**The West from the End of the Middle Ages to the Present Day**

Western Civilization II will give students an overview of Western history from 1400 A.D. to the present. The class will discuss wars, political changes, and economic revolutions such as World War II, the rise of the nation-state, and the decline of the feudal system. The class will read about religious developments and philosophers, such as the spread of monasteries and Nietzsche. The class will look into scientific developments and technology such as the discovery of DNA and the printing press. The class will explore economic philosophies and the writings of Adam Smith, Karl Marx and others. The class will also experience writers, artists, musicians, and playwrights such as Charles Dickens, Michelangelo, Mozart, and Shakespeare.

**Required Materials – acquire before Monday, August 4 and bring to class EVERY DAY until Thursday, May 14:**

* 1.5” 3-ring binder to be used only for this class (write your name in permanent marker on the inside front cover)
* Lined paper (have plenty with you at all times)
* Pens and/or pencils (have plenty with you at all times; a red pen is required)
* Jacques Barzun’s *From Dawn to Decadence, 1500 to the Present: 500 Years of Western Cultural Life*
* *Aspects of Western Civilization*, Volume II

**General Expectations:**

* Keep your teacher happy!
* You can do hard things!
* Make smart choices ☺
* Act in a trustworthy manner
* Respect others
* Quickly and willingly obey directions

**Specific Rules:**

* Following all instructions = Learning + FUN!
* Students get the privilege of learning, teachers get the privilege of guarding the students’ privilege
* Display a good attitude all of the time
* How to enter this classroom:
	+ Arrive on time
	+ Be silent
	+ Bring all learning materials to your desk
	+ Hang your backpack on a hook
	+ Put your homework in the basket
	+ Work on your bellwork
* Accept your seating arrangement
* Stay at your desk
* Ask relevant questions
* Raise hands during non-bellwork class time
* Only one conversation at a time
* Remain on-task
* Go to the nurse on your own time
* Use your two bathroom passes wisely
* Leave desks as they are
* Cheerfully accept the room environment
* Leave teacher belongings alone
* Finish in-class work on time and remain silent if done early
* Remain attentive until the teacher has verbally dismissed you and remain silent until in the hall

**Grading:**

30% Participation

1) Fulfill all General Expectations on a regular basis

2) Follow all Specific Rules on a regular basis

3) Turn in all assignments

4) Work hard, learn eagerly, act engaged, take notes continually

5) Actively participate in class and contribute verbally to discussions

20% Testing

 1 final exam per quarter

 1 binder check per quarter

 Monday quizzes

20% Take-Home Assignments

 1 essay per presentation

 1 powerpoint per presentation

 Final essay

 History Conference

30% in-class assignments

 Friday timelines

 Primary Document annotation

 Written analyses of Primary Document

 Socratic discussion

 Questions during student presentations

 Movie-viewing

**Binder**

Every student must have with them at all times, and hand in for a grade at the beginning of each test, a 1.5-inch 3-ring binder in which they keep all handouts, bellwork, notes, graded assignments, study guides, graded tests, and graded in-class work. Everything in the binder must be organized in the order in which the student received the material or did the work. The first item in the binder must be this syllabus. Even all bellwork, notes, handouts, etc. from days on which you were absent will be required to be in the binder and in order by date.

**In case of absence from class:**

*Take-home assignments:* Must be handed in prior to your absence or the day you return.

*In-class assignments:* 1) The student must communicate with fellow students and create a list of the handouts or announcements they missed and request these specifically from the teacher.

 2) The student must borrow notes from fellow students and copy them into their binder.

 3) The student must talk with the teacher outside of class time to schedule a time to make up missed in-class work.

*For long-term assignments:* If a due date was given in writing at least two weeks before the due date, such as in a syllabus, on a handout, or posted on the white board, the assignment must reach the teacher by the due date, whether or not the student was absent on that day. Utilize email and other means to make arrangements with the teacher for how the long-term assignment will be handed in on time.

**Emailing assignments:**

Emailed assignments will be accepted only if the assignment reaches the teacher by 6:30am the day it is due and the student comes to class with a handwritten and signed note from a parent or guardian identifying one of the situations below:

 *Broken printer at home* (this will be accepted as an excuse only twice in a row)

 *Absence from class* (the parent note can be handed in when the student returns to school)

Otherwise, every assignment must be placed in the homework basket at the back of the room.

**Formatting assignments:**

In order to be accepted, every assignment must follow the BFHS Format and Style Guide.

**Regular Week Schedule:**

**Monday**

Quiz on weekend Barzun reading

PPT intro to the Barzun chapter’s time period

 *= Assessment: binder check will show presentation notes*

**Tuesday**

Discussion of Barzun chapter visa-vis Friday’s timeline and Monday’s PPT

 *= Assessment: binder check will show lecture/discussion notes*

**Block Day**

Annotation of Primary Document

Written analysis of Primary Document

Socratic Discussion of Primary Document

 *= Assessment: hand in annotated document and written analysis, binder check will show discussion notes*

**Friday**

Timelining/Understanding of Context of the coming weekend reading using various 1500-present textbooks (Miss Buccola’s personal collection)

 *= Assessment: hold up timeline in notes, binder check will show activity notes*

 *= Homework: read the next chapter of Barzun*

**Testing:**

*You may fill one 3 x 5 index card and use it on the test; in addition, you will be allowed the use of your binder for the last 5 minutes of the testing period to check dates, spelling, etc.*

* Maps
* Summary of a time period according to Barzun and agreement or disagreement with and why
* Annotation of a primary document
* Written analysis of the primary document

**Student Presentations:**

* Fill up, but do not exceed, the time allotted to you
* Present the class with a powerpoint (that may or may not take the entire time)
* Hand in on the day of presentation an essay laying out and defending your ideas
* You may choose to write and present on an idea, the history of an idea, the history of thought about a person or event, different contemporary views of an event, the biography of an important person, the influence of an invention, a book review, the history of your favorite subject, analysis and agreement or disagreement with Barzun’s opinions, etc.
* Your classmates and Miss Buccola will be filling out grading rubrics while you present
* You must be well-versed enough in your material to be able to answer any question or challenge presented to you by your classmates and Miss Buccola

**Deadlines: Reading, Projects, and Tests**

**Quarter 1 – From Luther’s Ninety-Five Theses to Boyle’s Invisible College, 1517-1650s**

Due Monday, August 11: The West Torn Apart and The New Life

Due Monday, August 18: The Good Letters

Due Monday, August 25: The “Artist” is Born

Due Tuesday, September 2: The View from Madrid Around 1540

Due Monday, September 8: The Eutopians

Due Monday, September 15: Epic & Comic, Lyric & Music, Critic & Public

Due Monday, September 22: The View from Venice Around 1650

Due Monday, September 29: The Invisible College

Friday, October 3: Quarter 1 Final Exam

**Quarter 2 – From the Bog and Sand of Versailles to the Tennis Court, 1650s-1789**

Due Tuesday, October 14: The Monarchs’ Revolution / a timeline of everything mentioned in that chapter

Due Monday, October 20: Puritans as Democrats

Due Monday, October 27: The Reign of Etiquette

Due Monday, November 3: The View from London Around 1715

Due Monday, November 10: The Opulent Eye

Due Monday, November 17: The Encyclopedic Century

*Monday, November 24 – Wednesday, November 26: Student Presentations*

 *Groups of 3 will present and defend their ideas for 15 minutes*

 *Topic: The Religious Revolution of the Renaissance and Reformation*

Due Monday, December 1: The View from Weimar Around 1790

Due Monday, December 8: The Forgotten Troop

*Friday, December 12 – Tuesday, December 16: Student Presentations*

 *Groups of 3 will present and defend their ideas for 20 minutes*

 *Topic: The Monarchical Revolution of Absolutism and the Enlightenment*

Wednesday or Thursday, December 17 or 18: Quarter 2 Final Exam

**Quarter 3 – From Faust, Part I, to “Nude Descending a Staircase No. 2,” 1789-1914**

Due Tuesday, January 6: The Work of Mind-and-Heart / a timeline of everything in that chapter

Due Monday, January 12: The View from Paris Around 1830

Due Tuesday, January 20: The Mother of Parliaments

Due Monday, January 26: Things Ride Mankind

Due Monday, February 2: The View from Chicago Around 1895

Due Monday, February 9: A Summit of Energies

Due Tuesday, February 17: The Cubist Decade

*Friday, February 20 – Wednesday, March 4: Student Presentations*

 *Individuals will present and defend their ideas for 10-12 minutes*

 *Topic: The Liberal Revolution of the French Revolution and the Industrial Revolutions*

Friday, March 6: Quarter 3 Final Exam

**Quarter 4 – From “The Great Illusion” to “Western Civ Has Got to Go,” 1914-2001**

Due Tuesday, March 17: The Great Illusion / a timeline of everything in that chapter

Due Monday, March 23: The Artist Prophet and Jester

*Monday, March 30 – Wednesday, April 1: Student Presentations*

 *Individuals will present and defend their ideas for 5-6 minutes*

 *Topic: practice for History Conferences*

Due Monday, April 6: Embracing the Absurd

Due Monday, April 13: Demotic Life and Times

*Friday, April 17 – Monday, May 11: Student Presentations*

 *Individuals will present and defend their ideas for 35 minutes*

 *Topic: The Social Revolution of the Russian Revolution and Post-Modernism*

Due Friday, April 17: Final Essay

*Thursday, April 23, Monday, April 27, and Thursday, April 30: History Conferences*

 *Individuals will present and defend their ideas at tables*

 *Topic: Your choice from the entire year*

Tuesday or Wednesday, May 12 or 13: Quarter 4 Final Exam

**History Conference**

At the end of the year, every 10th grade student will participate in a history conference: a formal evening with families in attendance at which each student will present the culmination of their work in history for their 10th grade year. This is a required assignment worth a large amount of points, therefore, you and your family will have three nights from which to choose. Students will have handed in their final history essay on April 17th; this is the work which they will present at the conference. Every student will have a table which they may fill with posters, artifacts, books, videos, powerpoints, copies of their final essay, pamphlets, music, food, etc. Parents and Miss Buccola (with a grading rubric) will walk around listening to each student’s presentation of their research and writing and explanation of the items at their table. After 45 minutes or so, attendees will gather and be seated and Miss Buccola will present three awards for the evening: best table, best research, and most original historical work. The three winners will then have five minutes each to present their work to the entire audience. Dress is either formal or period costume.

**Communication and Student Progress:**

* Communicate with the teacher “early and often,” about all manner of concerns. Whether academic or personal, questions and problems should be addressed ASAP. If you do not communicate, I cannot help you learn. Contact me before and after class, and via email: jbuccola@bfcsmail.com
* Homework assignments and a plethora of other immensely helpful things will be continually updated at [www.bfhsbuccola.weebly.com](http://www.bfhsbuccola.weebly.com) Visit this site often.
* Talk to the front office for information about FamilyLink, at which site you can check your grades.

Disclaimer: The teacher reserves the right to change necessary parts of this syllabus at any time.