

UNIT 0 - INTRODUCTION

History and its relation to the present: the roots of our interesting times

Overview of the unit

Welcome to World History! In this unit we will learn some basic techniques of evaluating information found on the internet and we will introduce three contemporary issues that will serve as a framework for investigating the past three hundred years of world history. These issues are: climate change, threat of nuclear war and the problem of dis/mis information. As I will indicate many times in class, history is a lens through which we view the present. I look for to making sense of our world with you this year!

Assessments

There will be a quiz following sections one and two. The unit will conclude with a practical exam that will ask you to evaluate sources found on the internet.

Extra help

I will hold an after school review for the exam several days prior to the test itself. Additionally I will post videos on the website for your use

Section 1 - What does it mean to know something?

Readings/Sources:

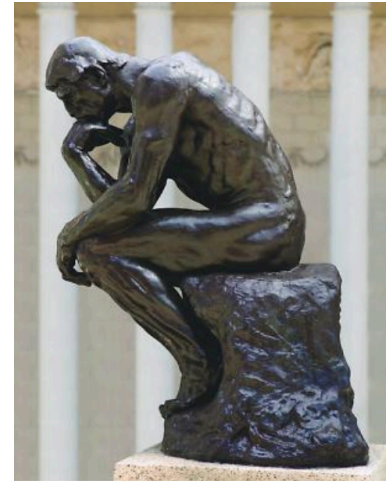
Fact, Opinion, Belief and Prejudice

Objectives:

To understand the difference between facts, opinions and prejudices

Key terms and concepts:

- Knowledge
- Perspective
- Evidence
- Values
- Belief
- Bias
- Fact v. opinion
- Prejudice



The Thinker. Fine Arts Museums of San Francisco. Accessed on 8.7.21 at <https://www.famsf.org/blog/framework-thinker-rodin>



Bulletin of the Atomic Scientists. 2021. Accessed on 8.6.21 at <https://thebulletin.org/doomsday-clock/>

Section 2 - The day the world changed

Readings:

Excerpts from the Bulletin of the Atomic Scientists clock statement 2021

Objectives:

To understand three major challenges of the 21st century world and how these challenges have their roots in world history

Key terms and concepts:

- Nuclear weapons
- Misinformation
- Union of Concerned Scientists
- Climate change
- Disinformation
- Propaganda
- Trinity

Section 3 - Digital information literacy

Readings:

Excerpts from “Lateral Reading: Reading Less and Learning More When Evaluating Digital Information.” 2017. Wineburg and McGrew. Stanford History Education Group

Videos from Control-F, Mike Caulfield the Southern Poverty Law Center and Stanford’s Civic Online Reasoning project

Objectives:

To develop a basic competency in using the Web to assess the value of online sources

Key terms and concepts:

Bias v. Agenda

Attention economy

Epistemic Nihilism

SIFT method

Consensus views/expertise

Recontextualization

Algorithms and radicalization

Lateral reading

Fact checking sites

Emotional reflection



The Miseducation of Dylan Roof. SPLC. Accessed on 7.31.21 at <https://www.splcenter.org/files/miseducation-dylann-roof>