

Facing History and Ourselves Course Syllabus

Ms. Stevenson
mstevenson@winthrop.k12.ma.us

Course Description- In this class, students examine how the reliance on stereotypes, gossip, rumor, and fear led to the Holocaust and other extreme forms of racism.

Course Materials- Students should show up to class everyday with a their school assigned Chromebook **charged** and ready to participate. I would also recommend having a writing utensil, notebook, and folder.

Classwork Policies

Absent- If you are absent, it is your responsibility to ask about missing work. You all have my email and can contact me while you are home and I can send you the work digitally (Google Classroom, email, etc). Otherwise, you will need to come find me during my office hours to get missed work. According to the Winthrop High School Handbook, students must not miss more than three (3) classes a term.

Make-up- Students may not make up homework grades. Students will have equal amount of time to turn in work as days missed (ie- if you miss two days, you have two days to turn in work). All make up work must be turned in by the end of unit test, or it will be marked as a zero (0).

Retakes- All assessments scoring a 69% will be flagged for a retake opportunity. Parents must sign a slip for all make up assessments.

Grading- The classroom grades will be divided into two categories: Work Habits and Achievement. Achievement grades are worth more than Work Habit grades, but there will be **more** work habits grades. This means you can easily 11111pass the class by doing the work (which will in turn help you know the material better and pass your achievement assignments).

Work Habits	Achievement
Writing (15 points) Reading (15 points) Homework (10 points) Exit tickets (5 points)	Tests (100 Points) Essays (75 points) Projects (100 points) Quizzes (25 points)

Assignments will be due either as a **hard copy** at the beginning of class or **digitally** (Google Classroom, email, etc) by the beginning of class.

Plagiarism- Cheating on tests, assignments, and homework or engaging in plagiarism is a serious violation and may result in zero credit for the assignment, parental contact, and discipline. Plagiarism is the use of someone else's words, key phrases, or ideas without giving proper credit. This includes paraphrasing a source without giving due credit. Plagiarism is a serious breach of academic integrity and any assignment containing plagiarism will not be accepted. If caught, the assignment will receive zero credit. A second offense will result in a meeting with parents.

Classroom Policies

As a teacher at Winthrop High School, I support the policies in the school handbook. All school rules will be followed in my classroom. This includes school dress codes, ID policies, and codes of conduct. If you are unfamiliar with any school policies, you should review the school handbook.

Cell Phones- Phones should be off and away during class. Students will get a verbal warning to put the cell phone away, any subsequent reminders of the cell phone policy, the student will turn in their cell phone for the remainder of class to the front of the room. Headphones are not allowed in my class. It is rude to both me, the teacher, and your fellow students to ignore those who are speaking.

Classroom Conduct- The Golden Rule is **Treat others as you wish to be treated**. In my classroom, I do not tolerate bullying and harassment. Learning should be fun, and when people bully others in class, it makes class not fun for everyone. Students will be positive and respectful, this includes respecting others' thoughts, work, and individuality.

Class Agenda

Unit 1: the Individual and Society

We will explore:

- How is identity formed?
- How do our attitudes and beliefs influence our thinking? How does our thinking affect our actions?
- How can we keep our individuality and still be part of the group?
- How does our tendency to see us as unique but then as members affect our behavior?

Unit 2: We and They

We will gain an understanding of:

- The various ways our nations have defined their identity
- How false ideas about "race" have on occasion turned nationalism into ethnocentrism and chauvinism
- how some have viewed differences as proof that "they" are less human than "we" are

Unit 3: the Holocaust

We will investigate:

- Early discrimination of Jews throughout history
- the circumstances that led to discrimination of Jews in Germany and how that discrimination evolved between the 1920s and 1940s
- the obedience and conformity of the German people under the Nazis
- the stages of the Holocaust
- the range of choices individuals made during the genocide
- judgement of the perpetrators in moral and legal terms
- the Legacy of Holocaust

Unit 4: Armenian Genocide

We will identify:

- Who the “we” and “they” groups were in the Ottoman Empire before the genocide
- What circumstances led to the genocide of the Armenians
- The evidence to support genocide did occur
- the range of choices individuals made during the genocide
- How the genocide is or is not remembered today

Midterm

Unit 5: The Civil Rights Movement

We will examine three case studies during the Civil Rights Movement (Crisis in Little Rock, Freedom Summer, Boston Busing) and we will:

- Research the history of the American Americans
- Identify the “we” and “they” groups which often resulted in conflict
- Recall the range of choices individuals made
- examine the legacy of the Civil Rights Movement

Unit 6: Rwanda and Darfur

We will uncover the genocide in both regions by:

- Who are the “we” and “they” groups before the genocide
- what circumstance led to the genocide
- the evidence to support the genocide did occur
- the range of choices individuals made during the genocide
- How the genocide is or is not remembered today

Unit 7: Reflection and Memorials

We will reflect on:

- how different events are remembered and create an original memorial

Final Exam