

World History and Cultures Academic Course Overview

Content Area: **Social Studies**
Course(s): **WORLD HISTORY/WORLD CULTURES**
Time Period:
Length: **Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

World History and Cultures (A)

Course Number: 1051

BOARD OF EDUCATION

Todd Simmens, President

Vicki Becker, Vice President

Susanna Chiu

Robert Cancro

Liwu Hong

Laurie Lachs

Barbara Reiss

Chad Seyler

Meredith Shaw

Course Adoption: 9/9/2005

Curriculum Adoption: 9/9/2005

Date of Last Revision Adoption: 9/1/2017

Course Description

This course is designed to acquaint students with modern world history and world cultures, with an emphasis on the post-World War II era. Students examine post- World War II anti-colonial revolutions and global issues, such as poverty, hunger, international trade, and technology that affect all of us in this age of escalating global interdependence. The course begins with a survey of World History from 1800 to the Cold War. This sets the stage for a regional study of the world, including Asia, Latin America, Africa, Europe, and the Middle East. World geography is an important component of the course.

Textbook and Other Resources



Textbook:

Ellis, G. & Esler, A. *World History: Connections to Today*. Prentice Hall, Upper Saddle River, NJ, 2003.

Supplemental Books:

Harden, B. *Escape from Camp 14*. Penguin Books, New York, NY. 2013

Heuston, K. *Napoleon: Emperor and Conqueror*. Scholastic, New York, NY. 2010

Rosnay, T. *Sarah's Key*. France Loisirs, Paris, France. 2006

Units of Study

Unit 1: Enlightenment/French Revolution/Napoleon

Essential THEME:

The French Revolution challenged the existing political structure in Europe Themes including equality, social justice, and

nationalism contributed to the revolutionary movement. During the course of the French Revolution, a number of different political systems were attempted and failed. The rise of Napoleon Bonaparte to power fills the vacuum left by the demise of weak French governments after the French Revolution. The study of the Napoleonic Era and the Congress of Vienna provides the opportunity to examine a number of different themes related to empire building and the response of the conservative states of Europe to the threat of liberal ideas.

Essential QUESTIONS:

What was the impact of Enlightenment thought on this era?

What are the causes of revolution?

Why did the revolution in France go through stages and ultimately fail?

What factors contributed to Napoleon's rise and fall?

What was the impact of Napoleon's rule?

What were the successes and failures of the Congress of Vienna?

What long and short term consequences did the ideas of the Enlightenment have on France and on the globe overall?

Unit 2: Challenges Between Liberals, Conservatives and Rise of Nationalism

Essential THEME:

Nationalism can be both a unifying and a dividing force. In the second half of the 19th century, nationalism led to the unification of Italy and of Germany. However, in the Austrian, Ottoman, and Russian empires, nationalism sowed the seeds of unrest.

Essential QUESTIONS:

What is nationalism?

How does nationalism serve as a unifying or divisive force?

What factors contributed to the unification of Italy

What factors contributed to the unification of Germany?

How did ethnic diversity impact the Austro-Hungarian Empire?

How did ethnic diversity lead to the weakening of the ottoman Empire?

How did Russian leaders deal with the issue of nationalism in Russia?

Unit 3: The Industrial Revolution and its Global Impact

Essential THEME

All students will acquire an understanding of key economic principles. The study of economics fosters and understanding of the management of resources in global, public, and private sectors and in individual decision making. The development of economic theories is a direct result of the economic conditions created by global trade and industrialization. Also, looking at how the industrial revolution brought about an imperialistic mentality from powerful European countries. To discuss the adapted ideas of different ISM's and the influence that they had on other countries.

Essential QUESTIONS

How much can business be regulated in a democratic government?

Are there limits to government activity in the economy?

How "free" should national and international trade be?

How do economic theories reflect the economic changes as a result of industrialization?

How does the disparity between classes result in the formation of Marxism/communism?

Unit 4: The Age of Imperialism

Essential THEME:

Industrial nations looked beyond their borders to build their economic and political strength through an intense competition for global empire. European powers came to rule a large portion of Africa and Asia between 1800 and 1920. Only Japan emerged as an independent power capable of challenging the west.

Essential QUESTIONS:

What is imperialism?

What are the rationales for imperialism?

What forms does imperialism take?

How did Imperialism bring about National conflicts between imperialist powers?

How did Imperialism set the stage for a conflict on the world scale?

What impact does imperialism have on subjugated indigenous peoples?

Unit 5: World War I**Essential THEME:**

A variety of powerful forces – including growing nationalism, a tangle of alliances, and decades of rivalry and competition – created conditions that transformed a single assassination into a worldwide war. The war and social unrest combined to push Russia to the edge of a revolution. The events that followed led to Russia's exit from the war and became a major turning point in world history. After years of unprecedented bloodshed, and political upheaval, the warring nations finally reached an uneasy peace.

Essential QUESTIONS:

What were the causes of WWI?

How did World War I lead to the Russian Revolution?

How did the emergence of world super powers seeking domination bring about WWI?

How did different alliances come about?

What were the results of World War I?

How did the League of Nations and the Treaty of Versailles bring about further tensions or fail in their overall attempts

at peace?

Unit 6: Russian Revolution and Communism

Essential THEME:

A variety of powerful forces – including economic, political and social turmoil, created the forces that would overthrow the oppressive czarist regime. World War I and social unrest combined to push Russia to the edge of a revolution. The events that followed led to Russia's exit from the war and under Lenin's leadership combined to transform the economic, political and social ideology of Russia.

Essential QUESTIONS:

How did inequality create the need for economic change?

How did World War I lead to the Russian Revolution?

How does Lenin create economic, political and social change in Russia?

Unit 7: Between the Wars: Rise of Fascism, Dictators and Totalitarianism

Essential THEME:

Economic problems and political unrest can result in major changes in society. World War I left millions of people dead and the map of Europe transformed. With Europe in chaos, nationalism spread to parts of the world that had long been under imperialist control, and a new generation of strong leaders promised power and glory. By the end of the 1930s, several of these leaders' aggressive actions had the world on the brink of another devastating global war.

Essential QUESTIONS:

How did different government ideologies and the rise of authoritarian governments change the way countries allied themselves?

How did dictators change the culture and society structure within their countries in order to ensure total control?

Unit 8: World War II and its Global Impact

Essential THEME:

World War II was an attempt to stem fascist aggression in Europe and the Pacific. After years of conflict, the Allies

prevailed. However, this war resulted in widespread devastation, including the high number of civilian casualties, victims of the Holocaust, migration of peoples, destruction of land and infrastructure, and the impact of the use of atomic warfare.

Essential QUESTIONS:

Why were the Nazis able to expand their power during the 1930s?

How did this war become a worldwide conflict?

Why was the Holocaust able to occur?

How does the war come to a conclusion?

How did decisions made during World War II impact post-war Europe?

Unit 9: The Cold War: Europe

Essential Theme:

After World War II ended a void was left for two superpowers the United States and the Soviet Union that was left to fill. The Soviet Union and the United States did not want to have direct conflict instead the use of proxy wars and espionage would fuel a conflict that would last decades. The Soviet Union wanted to spread communism while the United States followed a theory of containment. The Soviet Union was expanding itself into Eastern Europe creating an Iron Curtain in Europe. The conflicts in Eastern Europe, Germany (Berlin), China, Korea, and Vietnam would all set the stage conflict.

Essential Questions:

What were the reasons why the United States and the Soviet Union came to blows after WWII?

How did espionage become a large factor in the emergence of a “winner” in the Cold War?

How did the Space and Arms Race become a catalyst for the countries to outdo each other?

What was the result of the conflicts in Eastern Europe (iron curtain), Germany (Berlin), China, Korea, and Vietnam?

Unit 10: Asia: The Cold War to Modern Day

Essential Theme:

Asia saw itself going through change after WWII. Countries like China were expanding under a communist government while countries like Korea and Vietnam were trying to find their balance between a split country and a united communist country. As time went on younger generations were trying to find their place in an oppressive government while other (democratic) countries offered different ideas and beliefs.

Essential Questions:

What was the result of the conflicts China, Korea, Vietnam, and Cambodia and why did these issues come about?

Why was communism able to work in some Asian countries but not others?

Why was there an upheaval by groups of people against their governments?

How did societies want to change their countries?

Unit 11: Indian Culture and the Emergences of the Modern State**Essential Theme:**

During Imperialism India was an imperialized country. It was taken over and colonies were set up and the British crown influenced India's government, economy and social structure. After World War II India rebelled and rose up against the oppressive British force, with Gandhi as their leader. Through peaceful protest India was able to gain their independence, however this gain was not achieved without death.

Essential Questions:

Why was Great Britain able to take over India?

What allowed Gandhi to become the leader of the Independence movement in India?

How did the non violence movement make Great Britain look versus how India looked?

What was the ultimate result of the Independence movement in India?

What happened to Gandhi at the end of his life?

What occurs within India and Pakistan and the different ethnic groups that lived on this land?

What problems were set in motion after India received its independence?

Unit 12: The Middle East: History and Conflict

Essential Theme:

The Middle East became the center of dispute between social and ethnic groups from the beginning time. The emergence of new countries such as Israel and Pakistan left new conflicts. Religious centers allowed ethnic groups to fight over them and want to expand their own countries borders. Dictators also rose to power controlling countries and allowing new leaders to come to power. At time goes on different social groups start to rebel against their government and want to find a new type of independence.

Essential Questions:

How and why did new countries come about within the Middle East?

What ethnic groups fought with each other and what were they fighting about?

How were conflicts over religious centers resolved in the Middle East?

How the make up society change did at time went on and younger generations came to power and made up the majority of society?

Unit 13: Africa - 1945 to the Present

Essential Theme:

Numerous countries all sought their independence after Western Imperialist powers had imperialized this continent. Colonies and protectorates were set up in these countries stripping them of their government, culture and social structure. After World War II Africa started its long struggle to free them and gain back their independence. Countries fought within themselves and different ethnic groups within their country.

Essential Questions:

What countries were taken over by imperialist powers in Africa?

What strategies did these countries use in achieving their peace and independence?

What countries were successful in achieving their independence?

How can imperialist ties still be seen in African countries?

What there any benefits to western powers having taken over during Imperialism?

Standards

SOC.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
SOC.6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.6.2.12.A.3.c	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.A.3.d	Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.A.3.e	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
SOC.6.2.12.A.4.a	Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.
SOC.6.2.12.A.4.b	Compare the rise of nationalism in China, Turkey, and India.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
SOC.6.2.12.A.5.b	Analyze the structure and goals of the United Nations and evaluate the organization's ability to solve or mediate international conflicts.
SOC.6.2.12.A.5.c	Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.
SOC.6.2.12.A.5.d	Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.
SOC.6.2.12.A.5.e	Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
SOC.6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
SOC.6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
SOC.6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.

SOC.6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
SOC.6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
SOC.6.2.12.B.3.b	Relate the role of geography to the spread of independence movements in Latin America.
SOC.6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
SOC.6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
SOC.6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.
SOC.6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
SOC.6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
SOC.6.2.12.B.5.c	Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
SOC.6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
SOC.6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
SOC.6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
SOC.6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
SOC.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
SOC.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
SOC.6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
SOC.6.2.12.C.3.e	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
SOC.6.2.12.C.4.a	Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
SOC.6.2.12.C.4.b	Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
SOC.6.2.12.C.4.c	Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.
SOC.6.2.12.C.4.d	Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

SOC.6.2.12.C.5.a	Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.
SOC.6.2.12.C.5.b	Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.
SOC.6.2.12.C.5.c	Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.
SOC.6.2.12.C.5.d	Determine the challenges faced by developing nations in their efforts to compete in a global economy.
SOC.6.2.12.C.5.e	Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.
SOC.6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
SOC.6.2.12.C.5.g	Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
SOC.6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
SOC.6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
SOC.6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
SOC.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
SOC.6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
SOC.6.2.12.D.3.c	Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
SOC.6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.D.4.b	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12.D.4.c	Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.D.4.d	Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
SOC.6.2.12.D.4.e	Compare how Allied countries responded to the expansionist actions of Germany and Italy.
SOC.6.2.12.D.4.f	Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
SOC.6.2.12.D.4.g	Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".

SOC.6.2.12.D.4.h	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.D.4.j	Analyze how the social, economic, and political roles of women were transformed during this time period.
SOC.6.2.12.D.4.k	Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
SOC.6.2.12.D.5.a	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
SOC.6.2.12.D.5.b	Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.
SOC.6.2.12.D.5.c	Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
SOC.6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
SOC.6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.
SOC.6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
SOC.6.3.12.C.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
SOC.6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Grading and Evaluation Guidelines

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

Grading Procedures:

- The final course proficiency grade will be the average of the four marking period grades (80%) and the department prepared mid-year (10%) and final (10%) examinations aligned with NJSLS/CPI and Grade 12 benchmarks* for the period of World History 1750 to Present Day.
- Marking period grades will be based on the average of unit grades and any special cross-unit projects.
- Unit assessments, delineated for each unit, will include such measures as:
 - Written and Performance Measures of proficiency objectives (coded to NJCCS/CPI's)
 - Records of oral participation in classroom discussions related to unit objectives
 - Records of achievement of lesson objectives (i.e. quizzes, relevant homework)
 - Research paper and Oral Defense assessment

COURSE EVALUATION:

In terms of proficiency the East Brunswick grades

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

In World History the goal is that a minimum of 95% of the pupil's will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Other Information

SCED

04053 Modern World History

Modern World History courses provide an overview of the history of human society in the past few centuries—from the Renaissance period, or later, to the contemporary period—exploring political, economic, social, religious, military, scientific, and cultural developments.

WORLD HISTORY/WORLD CULTURES: 1051

Course #	School #s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1051	050	A	10	5.00	210	R	09/09/05