
Syllabus for 9th Grade World History / Model United Nations



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CLASS OVERVIEW

This course will be unlike any history class you have ever had. It will require lots of work on your part and a commitment to the class. In return, you will learn not only a lot of information, but more importantly, you will improve your ability to think, read, reason, analyze, and write—skills that transfer to any job or career you might imagine. But remember, you must be committed to doing all the work, coming to class on time, and adhering to all the requirements. If you do these things you will get a good grade. Of infinitely more importance, however, you will learn and you will enjoy yourself more than you ever thought possible in a history class.

The Course, Objectives, Teaching of the Material, Assessment

This class examines the history of the world from the French Revolution to today. It will look at the intellectual, cultural, political, diplomatic, social, and economic history of the period. I will discuss any number of people, events, and dates, but the emphasis will be decidedly on ideas, processes, and developments.

The class will be broken up into three main parts. The first part of the class will run the whole first semester, and that is a detailed look at the world from the end of World War II (1945) to today. Its main goal is to teach you about our time.

The second part of the class focuses on the history of the world from the French Revolution to day. This will cover more material in the textbook and will be much more of a traditional class than during the first semester.

The third part of the class is something we'll be doing throughout the year, teaching and preparing you for Model United Nations conference.

The goals and objectives to this class are straightforward:

Goals

1. History is evolutionary. To understand that process, we need to analyze both continuity and change.
2. Developing critical thinking skills is fundamental to understanding history.
3. The discipline of history requires reading, writing, and thinking skills, including analysis and synthesis.

Objectives

1. To give you a conceptual knowledge of history
2. To enable you to organize factual material independently in order to allow class time for higher-level skills
3. To guide you in studying history and drawing conclusions about it
4. To practice skills enabling you to communicate their ideas clearly to others
5. To understand the evolution of the contemporary world

COURSE CURRICULUM

	Topics and Themes	Chapters Covered	Scheduled MUN Conferences
1 st Quarter	<i>Introduction to Model United Nations</i> <i>The Cold War</i>	17 and 18	Cerritos
2 nd Quarter	<i>The Modern Era</i> <i>7th Grade Review</i> <i>The French Revolution & Napoleon</i>	19 and 20 Prologue, 7	Tustin Mira Costa
3 rd Quarter	<i>The 19th and Early 20th Century</i>	8-11	Edison Los Alamitos
4 th Quarter	<i>The World Wars</i>	12-16	Huntington Beach Whitney

As a student in my 9th Grade World History/MUN class you'll study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. You'll trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. You'll extrapolate from the American and Western European experience that democratic ideals are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. You will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. You will consider multiple accounts of events in order to understand international relations from a variety of perspectives.

You will relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism and in Christianity to the development of Western political thought, in terms of:

1. the similarities and differences in Judeo-Christian and Greco-Roman views of law; reason and faith; duties of the individual
2. the development of the Western political ideas of the rule of law and illegitimacy of tyranny drawing from selections from Plato's Republic and Aristotle's Politics
3. the influence of the British and U.S. Constitutions on political systems in the contemporary world

You will compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty, in terms of:

1. the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America (e.g., biographies of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison)
2. the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791)
3. the unique character of the American and French Revolutions, their spread to other parts of the world, and their influence on other nations

4. how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire
5. how nationalism spread across Europe with Napoleon, was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848

You will analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States, in terms of:

1. why England was the first country to industrialize
2. how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., biographies of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison,)
3. the growth of population, rural to urban migration and growth of cities associated with the Industrial Revolution
4. the evolution of work and labor, including the demise of the slave trade and effect of immigration, mining and manufacturing, division of labor, and the union movement
5. the connections among natural resources, entrepreneurship, labor and capital in an industrial economy
6. the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism
7. the emergence of the Romantic impulse in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., Charles Dickens' novels) and the move away from Classicism in Europe

You will analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines, in terms of:

1. the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by search for national hegemony, Social Darwinism and the missionary impulse; material issues such as land, resources and technology
2. the location of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States
3. imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule
4. the independence struggles of the colonized regions of the world, including the role of leaders, such as Sun Yat-sen in China, and the role of ideology and religion

You will analyze the causes and course of the First World War, in terms of:

1. the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and in mobilizing civilian population in support of "total war"
2. the principal theaters of battle, major turning points and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate)
3. how the Russian Revolution and the entry of the United States affected the course and outcome of the war

4. the nature of the war, the human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort
5. human rights and genocide, including the Ottoman government's actions against Armenian citizens

You will analyze the effects of the First World War, in terms of:

1. the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of U.S. rejection of the League of Nations on world politics
2. the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East
3. the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians
4. the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway)

You will analyze the rise of totalitarian governments after World War I, in terms of:

1. the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag)
2. Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine)
3. the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union noting their common and dissimilar traits

You will analyze the causes and consequences of the Second World War, in terms of:

1. the German, Italian, and Japanese drives for empire in the 1930's, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939
2. the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II
3. the identification and location of the Allied and Axis powers; the major turning points of the war, the principal theaters of conflict, key strategic decisions; and the resulting war conferences and political resolutions with emphasis on the importance of geographic factors
4. the political, diplomatic and military leadership (e.g., biographies of Winston Churchill, Franklin Delano Roosevelt, Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower)
5. the Nazi policy of pursuing racial purity, especially against the European Jews, its transformation into the Final Solution and the Holocaust resulting in the murder of six million Jewish civilians
6. the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China, and Japan

You will analyze the international developments in the post-World War II world, in terms of:

1. the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recovery of Germany and Japan
2. the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile
3. the importance of the Truman Doctrine and Marshall Plan which established the pattern for the postwar American policy of supplying economic and military aid to prevent the spread of communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., Korean War, Vietnam War), Cuba, and Africa
4. the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising)
5. uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and their resurgence in the 1970's and 1980's as people in Soviet satellites sought freedom from Soviet control
6. how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, the significance and effects of the location and establishment of Israel on world affairs
7. the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics
8. the establishment and work of the United Nations, the Warsaw Pact, SEATO, and NATO, Organization American States and their purposes and functions

You will analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, or China, in terms of:

1. challenges in the region, including its geopolitical, cultural, military, and economic significance and the international relationships in which it is involved
2. the recent history of the region, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns
3. the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy

You will analyze the integration of countries into the world economy, and the information, technological and communications revolutions (e.g., television, satellites, computers)

Techniques and Teaching Strategies

Class studies will begin with a formal lecture lasting from one to two class sessions. A PowerPoint presentation will accompany the lecture, only as a way to convey important visual information. I rarely incorporate bullet points in my PowerPoints. I expect you to listen carefully and take note on these lectures and to ask me questions about anything you do not understand or need to have clarified. After each note taking session you must prepare the notes for formal submission on the day of the test. You will have to edit and supplement your notes in the manner that I will be showing you in the next few days.

If possible, preview and then read the chapter BEFORE I formally lecture on it so that you can make sense of what I talk about. My lectures do not simply repeat the textbook. Instead, they are intended to supplement the reading material. Only by doing the reading ahead of time and

then integrating the lecture material with you, can you gain a good understanding of the topics being presented.

You will be given at least one supplementary activity per chapter to work on. These lessons are designed to help you review the themes, people, and events from the chapter. Some lessons focus on specific topics and time frames. Other lessons focus on the skills needed to be successful in the examination. There are exercises that stress writing and critical thinking. There are lessons that contain activities to be completed by you individually or in groups.

You will assigned section readings from your textbook. Each reading is approximately 4 to 5 pages, depending upon the content. As you read, take notes as you would a lecture. You will also get a worksheet assignment to accompany that reading. You are asked to do the worksheets in full. To be honest, I don't spend much time reviewing your worksheets—I glance at them quickly to make sure you're on task. Worksheets are the easiest, almost most automatic grades that you'll get.

In my years of teaching history, I have discovered that good intentions are just that, intentions, and that many students did not do the assigned reading. Instead, they crammed the night before the test, forgetting almost everything they learned the moment they walked out of the classroom. I incorporated quizzes based on the night's reading to force my students to read and study the material conscientiously. An assigned quiz begins at the start of the class period and consists of ten oral questions that have been taken directly from the reading. As I give each question, you are to write down the answer. There is only one possible answer, although there might be variations on it. I will repeat each question twice, and then a final time. The quiz ends with a bonus question, which is designed to be much harder than the other questions.

You get a straightforward grade for your quizzes. At the end of the grading period, 25% of your lowest scored quizzes are dropped. However, the bonus points you earned, even for the dropped quizzes, are never lost and are incorporated into your grade at the end of the grading period. Some students find themselves with a boost of a letter grade!

There will be a review of the chapter material the day before the test. It is your responsibility to prepare for discussion before it begins. Work together by posing questions and follow-ups with one another. I will be taking participation points for every sincere attempt at an answer, so you don't have to be right every time. In fact, there are often no "right" answers to my questions. My goal here is to help you think critically and prepare you for higher level work, where the fun really is! I don't have much patience for people who are underprepared. I don't have much patience for students who waste time during a review either. I tend to go on tangents once in a while and expect YOU to herd me back when that happens (you don't gain much if you let me ramble on, no matter how much fun or how interesting it is). I will work hard to make sure that each and everyone one of you is included in participation. If you're shy or feel that you have nothing to say you won't do will here. No one will bite you, or laugh at you, or embarrass you. A sincere attempt at answering my questions is all that I ask for.

Discussion points are totaled and an average is derived from them. The average is denoted as a "B" for bookkeeping. If you have more points than the average you can even go beyond an "A" in participation. Conversely, if you have just one point or none at all, you are in the "D" and "F" range. Discussion points are cumulative.

Tests are given for every chapter or unit covered. They consist of between forty and fifty multiple choice questions and one formal essay. Tests are timed at 45 minutes. The multiple-choice part of the test will be returned to you the next day, the essays within a week. You will get about 15 minutes of class time to check your answers to make sure that I didn't make a mistake grading. You can't take the multiple-choice part of the tests home, of course, they will be kept on file for you or your parents to review at any convenient time, but you can keep your essays.

There may also be a few map tests. All tests are announced at least a week ahead of time.

I will post a detailed description of the week's work, due dates, and expectations at my student web site www.rosenworld.org. There you will find not only the schedule, but links to handouts, supplementary materials, and other websites. You are obliged to check this site at least once a day. It is updated at least once-a-week, at latest on the Sunday before the new week.

Quarter comps are treated very seriously in this class and are a considerable percentage of your grade. Each comp is divided into two sections of equal worth. The first is a multiple-choice test consisting of 100 questions. The second part consists of a formal essay.

I will email you any changes in the class schedule or other issues pertaining to the class. It is very important that you check your email in the evening or morning for the latest posts. It's also very important that you keep me up to date on your current email address. In the past I have had students who refused to give me their email under the false assumption that ignorance of an assignment is somehow allowable. It isn't. I'm assuming that all of you have daily access to a computer and the Internet. If I am mistaken you must let me know about this as soon as possible. I will make sure that you have copies of all material.



Model United Nations

Model United Nations (MUN) is a simulation of the real United Nations in which middle school, high school, and college students participate as delegates and officials. Thousands of students take part each year in hundreds of different conferences.

At a Model UN conference, you'll represent countries and play the roles ambassadors, diplomats, judges, and representatives in order to discuss and seek solutions to global issues. Model UN conferences tackle issues such as the environment, economic development, refugees, AIDS, conflict resolution, peace and security, human rights, food and hunger, globalization, and disarmament. During this process, participants learn about and work through negotiation and diplomacy.

Before attending conferences, you'll research the topics they will discuss and the countries you will represent. You also learn the rules of procedure and work on their public speaking skills. You then apply you acquired knowledge and skills when you attend conferences.

Most Model UN conferences give out awards to individual delegates or delegations in each committee and team awards to participating delegations and schools. Many delegates try their best to earn an award, while others do not care one bit about them. You don't need to win an award or even try to win one to have a fruitful Model UN experience. A real winning delegate is

one who successfully educates himself or herself and develops skills through participation in Model United Nations.

MUN will educate you in four broad categories. First, you'll learn core skills that you can apply to other parts of your lives: you learn to conduct research, build organizational, leadership, decision-making and problem-solving skills; you improve your command of English through reading, increasing vocabulary and formal use of spoken and written forms of the language; and you learn to speak in public, debate, negotiate, compromise, persuade, and listen.

Second, by discussing real world issues, you'll learn and think analytically about these issues as well as about international politics, the UN System, other international organizations, and these organizations' structures, goals, and roles in shaping international politics and global issues.

Third, by representing countries other than their own, you'll learn about other countries, their history, culture, geography, economics, national politics, viewpoints, policies, and concerns, and their relations with other nations.

Fourth, and most importantly, you'll learn to understand and appreciate differences, become better able to do away with your prejudices and biases, become more tolerant, learn dialogue, learn the value of compromise without jeopardizing your own interests, question your own beliefs and opinions, gain a broader perspective of looking at any issue, learn the value of consensus in decision-making, meet and interact with people from all sorts of backgrounds, make friends, appreciate diversity, and empathize with others.

In more than one way, Model UN prepares the you for life through the development of these skills and provides society with more knowledgeable, open-minded, and concerned individuals.

As freshmen you come into the MUN program through this 9th grade World History / Model United Nations class. In the first quarter MUN students learn about the United Nations and are introduced to the skills they are going to need to be successful such as speechwriting, resolution writing, and the basic structure of an MUN conference.

The first MUN experience most of you will have is the Cerritos High School conference. We go there because it's local, inexpensive, and held for the soul purpose of teaching freshmen about Model United Nations.¹

As the year continues, the emphasis of the class itself shifts to the academic history section, but MUN is always

You are obligated to go to two MUN conferences per semester, which is 10% of your semester grade. You can go to additional conferences as well for extra credit. You can also earn points for awards won at a conference. However, there is a 3% cap on extra credit. Anything beyond that 3% is lost.

There are plenty of opportunities for motivated freshmen to enjoy lots of MUN action. We usually go to Cerritos High (October), Tustin High (November), Mira Costa High (December), Edison High (January), Los Alamitos (February), Huntington Beach (April). We hold our own conference in May but that's good only for extra credit.

¹ We try to give a conference of just Whitney freshmen at the beginning of the year called the Prep Conference. However, in recent years we've not been able to hold it due to the early date that the Cerritos Conference is being held.

Most conferences are planned ahead for over a year, so in September we have a clear view of our schedule. Schools usually send out registration materials a few months before the conference begins and gives out the assignments a month or two before.

I will announce a new conference opportunity directly to you during class. You'll get about a week to decide if they're going and then officially sign up. When we get the from the host school, positions are assigned at first randomly. Then, as the year progresses and we have a better idea of your strengths and weaknesses, the assignments become more specific and molded to talent and ability.

Information, forms, and materials are made available via email and the Rosenworld web site.

Positions can only be changed at my discretion.

WHS students play fast and loose with deadlines here, but because of fees we have to pay and deadlines that we must adhere to with the host schools, we cannot allow that in MUN. Deadlines are sacred. There have been many students who procrastinated on things like turning in fees or parent permission slips who lost class credit or simply were not permitted to go the conference. Don't let that happen to you.

A fee is charged for each conference. It covers the school's individual and group delegation charges, lunches and transportation, if applicable. The WHS MUN does everything it can to keep costs at a minimum. Most novice one-day conferences will run from \$25 to \$30. We are aware that not all families can afford these fees. No delegate will be denied a place at a conference in order to meet their minimum obligations. We have in the past paid all delegate fees for needy students. We have subsidized fees as well.

If a student is in need all they have to do is contact the advisor and it will be handled discreetly. No one need know—and in fact it's nobody's business. Be advised that these subsidies are for families in need and are subject to verification. If you can afford a new home at Shadow Park or a Mercedes, you can afford to pay for an MUN conference.

We have a great need for parents to help the MUN program during the school year, especially in May. Parents will be asked to help us out during the school year as chaperones and helpers. They get to ride on the school bus and get to know some very interesting kids and lend a hand when most needed. It's also a wonderful way to find out how MUN works.

Whitney holds its own MUN conference in May. It is a popular specialized committee conference. This will be the 10th year we've held this event. All MUN students participate as well as a large number of parents. Independent study students run the conference while freshmen participate as delegates. Parents help out by bringing in food for the advisors, monitoring the halls and classrooms, helping with the lunch set up, and setting up the opening and closing ceremonies.

The WHS MUN conference is unique in that we're the only conference in the United States that concentrates on specialized and experimental committees. Included are specialized committees that you often see at conferences such as Security Councils, Crisis Committees, ICC, and ICJ. Our experimental committees have included Jedi Council, the Rise of Robespierre, Harry Potter, a Constitutional Convention, Mafia, FBI, and Roman Senate.

have learned that 99% of the time, the concern is the letter grade, not the learning or skill behind it.

You can email me about your problem, but don't assume it will get past my spam filter. TALK TO ME IN PERSON. Please do not have your parents contact me until you have spoken to me first. This is simply common courtesy.

I will only consider reviewing subjective material if there is an obvious mistake in the grading. It is my experience that most essays that are reviewed get a LOWER score because I usually discover flaws in his original assessment.

You have two school weeks (10 working days) to submit material for subjective review.

It is your responsibility to keep records of your scores, especially your test scores, so that you can make sure my records on ABI are accurate. The longer you wait to alert me, the greater the chance that the error will remain with your grade.

You will have TWO WEEKS once a grade is posted on ABI to challenge it. There is no time limit to point out simple errors in reporting, omitted score, etc. Don't wait for the end of the semester, however, to report it.

WHAT YOU WILL BE DOING

Why Historians Argue All the Time—And why YOU will be, too, this year

This school year, all school year, each of you will be an historian. I know that most of you don't plan to major in history in college. You may never take another history class outside of the state mandated ones in high school and college. Still, your job in this class is to be an historian and, as such, you will learn to read, write, talk, and think like an historian. It won't hurt. It may even be more fun than you expect. My goal is not to turn you all into history buffs (although that might happen as it has before with other students), rather, it is to expose you to a way of thinking, a way of understanding the past, and of analyzing and interpreting the materials you read to form your own conclusions. In other words, you will be doing all the things that professional historians do all the time.

But what exactly is it that historians do? Mostly, they love to argue, to debate, to disagree with other historians. Historians love a good fight. I don't mean fistfights, I mean they love to argue with each other over their different interpretations of the past. They love to disagree. History, in short, is about interpretation. Historians do just what you will be doing this school year—read documents, letters, and essays and try to figure out what they mean. Because no two historians read and interpret the evidence of the past in the same way, no two historians have the same views of, say, what caused the Thirty Years' War or whether Napoleon was a hero or a villain. And these different interpretations, pitted against each other, lead to the arguments that historians have with each other about the past.

In short, historians exist in a culture of argument. This year, you will live in the culture of argument, too. You will learn to identify conflicting arguments in the writings of other historians. Better still, you will be developing a series of arguments of your own based on your readings of the evidence. And you will be arguing with me and your classmates as well as the historians who wrote the books we use. You will learn to begin sentences and paragraphs with the phrases of the argument culture: "I think," "I assert," "My view is," "My contention is - _____."

The "So What?" Question; or "WGAD"

The first question we should all ask of any section or chapter or essay or article we read is "so what?" Another, less delicate way to phrase it is WGAD—"Who gives a darn?" (okay, you know I mean a stronger word than "darn" here, but I'll be darned if I put such language in writing!) These are the first things we should ask of lectures—including and especially my

lectures in this class. In fact, any student in this class may stop me and raise the “so what?” question. I won’t be offended, unless you’re only doing it to waste time rather than honestly learn. I will pause and briefly explain the significance of whatever it is I am talking about and its relationship to the larger themes of the day, the week, and the school year. You need to see the relationship of the material we are learning to the main themes of the course and if I can’t explain it clearly, I can’t very well expect you to know it.

General Class Rules

This class will be fun (no, really, it will be). You will learn to think like an historian, asking questions, looking at things in new ways, considering evidence, debating interpretations, and, in short, you will become a critical thinker, a skill you will take with you throughout your life. It will be a school year filled with discovery, discussion, and interaction. This will be fun—I keep saying that—BUT it will also require a classroom setting which is orderly, disciplined, and focused. To help us stay on track and to let you know what I expect of you as students I offer the following pieces of advice to which you are STRONGLY urged to pay close attention.

- It is impossible to do well in this class if you don’t do the readings. The same is true of the lectures. The exams will be comprised a great deal of material from both, and knowing only one or the other is a sure way to fail. If for some reason, you fall behind in your reading, catch up quickly. If you miss a lecture, get the notes from a friend and check with me if you are unsure of anything. ***You and you alone are responsible for any lecture material as well as assignments made in class if you miss class.***
- Seating: I am pretty liberal when it comes to seating. By the start of the second week I’ll have a seating chart based upon where you want to sit. I think you should have that right. I usually don’t change seating once it’s been finalized to the end of the year. However, if where you’re sitting or whom you’re sitting next to in anyway keeps me from teaching my class in the way I see fit, I will move you faster than you can say “Please Mr. Rosenberg, please don’t move me!” If I feel it necessary to exile you to an isolated and forlorn place in the classroom, I will! You have the right to request a change of seating.
- About cheating. Whitney High School has a culture of cheating. You know it and I know it, so let’s not pretend it doesn’t exist. Anyone caught cheating or plagiarizing in any form and found guilty will not receive a grade for the assignment or test. You will be reported to the administration for further disciplinary action which may include detention, transfer from the class, or expulsion from Whitney High School depending on past infractions. I am not sympathetic to your plight, or that a mar on your academic record will screw up your chance to go to a dream university; I don’t care if your parents come to school in tears—cheating is cheating, there are no two ways about it. How would you like to be operated on by a physician who cheated their way through medical school? Save yourself the fear, the agony, and the frustration. ***Don’t do it.*** Feel free to report any suspected cheating. While I cannot accept an anonymous solicitation, your identity will be kept secret and confidential. Many of you are just as angry as I am at the cheaters who cheapen your hard-earned efforts. It’s much more satisfying to take action than to sit back and let unethical people win. By the way, in the real world, there is no “code of silence” or “code of honor”. That’s a concept made up by cheaters to help them get away with even more cheating.
- Do not talk while I am talking in class. Do not talk while your classmates are speaking aloud in class. I expect mature courtesy from you. Appropriate questions, comments, etc. are more than welcome. Immature behavior takes away from the class and will not be tolerated for long. Politeness and common courtesy are very important here. No name calling, making fun of others, etc. will be tolerated.
- You must complete ALL assignments in this class. I do not accept late work except for legitimate absences.

- Bring fresh, clean sheets of paper, pens and sharpened pencils with erasers. You usually don't need to bring in the textbook to class unless specifically asked. Some students Xerox chapter pages and bring them to school.
- The class will begin and will be dismissed based on my watch or the wall clock (whichever is more correct in his eyes), not yours. There may be days where I will have to keep the class in an extra few minutes. Make sure that all papers, trash, etc. are thrown out as you leave.
- Using the restroom or going to your locker is a privilege. If you misuse this privilege (staying out a long time, going a few times in a month, etc.) you can lose it. Only one person out of the room at a time is permitted. The signal for using the restroom is raising your arms in the air and crossing them.
- You may borrow a pen or pencil before class begins from me so long as it doesn't become a bad habit and you return it once you're done.
- When you do bring your textbook to class, it must be covered. Check it for writing and marks at the start of the year so that when you return it at the end of the year you won't be blamed for it. Put your name in the book; you might be charged for losing it if someone steals your book and is using it. Any books which are left in the classroom by mistake can be found at the front board.
- Occasional tardies will not affect your grade at all. It is only chronic problems that will see effects. Be seated and ready for work when the room clock reads the starting time. You are tardy if the door to the class is shut and you're outside. You are tardy if, by my watch, the class has begun. If you come in tardy you must say something to me acknowledging it. If not, your noted absence will not be changed to a tardy and you'll have to go through all the pain to get it squared away.
- There will be times when you will be working together, when talking amongst yourselves will not only be allowed but encouraged. You must, however, come to a complete silence when I call the class for attention.
- I encourage collaborate work in my classes. Lecture notes should be shared and corrected before turning them in for credit. You should create study groups, share resources on-line, record lectures, etc. However, each of you is expected to pull his or her own weight. Share lecture notes by all means, but don't not take notes and expect your friends to do the work for you.
- In this era of loosened standards it is easy to forget that you are in a public school and that people around you might find certain language and images discussed as disturbing. English is a very expressive language and there is no need to use any curse words in class, even the most mild words. I will not tolerate inappropriate language or descriptions in his class from students. When you have fully mastered the English tongue and earned a Ph.D. from a major university you may curse all you want. You are warned, however, that certain video documentaries or films might contain language I would not allowed spoken by students in my class. Certain terms that are historically accurate for their time but not for ours might also be used. Please contact SiR beforehand if there is a problem with this.
- Please do not write on any the boards.
- I have a severe allergy to many sort of perfume. Grooming, application of make-up, perfume, hair spray, etc. is not allowed in this class. Continued violation of this room will be considered as defiant harassment and can lead to severe disciplinary action.
- No drinking or eating of food by students except on special occasions and only with permission.. No club selling is allowed except on special occasions. Eating and drinking in the class is allowed if you're over twenty-one years of age.

- I am going to take a chance this year and allow gum chewing, hard mints, etc. in class this year AS LONG AS THIS PRIVILEGE ISN'T ABUSED. That is to say, after the first instance of gum left on someone's desk, etc. the privilege will be suspended. Since I'm allowing you to chew gum there is no need to hide it and definitely no need to hide it as you toss it away. Just cover it up in paper like a civilized person and toss it out.
- No late work is permitted in the class except for a legitimate absence. The student will have as many days as they were absent (up to five) to turn in their work without penalty. Late work must be turned in directly to me.
- If I'm not on campus when late work is due, you must get it time stamped at the front office and have it deposited into my mailbox. No other arrangement is acceptable.
- If you are tardy and material already has been turned in, I will accept it on a case-by-case basis. Legitimate tardies (such as visiting with a counselor) are usually no problems.
- "Lame" excuses for missing work will not be tolerated ("The dog ate my homework" sort of thing.). Computer problems are being blamed now for a lot of problems ("My hard drive crashed", "my printer didn't work" etc.) Always make backup copies of your disks. Always make hard copies, even of unfinished work—just in case. I don't care how sad your story is, or how your grade depends on getting the work in on time, etc. I will just look at you and will say "darn". That's about as much sympathy as you'll get.
- Cell phones, ipads, ipods, personal computers, etc. are to be put away and not be used during normal class time. If a cell phone goes off in class, simply turn it off and leave it be. Chronic problems will result in confiscation of your electronic device.
- You are permitted to tape lectures, if you'd like, so long as you don't distribute them for money or put them on-line without my permission. Most people put their recording devices on the podium before the talk begins.
- No electronic devices at all may be used during a test or quiz. Any inappropriate electronic device used during a test will result in a "zero" and you will be referred for cheating (see above). You may listen to ipods during class only during designated study or work time, and only if it does not interfere with your work.
- All tests and quizzes are assigned in advanced, except for very rare pop quizzes. They are subject to cancellation or change of date. To help cut down on cheating during tests and quizzes we move into "Test Mode" where no nonsense is tolerated. You cannot talk or communicate with anyone except for me until EVERYONE has finished. There is no looking through your books or notes to make sure you were correct, etc. Failure to adhere to the "test mode" will result in quick action, including loss of some or all of your test grade with no argument.
- If you miss a test you must talk to me on the day you come back to schedule a written and much more difficult make-up test. **IT IS YOUR RESPONSIBILITY TO ARRANGE A MAKE-UP TEST.**
- Quizzes CANNOT be made up. One quarter of your quizzes are normally dropped.
- Whenever I am absent I try to give all classes a "heads up" by emailing you as soon as I can about it. Please work with the substitute and allow him or her to do the job I've assigned. Don't manipulate them into tangents to keep from doing the work assigned.
- I keep an email list for all classes. If your email changes during the year, please let me know by email as soon as you can. Please check your email at least once a day in the late evening, as I might update some information to you.

- Please do not try to add or “friend” me on any social networking sites. You can do so once you graduate.
- I have a web site that I update weekly at www.rosenworld.org. It is of utmost importance that you check it at least every Sunday evening for a full and detailed schedule of work for the upcoming week. The site includes worksheets, handouts, study guide, forms, links, and videos that you can download and watch at your convenience. But you must use it. If you don't you are missing an important part of the class. If you don't have easy access to the Internet, please contact me and I will make sure that you get the material you need for each class and lesson.
- You can contact me in person in the mornings from 7:30 to 7:50 for information or quick clarifications. An appointment needs to be made for any other time, in advance. You or parents can contact me by telephone at 562-926-5566 x22361, or by email at esore@esore.org. Note, however, that because of my aggressive spam filtering, not all emails get through. Always make sure you have a specific subject line, and identify yourself completely, including that class and period you take the class. Write clearly and in complete sentences. I will get to you as soon as he can. I will not see any parents without an appointment.
- I reserve the right to make any changes or additions to the syllabus and assignments as I see fit during the year.
- Finally, if you have any questions about anything during the school year, ASK ME. If you are uncertain whether you should talk to me about something, it is probably better to be safe and ask. If something comes up during the school year that may affect your class performance, you should tell me immediately. I am ALWAYS willing to help you and it is far better to ask me than to be in the dark. So, if you're confused or have a question—stop by, call, leave a message, or email me. I want to help you.



TEXTBOOK & SUPPLEMENTARY MATERIAL

Beck, Roger B. Modern World History, Patterns of Interaction. McDougal Littell, Chicago, 2006. We have been using this textbook for a number of years. It handles the subject matter in a good, general way, but is more of a glorified outline than a proper history text. Its pages gives the substance of the past, but not too much flavor. Nevertheless, it is a good tool for your level, and one that you will get to know well.

I was a consultant in the edition before this one, so a little of my influence may have snuck through. We have a class set of these books in my room. You can check out my name in them.

Supplementary materials include PBS and the different History Channels on cable offer documentaries that sometimes have to do with world history. Nowadays, however, they seem to play nothing but World War II battle films and biblical or space monster specials. I have an

extensive library of documentaries that I will offer on line for a limited time to download and watch.

There are also some very good video series that you can access for free over the Internet are excellent introductions to many of the ideas, themes, and concepts that are covered in the reading in more detail. Here are three that are very helpful.

- The Western Tradition. <http://www.learner.org/resources/series58.html>
- Art of the Western World. <http://www.learner.org/resources/series1.html>
- Bridging World History. <http://www.learner.org/resources/series1.html>

Specific web sites are just too numerous to list. A good search on Google is all you need.

For the Model United Nations section of the class, there are a few books that will help to supplement your studies. These books are not formally assigned and you can do without them in class and still be successful, but having them is a great help.

Arieff, Irwin (editor). A Global Agenda: Issues Before the United Nations 2011-2012. United Nations Publications, New York, 2011.

This is an excellent yearly publication from the United Nations that is an essential academic and policy guide for diplomats, academics and students as well as curious individuals seeking in-depth information about the issues facing the UN. It tackles global instability, recent peacekeeping trends, the international debate over the effectiveness of development and humanitarian aid, climate change, the new UN Human Rights Council, the evolution of the International Criminal Court and UN reform.

Fisher, Roger and Ury, William. Getting to Yes: Negotiating Agreement Without Giving In. Penguin Books, New York, 2011.

This book is an excellent guide to teach you about all levels of negotiation and conflict resolution. By teaching you how to disentangle the people from the problem, it will help you to work with and control the dialogue at an MUN conference. Most importantly, it will help you to disarm so-called “hard-ball” delegates and give you that award-winning edge. I have a lecture in class that I use which is a summary of this book, so you’ll be learning what is in it without having to get a copy, but many of you would like to have one to read.

Turunc, Kerem. The Winning Delegate: An Insider’s Guide to Model United Nations., iUniverse, inc., New York, 2009.

This is an excellent guide to MUN, with chapters on how to prepare for a conference, the rules of procedure, committee work and strategies, resolution writing etc. Aimed at college-level delegates, it nevertheless is an excellent guide.

One of our goals this year is the creation of a MUN library and research materials. We already subscribe to a number of magazines and journals which can help you a great deal in your research. You can check out these magazines at any time. Among the periodicals we subscribe to are:

- The Economist
- Time
- Newsweek
- The Nation
- The New Yorker
- The Atlantic
- Foreign Affairs
- Foreign Policy
- Current History
- Scientific American
- The New York Review of Books
- The London Review of Books