

Dynamics of Global Intolerance

Dynamics of Global Intolerance is a social studies elective taken mostly by 9th graders. It is one semester in length.

Background information from instructor Jon Preister

Twelve years ago I believed there was something a miss throughout our school environment. It was not that we were intolerant of each other or that we were prejudiced towards each other, but we did not try to reach out and understand each other. Our ability to empathize with others that appeared different from us was lacking. This became more and more aware to me as I worked with the Jewish Community Center and took graduate courses at UNO over the Holocaust. We were not a part of the problem, but we were not in the fight to solve the problem. The problem being intolerance in our society. Thus we developed the course Dynamics of Global Intolerance. The course can be labeled a genocide survey course as it runs through the gamut of typical genocides studied in college level courses such as The Holocaust, Bosnia, Rwanda, and Darfur, but it is much more than that. All our experiences have tremendous impacts on other individuals' lives and all of our stories can make a difference in how we see the world. That is what we try to do in this course. We allow survivors of these tragic events to tell their story, either through film, book or in person. We try to teach empathy and tolerance and understanding. We learn from what these individuals tell us and ensure that all students that we teach know that there is someone in their corner. That there is someone that understands their struggle and empathizes with them and through this we can not only make our little community a better place for all, but can hopefully spread the tolerance and empathy from our community out to the world beyond us as our students set out on their own explorations and endeavors.

That is what we try to do..... how successful have we been? I hope highly.

Course Overview

This course will explore the world's multicultural society and examine contemporary issues of tolerance. Through research, guest speakers, and literature, students will learn about these issues. Students will study multicultural perspectives, The Holocaust and other genocides, extremists groups and other issues related to tolerance. Students will identify leaders that have struggled for tolerance and justice in the social, political and religious realms and explore their methods and values. Students will design and implement their own plan to promote a more tolerant society.

Course Objectives:

- To understand that the world is a multicultural society that is constantly growing and changing.
- To identify the causes of intolerance and injustice.
- To explain how prejudice and discrimination can lead to hatred and violence.
- To investigate the history of intolerance in the world and the lessons we have learned from them.
- To identify hate and terrorist groups throughout the world and reasons they exist.
- To identify symbols of hate groups and their meanings.
- To expose the propaganda used by hate groups and why it has such appeal.
- To understand the causes of genocide and the Holocaust.

- To identify human behavior that fosters hatred and violence.
- To identify local issues affecting Westside High School and the surrounding communities.
- To develop ways to combat prejudice and discrimination in our lives and our surrounding communities.
- To learn strategies to help others who are victims of intolerance and injustice.
- To identify leaders of tolerance in our society.

Course Sequence:

Unit 1 – An Introduction to Genocide: The Holocaust

Unit 2 – Understanding Genocide: From America's Role to the 21st Century

Unit 3 – The Tragedy of Africa and the UN: Rwanda and its Aftermath

Unit 4 – Breaking down division: Building a Westside for ALL Global Intolerance

Course Themes: "A new way of thinking"

- **Accountability:** A personal choice to rise above one's circumstances and demonstrate the ownership necessary for achieving desired results; to see it, own it, solve it and do it.
- **Power & Privilege:** A basic examination of power and privilege is necessary to understand many of the difficulties the world faces in attempting to solve its toughest problems.

Privilege: an unearned right or advantage granted to some, but not everyone.

Power: The ability to achieve goals or further your interests even when others oppose you or as the ability to impose your will on someone, even if they resist in some way.

- **Responsibility vs. Right:** This is a central argument in coming to terms with how the world deals with many of the challenges it faces on a global scale. Does the world and its inhabitants have a responsibility to each other or a right of choice to help each other.

Responsibility: A moral obligation that must be fulfilled to help humanity survive and grow.

Right: A moral choice that can be made based on one's own self interests.

- **Social Equality vs. Social Equity:**

Social Equality is a social state of affairs in which all people have the same status in a certain respect. Social equality includes equal rights under the law, such as security, voting rights, freedom of speech and assembly, and the extent of property rights. However, it also includes access to education, health care and other social securities.

Social Equity encompasses a process of change which helps to attain equality.

• **Genocide:** Any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- Killing members of the group;
- Causing serious bodily or mental harm to members of the group;
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- Imposing measures intended to prevent births within the group;
- Forcibly transferring children of the group to another group.

• **Moral Courage:** The ability to take a strong stance on a specific issue and to defend it based on one's personal beliefs or convictions regardless of danger or threats to personal safety.

• **Socialization:** The process by which a human being beginning at infancy acquires the habits, beliefs, and accumulated knowledge of society.

• **Conflict Resolution:** A range of processes aimed at alleviating or eliminating sources of conflict. Processes of conflict resolution generally include negotiation, mediation and diplomacy.

AP Human Geography

AP Human Geography is a one-year course that introduces high school students to college-level introductory human geography or cultural geography.

Background Information & Course Overview

The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship

Specific topics with which students engage include the following:

- problems of economic development and cultural change
- consequences of population growth, changing fertility rates, and international migration
- impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life
- struggles over political power and control of territory § conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies
- explanations of why location matters to agricultural land use, industrial development, and urban problems
- the role of climate change and environmental abuses in shaping the human landscapes on Earth

(See next pages for typical course sequence)

Course at a Glance

Plan

The Course at a Glance table provides a useful visual organization of the AP Human Geography curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note that pacing is based on 45-minute class periods meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the big ideas and course skills across units.

Teach

SKILL CATEGORIES

Skill categories spiral throughout the course.

1 Concepts and Processes	3 Data Analysis
2 Spatial Relationships	4 Source Analysis
	5 Scale Analysis

BIG IDEAS

Big Ideas spiral across topics and units.

PSO Patterns and Spatial Organization
IMP Impacts and Interactions
SPS Spatial Processes and Societal Change

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT 1 Thinking Geographically		UNIT 2 Population and Migration Patterns and Processes	
~9–10 Class Periods		~19–20 Class Periods	
8–10% AP Exam Weighting		12–17% AP Exam Weighting	
IMP 3	1.1 Introduction to Maps	PSO 3	2.1 Population Distribution
IMP 3	1.2 Geographic Data	PSO 2	2.2 Consequences of Population Distribution
IMP 3	1.3 The Power of Geographic Data	PSO 2	2.3 Population Composition
PSO 3	1.4 Spatial Concepts	IMP 3	2.4 Population Dynamics
PSO 1	1.5 Human–Environmental Interaction	IMP 3	2.5 The Demographic Transition Model
PSO 5	1.6 Scales of Analysis	IMP 2	2.6 Malthusian Theory
SPS 1	1.7 Regional Analysis	SPS 2	2.7 Population Policies
		SPS 3	2.8 Women and Demographic Change
		SPS 2	2.9 Aging Populations
		IMP 2	2.10 Causes of Migration
		IMP 1	2.11 Forced and Voluntary Migration
		IMP 2	2.12 Effects of Migration
Personal Progress Check 1 Multiple-choice: ~20 questions Free-response: 1 question • 1 stimulus		Personal Progress Check 2 Multiple-choice: ~35 questions Free-response: 1 question • 1 stimulus	

UNIT 3

Cultural Patterns and Processes

~19–20 Class Periods 12–17% AP Exam Weighting

PSO 4	3.1 Introduction to Culture
PSO 4	3.2 Cultural Landscapes
PSO 4	3.3 Cultural Patterns
IMP 1	3.4 Types of Diffusion
SPS 2	3.5 Historical Causes of Diffusion
SPS 5	3.6 Contemporary Causes of Diffusion
IMP 4	3.7 Diffusion of Religion and Language
SPS 2	3.8 Effects of Diffusion

Personal Progress Check 3

Multiple-choice: ~25 questions
Free-response: 1 question
• 2 stimuli

UNIT 4

Political Patterns and Processes

~19–20 Class Periods 12–17% AP Exam Weighting

PSO 4	4.1 Introduction to Political Geography
PSO 3	4.2 Political Processes
PSO 5	4.3 Political Power and Territoriality
IMP 1	4.4 Defining Political Boundaries
IMP 5	4.5 The Function of Political Boundaries
IMP 5	4.6 Internal Boundaries
IMP 2	4.7 Forms of Governance
SPS 3	4.8 Defining Devolutionary Factors
SPS 5	4.9 Challenges to Sovereignty
SPS 5	4.10 Consequences of Centrifugal and Centripetal Forces

Personal Progress Check 4

Multiple-choice: ~30 questions
Free-response: 1 question
• 1 stimulus

UNIT 5

Agriculture and Rural Land-Use Patterns and Processes

~19–20 Class Periods 12–17% AP Exam Weighting

PSO 2	5.1 Introduction to Agriculture
PSO 4	5.2 Settlement Patterns and Survey Methods
SPS 2	5.3 Agricultural Origins and Diffusions
SPS 4	5.4 The Second Agricultural Revolution
SPS 2	5.5 The Green Revolution
PSO 2	5.6 Agricultural Production Regions
PSO 2	5.7 Spatial Organization of Agriculture
PSO 5	5.8 Von Thünen Model
PSO 5	5.9 The Global System of Agriculture
IMP 2	5.10 Consequences of Agricultural Practices
IMP 4	5.11 Challenges of Contemporary Agriculture
IMP 3	5.12 Women in Agriculture

Personal Progress Check 5

Multiple-choice: ~35 questions
Free-response: 1 question
• 2 stimuli

UNIT 6

Cities and Urban Land-Use Patterns and Processes

~19–20 Class Periods 12–17% AP Exam Weighting

PSO 2	6.1 The Origin and Influences of Urbanization
PSO 2	6.2 Cities Across the World
PSO 5	6.3 Cities and Globalization
PSO 2	6.4 The Size and Distribution of Cities
PSO 1	6.5 The Internal Structure of Cities
IMP 3	6.6 Density and Land Use
IMP 3	6.7 Infrastructure
IMP 2	6.8 Urban Sustainability
IMP 3	6.9 Urban Data
SPS 4	6.10 Challenges of Urban Changes
SPS 2	6.11 Challenges of Urban Sustainability

Personal Progress Check 6

Multiple-choice: ~35 questions
Free-response: 1 question
• no stimulus

UNIT 7

Industrial and Economic Development Patterns and Processes

~19–20 Class Periods 12–17% AP Exam Weighting

SPS 4	7.1 The Industrial Revolution
SPS 2	7.2 Economic Sectors and Patterns
SPS 3	7.3 Measures of Development
SPS 3	7.4 Women and Economic Development
SPS 1	7.5 Theories of Development
PSO 6	7.6 Trade and the World Economy
PSO 4	7.7 Changes as a Result of the World Economy
IMP 6	7.8 Sustainable Development

Personal Progress Check 7

Multiple-choice: ~25 questions
Free-response: 1 question
• no stimulus