

Honors Choices in the Global Perspective ~ Semester One 2021

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* instructor reserves the right to enforce or create other policies not expressly mentioned on this overview

THIS IS NOT JUST ANOTHER CLASS, BUT A *CHOICE*.

Course Overview/Objective:

Choices in the Global Perspective is a comprehensive, semester HONORS level course designed to engage and prompt students to address and respond to both current and historical international issues. The class is rooted in the Choices Program, based out of the *History Dept. at Brown University*, Providence, Rhode Island, to prepare students to address these issues through various, diverse formats of civic engagement. The class will survey international challenges to human rights, highlight major example/case studies of relationships with regard to American foreign relations, and address social, economic, and political realities of globalization.

Students participating in this course should be prepared to be challenged daily. The course heavily relies on student preparedness. Students should be prepared to stay up-to-date with ALL course readings and assignments. All media, specifically Chromebook and internet devices, are expected to be utilized daily. Since the course is predicated on deliberative dialogue, students should be prepared to LISTEN and PRESENT to whole class at ALL times. Students should be able to successfully work in collaborative settings, such as pairs and groups. There will be daily and long-range assignments. Many of these assignments will be based in research and conclude in both oral presentation and longer writing exercises. Units are designed to create a more enlightened awareness of student self and both the global and local communities through critical thinking skills. These critical thinking skills will hopefully result in a more knowledgeable, productive, and conscious, mindful citizen. In addition to a .5 social studies credit, students can utilize class as part of their *International Studies* pathway.

Common Core Reading Standards: RH.11-12.1, RH.11-12.2, RH.11-12.3, RH.11-12.6, RH.11-12.7, RH.11-12.9

Common Core Writing Standards: W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.7, W.11-12.8, W.11-12.9

Grade Span Expectations – Civics: C&G 1, 3, 4, 5

Grade Span Expectations – Historical Perspective: HP 1, 2, 3, 4, 5

Grade Span Expectations – Geography: G 1, 2, 3, 4

Grade Span Expectations – Economics: E 1, 2, 3

By the end of this course, students should be able to:

- Identify, understand, and articulate multiple perspectives
- Research and apply research towards a more enlightened perspective/thought
- Craft group-oriented role plays showcasing learned material
- Create well-developed, articulated informational and argument writing perspectives
- Create well-developed, articulated informational and argument oral presentations

Course Syllabus:

1. Introduction to Choices

- Historical Memory
 - Recent controversies ☐ Historical revisionism, CRT
 - *Confederate Monuments* Editorial Analysis
- Values Card Activity
 - Oral/Written Defense
 - Written Critiques of other student values

2. Competing Visions of Human Rights: Questions for U.S. Policy

- *A Brief History of Human Rights*
- *Human Rights in Practice*
 - Current Challenges
 - Review/Comparison of *South African* and *Brazilian Constitutions*
 - Review of *Human Rights Treaties Proposed/Ratified by U.S.*
- Human Rights - Social Movements
 - EX: *Puerto Rico, Egypt, Chile, Hong Kong, Hawaii*
 - Different Forms of Protest Arts Analysis
- Case Studies

- Options Role Play
- Options Individual Essay

3. The Middle East: Questions for U.S. Policy

- *A Brief History of the Foundations of the Middle East*
- *The Modern Middle East*
- **Diplomatic Guide Project: Arab World in Full view from Arabian Peninsula to North Africa**
 - Research
 - **Visual Presentation**
 - **Oral Presentation**
- *U.S. Policy in the Middle East During and After Cold War*
- **The Partition Plan Activity**
- **Middle East Test**
- Jerusalem: International City? Image Analysis
- Recent Developments
- **Options Role Play**
- **Options Individual Essay**

4. Colonization and Independence in Africa

- Historical Inquiry Engagement: Hotel Rwanda
 - Research
 - Fact versus Fiction
- *Africa and the Imposition of Colonialism*
- **DBQ Project: What was the driving force behind imperialism in Africa?**
 - Document Analysis
 - **Essay**
- *African Resistance Grows*
- **The Man and the Elephant Reenactment Activity**
- **Case Studies**

5. China on the World Stage: Weighing the U.S. Response

- **Current U.S.-China Relations Poll/Survey Data Analysis**
- *A History of U.S.-China Relations*
- *China's Transformation*
- China's Expanding Economic Power and Influence
 - Trade Growth Analysis
 - Ex: Africa, South America
- Artificial Intelligence: The Future of China and the World
 - Kai-Fu Lee Analysis
 - Impact on World Economy
 - Privacy Issues
- *Cross-Strait Relations: U.S.-China-Taiwan*
- Human Rights Stories
 - Ai Wei Wei Analysis
 - Research
 - **Oral Presentation**
- **Options Role Play**

**Italicized = Required Course Readings*

****Bold = Major Summative Assessments**

*****Instructor reserves the right to change/modify syllabus**

Course Grading:

Summative Assessments □ Examples: “Future” Role Plays / Personal Option Essays / Projects, Test, Random Check Quizzes
75%

Formative Assessments □ Examples: Listening - Response Assignments, Daily Classwork, Research Assignments, Reflections, Critiques, Hand Written Notes, Task Completion and Preparation*
25%

Class Procedures/Expectations:

Students must...

- be PREPARED for class.
- participate in a responsible, respectful, and mature manner.*
- CHROMEBOOK is essential.
- follow the *Google Classroom* and work/assignment dates.
- WORK. NO EXCUSES!!! THIS IS AN HONORS LEVEL CLASS!!!

Required Text

- Access to Online Text Readings will be provided via Google Classroom.
- All Online Text Readings will be published in advance to allow students to prepare.
- It is the RESPONSIBILITY of the student to stay up-to-date on all assigned Online Text Readings.
- All Online Text Readings will require HAND WRITTEN NOTES. HAND WRITTEN NOTES should be photographed and submitted via Google Classroom assignment prior to the due date.

Late projects/papers

- Students are expected to turn work in on time. Late projects/papers will receive a 10 point penalty for each day that work is late per NSHS Student Handbook.

Attendance

- Tardiness is not acceptable.
- Absent students are responsible for making up missed work. Guidelines are stipulated in the NSHS Student Handbook.

Plagiarism

- It is expected that students adhere to the “Honesty and Integrity Policy” located in the NSHS Student Handbook. Students considered to have plagiarized will receive a zero and may face further disciplinary action per the above policy.