

AP World History Course Description

PURPOSE

The Advanced placement World History course is a college level survey course offered to students who wish to complete studies equivalent to an introductory college course in world history. (apcentral.collegeboard.com). Students enrolling in this course should be aware that AP Classes are taught and graded at the college level, and that this course significantly exceeds the demands and expectations of other courses. This is the first AP level course offered to students at our school. Sophomores will be expected to perform at a very high level. Students will be expected to develop analytical and critical thinking skills for the purpose of understanding historical and geographic context, to make comparisons across cultures, to use primary documents, and to recognize and discuss different interpretations and historical frameworks. Since most colleges grant course credit for superior performance on the AP exam given in May, the standards are extremely rigorous.

COURSE DESCRIPTION

This course should help the student develop a greater understanding of the evolution of global processes and contacts. This understanding is gained through both factual knowledge and analytical skill. The course highlights the nature of change within a global context, along with the causes and consequences of these changes. A primary focus will be comparisons of major societies. The course is organized by periodization, while changes and continuity are studied within the scope of each period. Very specific themes give further organization to the course. (apcentral.collegeboard.com)

The Six AP World History Themes to be studied within the time periods

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.

Time Period Divisions

Foundations: 8000 BCE—600 CE
600CE---1450
1450—1750
1750—1914
1914—the present

Text

The Earth and Its Peoples, by Richard Bulliet et.al., Boston: Houghton Mifflin:2nd Ed., 2001

The Human Record: Sources of Global History by Alfred Andrea and James Overfield, Boston Houghton Mifflin: 5th Ed., 2004

Student resources for the textbook available at [Http://college.hmco.com/students](http://college.hmco.com/students)

Student performance and evaluation

Students are expected to keep a class notebook, which is extremely useful in preparing for class tests and especially for the AP exam in May. Terms and concept sheets corresponding to each unit are given to each student. Students will complete these and they will be collected before each test. These materials greatly enhance student preparation and the level of class discussion; therefore they comprise an indispensable component of this course.

Students will also be given copies of primary documents to analyze. We will be working on these weekly to help you with the Document Based Question on the May Exam. You will learn to identify points of view and bias within the context of these documents. They should be kept in your notebook also.

National Exam

The College Board's AP World history exam, scheduled for Thursday, May 17, 2007, is comprehensive, covering material from the entire school year. Results are mailed to the school and either emailed or mailed to student's homes around mid-July. Beyond class time allotted for review, many students participate in informal study group review sessions and take a practice test. All students are required to take this exam, so it is essential that all students prepare all year long.

Beyond review materials and exercises created by the teacher, preparation for the exam is the student's responsibility. This is a most challenging exam, given at a time of year when many extracurricular club activities and end of the year activities are scheduled. It is important for students to recognize that the best AP test preparation is daily preparation all year long. No amount of cramming in May can compare with the benefits realized from a steady, on-going effort begun in August. Nevertheless, students are advised to set aside time in early May to prepare for the AP exam.

SUCCEEDING IN THIS COURSE: SUGGESTIONS FOR STUDENTS AND PARENTS

There is no substitute for reading. Other aspects of preparation enhance understanding and learning, but, a student must read to be prepared for this class and for the types of tests and evaluations that go with it. The textbook, *The Earth and Its Peoples*, is a college text: it is written at a more complex level than high school texts. The course moves very quickly, so daily preparation and attendance are essential. There will be reading quizzes weekly.

Student success in this class and on the AP exam is important to all of us. The most important determinants of a student's success in this class is whether he/she completes reading assignments, takes notes, and participates in class. Since most of you are taking an AP course for the first time, it is particularly important to realize that material covered during the first week of class in August will be on the May exam, so faithful preparation throughout the year is imperative.

Attendance is very important in AP courses, so students should avoid scheduling outside appointments during this class period when possible. It is the student's responsibility to promptly make-up work missed due to absence.

GENERAL COMMON SENSE ADVICE

DO THE READING FAITHFULLY. Reading is assigned for virtually every class period and a quiz accompanies many reading assignments. Reading may seem arduous at first, but students adapt and develop the skills needed as time progresses. It is extremely important to stay current with class reading.

JOIN A STUDY GROUP. These have been extremely successful in the past. Study groups are not a substitute for individual reading and note taking, but they are an excellent opportunity to review, compare, and extend understanding. Study groups can be fun and rewarding as long as each member accepts responsibility for preparation and the group is able to remain focused. **IT IS NOT ACCEPTABLE TO USE STUDY GROUPS AS AN OPPORTUNITY TO SWAP NOTES. THIS IS ACADEMIC DISHONESTY AND WILL INTERFERE WITH, NOT PROMOTE PERFORMANCE.**

COMPLETE THE TERM AND CONCEPT SHEETS. These are designed to help students focus on the factual material and check their comprehension of concepts. Students are sometimes allowed to use completed, handwritten term/concept sheets during quizzes and sometimes they are used to gain any curve that might be added to any test.

TALK ABOUT IT. Parents are encouraged to discuss the course with students---the more a student discusses the material, the better he/she will understand it. Reading the material aloud is a good way of rehearsing the material as well.

PLAN AHEAD. Students are given a monthly calendar that shows due dates for reading assignments and the test schedule. Dates may change from time to time, but the order is reliable. Students are encouraged to plan their reading for a month's time period along with their assignments from other classes, extracurricular events, etc. Students should consider reading ahead if they anticipate a scheduling conflict later in the term.

LEARNING IS NOT A SPECTATOR SPORT. Take part in class discussion. Ask questions. Challenge what you hear. Express your interpretations of history. Share. It makes class more interesting and it helps me tailor my teaching to our needs. Speaking in class is a good way to practice essay skills.

IF YOU HAVE A QUESTION OR CONCERN, CALL! Teaching this class is a privilege. Its success depends upon our shared dedication to student success. Students, study groups, and parents should feel comfortable calling me at home or school anytime questions or concerns arise. Also feel free to email me at

Advanced Placement World History

2007-2008

I have read the 2007-2008 course syllabus for AP World History and I understand my responsibilities as a student in the course and the requirements to maintain good standing.

Student

I have read the course syllabus for AP World History and support my student's enrollment in this course.

Parent

AP WORLD HISTORY COURSE OUTLINE –SEMESTER ONE

Each topic or chapter in **both semesters** will be followed by either a **Multiple Choice test, a Free Response Question Essay or a Document Based Question**. Several chapters will have both a Multiple Choice test and a Free Response Question. The Multiple Choice tests will start out with 50 questions and increase to 70. The Essay questions will be either a **comparison question**, or a question dealing with **change and continuity**. The DBQ exams will begin toward the end of the semester and will ask the student to answer questions by analyzing several historical documents. We will have worked on analyzing documents extensively in class before these are given as test grades. The second semester will include more DBQ tests than the first semester.

UNIT I FOUNDATIONS, c. 8000BCE to 600 CE (5 week)

Topic 1. Historiography/Introduction of the AP World History Themes

Historiography is the study of varying interpretations of events presented in a scholarly manner by different historians. *This analysis of historical interpretations will continue throughout the year.*

Topic 2. Basic features of early civilizations: Mesopotamia, Egypt and Indus

Topic 3. The late Bronze Age in the Eastern hemisphere: features in early China, Nubia, Meroe, and the Aegean world including Mycenae

Topic 4. Basic features of civilizations in the Americas and Western Eurasia: Mesoamerican, South American, the Celts, Assyrians, Israel, Phoenicia and the Mediterranean area.

Topic 5. Greece and Iran 1000BCE-30BCE: Rise of Greece through the Hellenistic Age

Topic 6. Age of Empires: Roman and Han 753 BCE-330CE

Topic 7. India and Southeast Asia: Foundations, expansion and collapse

Comparisons: Comparisons will be made through charts, idea mapping and essay writing using some of the following topics: early civilizations, major belief systems, social systems, political systems, trading systems, migrations and the movement of nomadic peoples.

Examples of topics students should know:

The nature of the Neolithic revolution, the economic and social results of the Agricultural Revolution, nature of patriarchal systems, nature of early civilizations importance of the introduction of bronze and iron, political heritage of classical China,

Greek approaches to science and philosophy and the diffusion of major religious systems.(apcentral.collegeboard.com)

UNIT II. 600-1450 (7 weeks)

Topic 1. The Silk Road, Trade routes across the Sahara, spread of Religions, and the Maritime Revolution

Topic 2. The Sasanid Empire, the Rise of Islam, And Western Eurasia

Topic 3. Christian Europe emerges and the Latin West

Topic 4. Central and Eastern Asia and Eastern Eurasia

Topic 5. People and Civilizations of the Americas

Topic 6. Tropical Africa and Asia

Comparisons: Comparisons will be made through charts, idea mapping and essay writing using some of the following topics: Japanese versus European feudalism, European monarchy vs. African empires, rule of major cities, Aztec vs. Incan vs. Mayan empires

Examples of topics students should know: Arab caliphates, Feudalism, Crusading movement and its impact, Reformation, Viking explorations, Mongol expansion and its impact, Papacy, Indian Ocean trading patterns. (apcentral.collegeboard.com)

Unit III. 1450-1750 (4 weeks)

Topic 1. Religious Reformation, Absolutism and Constitutionalism, State Building, Urban and rural society and New Ideas

Topic 2. Columbian Exchange and diversity of colonies of the New World

Topic 3. The Atlantic System and Africa, the West Indies, and the Atlantic Economy

Topic 4. Southwest Asia and the Indian Ocean; Ottoman, Safavid, Mughal and trade empires of the Indian Ocean.

Topic 5. Eastern Eurasia; new patterns of contact, rise of the Romanovs, Ming and Qing empires and Tokugawa Japan

Comparisons: Comparisons will be made through charts, idea mapping and essay writing using some of the following topics: Imperial systems in Europe versus Asia,

coercive labor systems, empire building in Asia, Africa and Europe: interactions with the West.

Examples of topics students should know: Neoconfucianism, Importance of European exploration, Characteristics of European absolutism, Extent of Ottoman expansion, Slave plantation systems, Japanese foreign policy
(apcentral.collegeboard.com)

SEMESTER TWO

Following the pattern of the first semester, each topic will be followed by either a **Multiple Choice test, a Free Response Question Essay or a Document Based Question**. Several chapters will have both a Multiple Choice test and a Free Response Question. The Multiple Choice tests will have 70 questions.. The Essay questions will be either a **comparison question** or a question dealing with **change and continuity**. The DBQ exams that began toward the end of the semester will increase in number this semester, giving the student more practice in analyzing documents.

Unit IV. 1750-1914 (5 weeks)

Topic 1. Revolutionary Changes in the Atlantic World; Eighteenth century crisis, American revolution, French revolution, revolution spreads, Latin American Revolutions

Topic 2. Early Industrial Revolution; causes, technology, impact, responses, nonindustrial countries, economic and social changes

Topic 3. Africa, India and the British Empire; changes and exchanges in Africa, India, and British Eastern Empire.

Topic 4. The New Power Balance; New technologies, social transformation, Changing powers in Italy, Germany, the United States and Japan

Topic 5. The New Imperialism; Motives and methods, scramble for Africa, Latin America and expansion of world economy

Comparisons: Comparisons will be made through charts, idea mapping and essay writing using some of the following topics: Industrial Revolution in Europe vs Japan, political revolutions, reactions to foreign domination, nationalism, western interventions, women in Europe of different classes.

Topics students should know: Women's emancipation movements, The French Revolution of 1789, Meiji Restoration, Causes of Latin American independence movements, Boxer Rebellion, Marxism and Social Darwinism.
(apcentral.collegeboard.com)

UNIT V. 1914-2000 (6 weeks)

Topic 1. The Crisis of the Imperial Order; origins of the Crisis in Europe and Middle East, The “Great War”, peace and dislocation, China, Japan and the new Middle East, and new technologies

Topic 2. Collapse of the Old Order; Stalin’s revolution, Depression, rise of Fascism, East Asia, Second World War and the new character of warfare

Topic 3. Striving for Independence; Asia, India and Latin America; sub-Saharan Africa, India, Mexico and South America

Topic 4. Perils and Promises of a Global Community; Cold War, decolonization, and a bipolar World

Topic 5. Crisis, Realignment and the Dawn of the Post-Cold War World; postcolonial crises and Asian economic expansion, challenge o population growth, movement of people and technological and environmental change

Topic 6. The End of a Global Century; a fragmented world, the struggle for rights and global culture

Comparisons: Comparisons will be made through charts, idea mapping and essay writing using some of the following topics: decolonization in Africa vs India, role of women in revolutions, effects of World Wars on areas outside Europe, nationalist movements, impact of Western consumer society and culture on others.

Topics students should know: Causes of the World Wars, Cultural and political transformations resulting from the wars, Authoritarian regimes, feminism and gender relations, the growth of international organizations, colonial independence movements, the issue of genocide, internationalization of popular culture.
(apcentral.collegeboard.com)

A FEW TYPES OF ASSIGNMENTS FOR MINOR GRADES

ANNOTATED TIMELINES: These can be used to analyze the most important events within one of the selected time periods. Different groups can choose one of the six themes of the course, select the important issues from that theme and construct the timeline. These can be shared with the class or used as a tool to practice writing thesis statements for the period.

ANNOTATED MAPS: World or regional maps can be used to locate places where important examples of different themes took place, such as the different revolutions

around the world, or trade routes of different periods. Thesis statements concerning the importance of the themes can be written.

STUDY CARDS: Study cards are usually used for the term and concepts given for each unit. Students should write the terms on one side and the explanation on the opposite side, along with an example. These can be used to study for the multiple choice tests as well as counting as a minor grade.

A Few Additional Resources:

Cracking the AP World History Exam: Student Study Guide (Princeton Review, 2004)

Document-Based Assessment Activities for Global History Classes, Noonan (J., Weston Walch, 1999)

DBQ Practice: 10 AP-Style DBQs, Williams, ed.,(Social Studies School Services, 2004)

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

The World That Trade Created, Pomeranz and Topik (A.E. Sharpe, 1999)

Word History, Book 1-4, Clark, et.al (Center for Learning, 2005)

Internet Resources

<http://apcentral.collegeboard.com>

<http://www.fordham.edu/halsall/mod/hs1000.html>

<http://worldhistoryforusall.sdsu.edu/dev/default.htm>

<http://worldhistorymatters.org/>

Video Resources

CNN Millennium Series, Vol. 1-5, (CNN productions)