

*AP World History Syllabus 2010-2011*

*Room 5227*

*Instructor: Ms. E. Evans*

*School phone number: (305) 557-1100*

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**Course Objective:** The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contracts among societies that form the core of world history as a field of study. (*AP central college board*)

**Textbook:** *The Earth and Its Peoples 3rd edition*, Bulliet, Crosley, Headrick, Hirsch, Northrup and Johnson

*The Human Record: Sources of Global History Volumes I and II 5th edition*, Andrea and Overfield

*The World That Trade Created: Society, Culture, and the World Economy 2<sup>nd</sup> edition*, Pomeranz and Topik

**School Context:** This course is offered as an academy based school of choice where students apply for admission to one of six academies: the Cambridge Academy, the Academy of Communications and Entertainment Technology, the Academy of Entrepreneurship, the Academy of Industrial Technologies, the Academy of Medical Science, and the Academy of Telecommunications. Once accepted, students choose specific career pathways of strands in their academies.

Demographically, the school is diverse both culturally and economically because students apply from some of the most economically depressed areas in the region. The student population consists of seventy percent Hispanics, twenty-four percent African Americans, and six percent other. Although seventy percent of the students are classified Hispanics, these students represent more than ten different Spanish speaking nations.

**Attendance:** Lateness is unacceptable and will affect your grade. Warm-up activities (daily quizzes) will be given out at the beginning of every class period and will count as a grade. You are not able to make these up under any circumstances. If you arrive to class after I have issued the warm-up assignment you will not be allowed to complete it for a grade.

**Homework:** Homework will always be collected at the very beginning of class. If you fail to do so you will not receive credit for the assignment. I DO NOT ACCEPT LATE HOMEWORK. Also, homework must be entirely complete to receive credit.

**Missed exams and/or assignments:** You will be allowed to make up exams, quizzes, homework or other assignments if you bring in a valid excused admit. Once the make-up assignment has been issued students will have a specified amount of time to complete it. Make-ups can be taken before school and after school only.

**Academic Responsibility:** All work turned in as your own must be your own work. If other sources are used they must be cited. Cheating on academic work, whether it is in class or out of class, is unacceptable. If you are caught you will automatically receive a 0 on the assignment.

**Cellphones:** Cellphones and any type of non-permitted electronic device are a distraction to the learning environment and therefore are not to be visible or used inside the classroom, if they are the conduct grade and possibly the academic grade will be penalized.

**Class Materials:** This is a complete class materials list.

1. One 3 inch 3 ring binder (leave at home)
2. 5 dividers which will be labeled in the following order:
  - Tab 1: charts, diagrams, and timelines
  - Tab 2: maps
  - Tab 3: journal articles
  - Tab 4: skills sheets
  - Tab 5: documents
3. One 5 subject spiral notebook for class and book notes (no other subject will go in this spiral notebook)
4. Webster's dictionary (you will need this in school and out of school)
5. Blue or black pen
6. Pencils
7. Highlighters
8. Post-its

**Grade Criteria:**

Unit Tests	30%	Class participation	10%
Essays	20%	Notebook	10%
Reading Quizzes	20%		
Homework	10%		

<b>Grading Scale:</b>	A	100-90
	B	89-80
	C	79-70
	D	69-60
	F	59 and below

### **General Grade Definitions**

**A=** Strong scholarship, work significantly exceeds the requirements of the instructor, and demonstrates independent thought and resourcefulness. Work is neat, organized, and free from spelling errors and on time. Work shows significant increase development of the student, and the work, if shared, enhances the group's learning. **ABOVE AND BEYOND AVERAGE**

**B=** Accurate and complete scholarship that goes beyond the requirements of the instructor, and demonstrates above-average achievement. Work is neat, organized, and free from spelling errors and on time. Work shows some increased development of the student, and the work, if shared, is beneficial to the group's learning. **BEYOND AVERAGE**

**C=** Scholarship meets the minimum requirements of the instructor, and demonstrates little independent thought or may simply parrot the text. Work is neat, but may not be well organized and may contain spelling errors, and may possibly be late. Work shows little increased development of the student, if any. The work, if shared, is marginally beneficial to the group's learning. **AVERAGE**

**D=** Scholarship does not meet the requirements of the instructor, and demonstrates no independent thought and may be copied from another source, or paraphrased. Work may or may not be neatly done and well organized. The work may contain spelling errors, and may be late. Work shows no evidence of increasing the development of the student. The work, if shared, has little, or no, benefit for the group's learning. **BELOW AVERAGE**

**F=** Scholarship does not meet the minimum requirements of the instructor or the assignment. The work shows no evidence of independent thought, was copied from another source, or was paraphrased. The work may be late, or not turned in at all. If turned in, the work may not be neat, may contain spelling errors, and may be incomplete. If shared, the work is not beneficial to the group's learning. **SIGNIFICATNLY BELOW AVERAGE**

## **Chronological Boundaries of the Course**

Foundations: c. 8000 B.C.E to 600 C.E.	(7 weeks)
600 C.E.-1450	(8 weeks)
1450-1750	(7 weeks)
1750-1914	(7 weeks)
1914-the present	(7 weeks)

## **Themes**

AP World History highlights six overarching themes that should receive approximately equal attention throughout the course beginning with the Foundations section:

1. Patterns and impacts of interaction among major societies: trade, war, diplomacy, and international organizations.
2. The relationship of change and continuity across the world history periods covered in this course.
3. Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry).
4. Systems of social structure and gender structure (comparing major features within and among societies and assessing change).
5. Cultural and intellectual developments and interactions among and within societies.
6. Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).

## **Habits of Mind or Skills**

The AP World History course addresses habits of mind or skills in two categories: 1) those addressed by any rigorous history course, and 2) those addressed by a world history course.

Four *Habits of Mind* are in the first category:

- Constructing and evaluating arguments: using evidence to make plausible arguments.
- Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.
- Developing the ability to assess issues of change and continuity over time.
- Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.

Three *Habits of Mind* are in the second category:

- Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move through levels of generalizations from the global to the particular.
- Developing the ability to compare within and among societies, including comparing societies' reactions to global processes.
- Developing the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspending judgment but developing understanding.

### **First Semester Topics**

8/25 *Mesopotamia and the Indus Valley*  
9/1 *Early China 2200-221 B.C.E., Confucianism and Daoism*  
9/15 *Assyrians, Israel 2000-500 B.C.E. and the Phoenicians*  
9/22 *Rome and Han China*  
9/29 *Hinduism, Buddhism, Maurayan and Gupta Empires*  
10/6 *Silk Road, Indian Ocean Trade, Sub-Saharan Africa*  
10/13 *Islam, The Abassids and the Umayyad's*  
10/20 *Medieval Europe, The Crusades*  
10/27 *Tang Empire, Song China*  
11/3 *Olmec and Chavin*  
11/9 *Mongols*  
11/17 *African Islamic Empires*  
12/1 *Europe 1200-1500*  
12/8 *Portuguese and Spanish exploration to 1550*

### **Second Semester Topics**

12/15 *Scientific Revolution and Protestant Reformation*  
1/5 *Columbian Exchange, Encomienda, Colonial America*  
1/12 *Sugar plantations of North and South America, Atlantic Economy*  
1/19 *Ottoman Empire to 1750 and Mughal Empire*  
1/26 *Tokugawa Shogunate, Ming Empire, Russian Empire*  
2/2 *American, French and Haitian Revolution*  
2/9 *Industrial Revolution*  
2/16 *Latin American Independence*  
2/23 *New African States, India Under British Rule*  
3/2 *Ottoman Empire 1800-1850, Opium Wars*  
3/9 *World Trade and Finance 1850-1900*  
3/16 *Imperialism*  
3/23 *Worldwide Impact of WWI*  
3/29 *Mexico, Brazil and Argentina 1900-1949*  
4/13 *Cold War*  
4/20 *Post-Cold War*

The course will be taught by units. Each unit will be centered on the five periodizations. Students will be assigned DBQ's, Comparative and Change Over Time essays and map tests while they study these units. These are a few of the assignments students will be required to study.

**Unit I Essay and map topics 8,000 B.C.E. to 600 C.E.**

DBQ: Buddhism in China, Confucianism and Neo-Confucianism

Comparative: Rome and Han China

Map: Africa and Middle East

**Unit II Essay topics 600 C.E. to 1450**

DBQ: Attitudes of Christianity and Islam towards merchants

Comparative: Mongols Affect on Different Regions

**Unit III Essay and map topics 1450-1750**

DBQ: Attitudes and responses towards poor Europeans 1450-1700

Comparative: European Colonies in the Americas

Map: South America, Central and East Asia

**Unit IV Essay topics 1750-1914**

DBQ: Trading of Silver

Comparative: Revolutions of the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries

Change Over Time: Atlantic Circuit 1492-1750, Labor Systems 1750-1914

**Unit V Essay and map topics 1914-present**

DBQ: Indentured Servitude

Comparative: Effects of WWI on Asia and the Middle East

Change Over Time: Cultural and Political Impact of Islam

Map: Europe

I (student) \_\_\_\_\_ have read the syllabus for  
Ms. Evans' class and understand the information. If I need further clarification, I can  
contact Ms. Evans at (305) 557-1100 or at her email, [evansmlec@yahoo.com](mailto:evansmlec@yahoo.com).

Student signature \_\_\_\_\_

Parent/guardian signature \_\_\_\_\_

Parent/guardian contact number \_\_\_\_\_

Parent/guardian email address \_\_\_\_\_

Date \_\_\_\_\_

*\*This portion of the syllabus is to be turned in and filed in the students' AP World History class folder.*