUPPLEMENTAL RESOURCES

Supplemental resources are listed in each unit of study.