

Advanced Placement World History

Course Syllabus

2008-2009

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COURSE DESCRIPTION

AP World History is a two-semester college level course designed to prepare students for the Advanced Placement exam administered by the College Board in May of each year. This course will be much different than the traditional high school World History course. Its approach will be global, analyzing and comparing several themes across different global regions and time periods. European History will comprise only about 30% of the course. American history is only considered to the extent of its involvement in global processes.

This class approaches history in a nontraditional way in that it looks at the common threads of humanity over time— trade, religion, politics, society, and technology—and it investigates how these things have changed and continued over time in different places. Specifically, the following AP World History themes will be used throughout the course to identify these broad patterns and processes that explain change and continuity over time. The course teaches students to analyze evidence and interpretations presented in historical scholarship.

The Six AP World History Themes:

1. The relationship of change and continuity from 8,000 BCE to the present.
2. Impact of interaction among and within major societies.
3. Impact of technology, economics, and demography on people and the environment.
4. Systems of social structure and gender structure.
5. Cultural, religious, and intellectual developments.
6. Changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state.

REQUIREMENTS

This is a college-level course and will be treated as such in every respect. Students should be aware that college courses require much more reading and writing than their high school counterparts. It is impossible to adequately cover all the material for the AP test during the instructional minutes available during the school day. Consequently, it is imperative that students read all the assigned material, which will include each chapter from the main text and supplemental materials. The supplemental materials will consist of maps, statistical tables and charts, and above all, primary source documents.

Specific Course Requirements and Behavior Expectations:

- All enrolled students must take the AP test administered in mid-May
- Actively participate in class and complete all assignments thoroughly and promptly
- Read the text and supplemental readings carefully. Look up concepts and vocabulary items unfamiliar to you, don't just simply pass them by.
- Attend class daily, arriving on time. Do NOT pack up your things before the bell rings
- Make up work when absent--contact instructor and send assignments electronically if possible; make prior arrangements for planned absences.
- Keep a well-organized and complete notebook binder for the entire year; bring it to class daily. In your home computer maintain sets of electronic keynote/powerpoint documents for study and review.
- On a rotating basis, groups of APWH students will be required to attend study sessions during tutorial periods and "flex time" sessions.
- During the month of April there will be intensive review sessions during Easter break, on Saturdays, Sundays evenings, and after regular dismissal each school day. APWH students will be expected to attend a certain number of these sessions.
- Challenge yourself to work hard and maintain high standards.

Exams

Major exams will take place after the completion of each unit. In addition there will be frequent quizzes on maps and on reading assignments from the main text and supplemental materials.

Geography

In a world history survey course it is essential that students acquire a basic knowledge of world maps specific to regions, time periods and historical concepts including cultural, economic, demographic as well as political terms. Throughout the course students will receive instruction so as to acquire enough geographic knowledge to facilitate their understanding of the periods and the themes covered by the course. Students will take frequent map quizzes to evaluate their progress.

Writing Skills: Developing the Mind of an Historian

Students will develop writing skills designed to give them the ability to create analysis and make meaning of historical material. The goal of writing exercises, and of the analysis that takes place prior to the writing, is for students to actually put themselves into the role of an historian attempting to create meaning from available evidence. To take on such a role requires habits of mind that high school students do not commonly practice in standard history courses. As such, students must be taught how to approach

history from a different standpoint, and be made to feel confident that their intellectual skills can be developed to the point where they may engage in quality historical analysis that meets university level standards of rigor. The goal is for students to find their own voice, but to be able to express this voice in ways that meet objective standards of legitimacy.

As the various periods and themes are studied, especially as seen in primary source documents, students will encounter diversity in the interpretations that historians provide. These encounters will instill in students the awareness that all historical writing is based on the analysis and interpretation of available evidence and that historians, as well as younger students of history, can offer differing analysis and conclusions based on the same evidence. Throughout the year, students will interact with primary sources from each period, theme and region being covered and they will learn to identify point of view, context, and bias in these sources. This primary source interaction will help students directly with the tasks required for the Document-Based Question (DBQ) essay on the exam, and more importantly, will develop the fundamental lifetime cognitive skill to construct meaningful arguments based on evidence.

Another habit of mind students will develop is the skill of assessing issues of change and continuity over time, including the capacity to deal with change as a process and with questions of causation. This skill is reflected in the format contained in the Change Over Time essay on the AP World History Exam

Another habit of mind of an historian is the ability to do comparisons of historical issues and concepts based on key questions and themes. Students will develop this skill by practicing comparisons within and among societies, including comparing societies' reactions to global processes. In writing exercises directed at comparisons the essential skill is to create a thesis statement that meaningfully incorporates a range of data and concepts. The goal of an historian is to build a thesis that goes beyond simply listing similarities and differences. These skills will be measured in the third essay format on the AP World History Exam-- the Comparative essay.

The writing instruction will proceed sequentially, starting with the basic construction of a thesis and an opening paragraph, and progressing through greater degrees of mastery in the composition of a scholarly essay. Mastery will be demonstrated in three different essay formats: the composition of a document analysis essay, a comparative essay, and an essay analyzing changes and continuities over extended time period. By the end of the course students will have written formal essays in each format after having learned the component skills needed for each. Evaluation will be provided by peer coaching and editing, as well as detailed individualized feedback from the instructor. At times this feedback will be provided with the participation of the entire class as individual essays are critiqued and edited via a document camera projected onto a screen.

Class Participation

This grade will be determined by the students' part in class discussion, their awareness of the topics through reading the material, and their preparedness for class. The former includes coming to class with materials, binder, etc. Attendance at extra study sessions during the final two months of the course will be reflected in this grade.

TEXTBOOKS AND RESOURCES

The primary texts for this class are:

William Duiker and Jackson Spielvogel. *World History*, Wadsworth. Feb. 2006,

Outside Readings and Resources used in the course:

Duiker, Spielvogel Web Companion Site for World History (Wadsworth)

2003–2006 AP World History Essay Questions, Rubrics and Student Samples (AP Central)

Guns, Germs and Steel by Diamond (Norton, 1999)

King Leopold's Ghost by Hochschild (Mariner, 1999)

The Day the Universe Changed by James Burke (PBS video series, 1986)

Various video clips from films and documentaries

Technology Resources

Extensive teacher-made keynote presentations will accompany weekly instruction throughout the year. The content of these presentations will focus on artistic and cultural images, as well as maps, charts, and statistical tables. These files will be made available to students in either Keynote or Powerpoint format. Students are expected to purchase a minimum half-gigabyte flashdrive for storing electronic resources. Electronic materials will also be made available from the school's "Moodle" website

GRADING

The semester and quarter grades for this class will be calculated according to the following guidelines:

EXAMS/QUIZZES	40%
ESSAY/WRITING ASSIGNMENTS	30%
BINDERS, MAP EXERCISES, and other Homework	20%
CLASS PARTICIPATION	10%

Grades will be based on points, and added up to a final quarter and semester grade based on the following: 90% and above--A; 80% and above--B; 70% and above--C, 60 and above --D; below 60%--F

COURSE OUTLINE

AP World History is broken up into five periods of study that will provide the structure of the course. A major exam will occur at the conclusion of each unit.

Unit 1: Foundations (8000 B.C.E. – 600 C.E.)

Unit 2: The Postclassical Era (600 C.E. – 1450 C.E.)

Unit 3: The Expansion of the West (1450 C.E. – 1750 C.E.)

Unit 4: The Age of Revolution, Industry, and Empire (1750 C.E. – 1914 C.E.)

Unit 5: Global Realignments (1914 C.E. – Present)

SCOPE AND SEQUENCE

Unit 1: Foundations -- 8000 BCE to 600 CE

Three Weeks

- Neolithic period and the agricultural revolution
- Why civilization in Eurasia first? *The Guns, Germs and Steel thesis.*
- River valley civilizations: *Sumer, Egypt, Indus Valley, Yellow River*
- The birth of the great religions: Judaism, Buddhism, Hinduism, Confucianism, Daoism and Christianity
- Classical civilizations: *Greek, Persian, Roman, Han, Gupta*
- Trade and connections
- World geography terms

Unit 1 Writing Exercises: Thesis Statements--the construction of the opening paragraph (Four assignments: given a topic, create a coherent thesis paragraph)

Unit 2: Postclassical Era -- 600 CE to 1450 CE

Seven Weeks

- The rise of Islam, the Crusades, Schism in Christianity
- China – Tang, Song, Yuan Dynasties
- Cultural achievements in Asia: *Tang Dynasty art and literature*
- The Silk Road
- Feudalism in Europe and Japan
- The High Middle Ages
- The Umayyads, the Abbasids, and Islamic Spain
- Mongol Empire
- African civilizations, migrations
- Mesoamerican civilization: *Maya, Aztec, Inca and their antecedents*
- Indian Ocean trade
- How the West got the “zero”: *India to Baghdad to Cordoba to Paris*
- Geography terms for Asia and the Americas

Unit 2 Writing Exercises: Document analysis--source, context and bias.
(Assignment: three paragraph essay citing documents with a bias analysis.)

Unit 3: The Expansion of the West – 1450 to 1750

Six Weeks

(First semester final exam at the end of the term.)

- Renaissance, Reformation and Scientific Revolution in Europe
- The Spanish Reconquista
- Portuguese and Spanish exploration and conquest
- Labor systems in Europe, Asia and the Americas
- Ottoman, Safavid, Mughal Empires: *Cultural glories, religious diversity*
- Absolutism in Europe: *The Sun King and Peter the Great*
- Hobbes vs. Locke: *The English Civil War and Glorious Revolution*
- The impact of the slave trade in Africa
- Expansion of Islam into sub-Saharan Africa
- The Ming Dynasty: *Exploration, expansion, consolidation*
- The voyages of Zheng He
- Tokugawa Japan: *Zen, Bushido, and the 47 Ronin*
- Global reorientation of trading patterns
- Geography terms for Africa and the Middle East

Unit 3 Writing Exercises: The document based essay: grouping and the search for a thesis (Two assignments: An outline and opening paragraph; a formal DBQ essay)

Unit 4: The Age of Revolution, Industry and Empire – 1750 to 1914

Eight Weeks

- The European Enlightenment
- Agricultural and Industrial Revolution
- Revolutions: *American, French, Haitian, Latin American*
- Romanticism and the Age of Napoleon
- Decline of the Ottoman Empire
- European imperialism and nationalism
- Case Studies: *Imperialism in India and the Congo*
- The challenges of modernization: *The agony of China, the miracle of Japan*
- Social evolution: *Anti-slavery, suffrage, labor movements, liberalism, socialism*
- Reaction to modernism: *Revolution in China, Mexico and Russia*
- Geography terms for Europe

Unit 4 Writing Exercises: Comparative Essay--beyond a list of similarities and differences (Two assignments--thesis and outline; a formal Comparative Essay)

Unit 5: Global Realignment – 1914 to present

Eight Weeks

- World War I and aftermath
- The emergence of nation-states in the Islamic world
- Consumer economy and global economic depression
- The Soviet Union: Lenin and Stalin
- The Japanese Empire
- Fascism in Italy, Spain and Germany
- World War II
- Communism in China
- The United Nations and the era of de-colonialization
- The Cold War
- Breakup of the USSR, emergence of Eastern Europe, conflict in the Balkans
- China and India emerge as a global market economies
- The emergence of Islamic radicalism
- Transition to democratic institutions in Latin America
- The plight and promise of Africa

Unit 5 Writing Exercises: Change Over Time -- how to make sense of a broad sweep of history, how to apply the six themes. (Two formal essays assigned.)

Review and Exam Preparation

Two weeks

- Timeline review for each unit/period
- Essay practice exercises for each of the three formats
- Review of the six themes
- Review of trade and cultural interactions for each unit/period in all regions
- Test-taking skills: *Mental focus, pacing, time allocation. It's a marathon, not a sprint.*