AP World History

Mr. Oates

Muhlenberg Co. High School

Matt.oates@muhlenberg.kyschools.us

Room 122

Conference Hours : By Appointment Only

(270) 338-9409

Course Description

 Advanced Placement World History (WHAP) is a chance to study the story of how our world came to be the way it is today. The course will cover the events that have shaped our world from 8000 BCE to the present and is truly global in scope with Africa, the Americas, Asia, Europe, and Oceana each represented. WHAP is for motivated students and is taught on the college level – it therefore requires much more homework and more extensive writing assignments than the average high school course (it take the time and dedication you would expect to put into a sports team or band.) All students should be required to take the WHAP test in May and those who score well can receive college credit (saving lots of money in comparison to college costs.) One purpose of this course is to prepare students to do well on the exam; the broader purpose is to develop a variety of analytical skills and the chance to “do history” rather than just read about it. This requires a great deal of critical thinking, interpretation of written material, logical argumentation, and analysis. These skills are beneficial regardless of future plans.

Course Design

Advanced World History is structured around the investigation of five themes woven into nineteen key concepts covering six distinct chronological periods. History is a sophisticated quest for meaning about the past, beyond the effort to collect and memorize information. This course will continue to deal with the facts, names, chronology and events of history but it will also emphasize historical analysis. This will be accomplished by focusing on four historical thinking skills: crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis.

Course Textbook

Strayer, Robert W., *Ways of the World: A Global History with Sources*, For AP. 2nd Edition, Boston/New York: Bedford/St. Martins, 2013.

***We will be using the textbook listed above as an integral part of the course. Not all information that you will need, will be taught in class, therefore it will be imperative for you to read the textbook to fill in material not covered in class.***

Additional Student Resources

The Princeton Review: Cracking the AP World History Exam or 5 Steps to a 5

College Board AP World History Student Homepage

<http://www.collegeboard.com/student/testing/ap/sub_worldhist.html?worldhist>

**Additional Student Reading** – Students will read two selections from the following list and review for analysis of diverse interpretations, audience, and point of view.

\*Diamond, Jared, \*Guns, Germs, and Steel, W.W Norton & Co, 1997 \*(Summer Reading Requirement)

\*Jung Chang, Wild Swans: Three Daughters of China, Simon and Schuster, London, 1991.

\* Kim, Richard, Lost Names: Scenes from a Korean Boyhood, University of California Press, 1998.

\* Standage, Tom, History of the World in 6 Glasses, New York: Walker and Company, 2006.

\*Tolan, Sandy, The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East, Bloomsbury, New York, 2006.

\* Weatherford, Jack, Genghis Khan and the Making of the Modern World, Three Rivers Press, New York, 2004

\* Galeano, Eduardo, The Open Veins of Latin America, Monthly Review Press, New York, 1973

\* Achebe, Chinua, Things Fall Apart, William Heinemann Ltd, London, 1958

World History Periods

 The AP World History course is structured around themes and key concepts in six different chronological periods from approximately 8000 BCE to the present:

1. Technological and Environmental Transformations (to c. 600 BCE)

i. Big Geography and the Peopling of the Earth

ii. The Neolithic Revolution and Early Agricultural Societies

iii. The Development and Interaction of Early Agricultural, Pastoral, and Urban Societies

2. Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE)

i. The Development and Codification of Religious and Cultural Traditions

ii. The Development of States and Empires

iii. Emergence of Trans-regional Networks of Communication and Exchange Networks

3. Regional and Trans-regional Interactions (c. 600 CE to c. 1450)

i. Expansion and Intensification of Communication and Exchange Networks

ii. Continuity and Innovation of State Forms and Their Interactions

iii. Increased Economic Productive Capacity and Its Consequences

 4. Global Interactions (c. 1450 to c. 1750)

i. Globalizing Networks of Communication and Exchange

ii. New Forms of Social Organization and Modes of Production

iii. State Consolidation and Imperial Expansion

5. Industrialization and Global Integration (c. 1750 to c. 1900)

i. Industrialization and Global Capitalism

 ii. Imperialism and Nation State Formation

 iii. Nationalism, Revolution, and Reform iv. Global Migration

6. Accelerating Global Change and Realignments (c. 1900 to the Present)

 i. Science and the Environment

 ii. Global Conflicts and Their Consequences

 iii. New Conceptualizations of Global Economy, Society and Culture

Historical Thinking Skills

The historical thinking skills provide opportunities for students to learn to think like historians, most notably to analyze evidence about the past and to create persuasive historical arguments. Focusing on these practices enables teachers to create learning opportunities for students that emphasize the conceptual and interpretive nature of history rather than simply memorization of events in the past.

The historical thinking skills are:

1. Crafting Historical Arguments from Historical Evidence

a. Historical Argumentation

b. Appropriate Use of Relevant Historical Evidence

2. Chronological Reasoning

a. Historical Causation

b. Patterns of Continuity and Change Over Time

c. Periodization

3. Comparison and Contextualization

a. Comparison

b. Contextualization

4. Historical Interpretation and Synthesis

a. Interpretation

b. Synthesis

World History Themes

The course of study for this world history class is, in addition to the historical periods, also designed around several areas of historical inquiry. These themes will be investigated frequently points throughout the course. The themes articulate at a broad level the main ideas that are developed throughout the entire span of the course.

The World History Themes are:

1. Interaction Between Humans and the Environment

a. Demography and Disease

b. Migration

c. Patterns of Settlement

d. Technology

2. Development and Interaction of Cultures

a. Religions

b. Belief Systems, Philosophies, and Ideologies

c. Science and Technology

d. The Arts and Architecture

3. State-Building, Expansion

a. Political Structures and Forms of Governance

b. Empires

c. Nations and Nationalism

d. Revolts and Revolutions

e. Regional, Trans-regional, and Global Structures and Organizations

4. Creation, Expansion, and Interaction of Economic Systems

a. Agricultural and Pastoral Production

b. Trade and Commerce

c. Labor Systems

d. Industrialization

e. Capitalism and Socialism

5. Development and Transformation of Social Structures

a. Gender Roles and Relations

b. Family and Kinship

c. Racial and Ethnic Constructions

d. Social and Economic ClassesClass Readings

As a student in AP World History, you should be prepared to ***spend time each night*** completing assigned readings for the class. The reading may come from either the textbook, primary sources, or secondary sources or any combination of the three. All readings will be due on the day that they are listed on the class website. So if a reading is listed for February 12, 2015, you should have read the text prior to Feb. 12, and should be prepared to discuss it in class on that day.

Class Discussions

Discussions will take place frequently during the class. You will receive a grade based off of your participation in the class discussions. Grading for this will be on the quality and insight of your comments and how they relate to the overarching themes being discussed. Quantity is not a substitute for quality!

Class Lectures

There will be several lectures throughout the course. These lectures are designed to provide an overview of the course and material, not the detailed knowledge. In other words, “an inch deep and a mile wide.” IMPORTANT: Not all information will be covered in class. It is not possible to cover all of the material in class; the additional information will need to be gained by reading the textbook readings and other assignments.

Course Assessments:

 Assessments for each unit include multiple choice tests, essays, daily reading quizzes, class discussions, document analysis using the acronym MAPP (Main Idea, Audience, Place in Time, Point of View), class activities or projects, and semester exams. In addition, students will be required to review two outside reading books.

Textbook Summaries

Students will be required to complete a summary for each chapter of the textbook.

World History Study Encyclopedia

Over the course of the semester students will compile/create an encyclopedia of important people, laces, dates and events in World History. A check of this encyclopedia will be made at the end of each unit. This encyclopedia will assist students in studying for unit tests and the AP Exam in May.

GRADING CATEGORIES:

Tests/Projects: 50% Classwork/Reading Checks/Quizzes/Essays: 40% Homework: 10%

**NOTE**: On average, only 16-20 grades are taken each nine week grading period (including tests).

LATE WORK POLICY:

A deduction of 10 points per day (maximum of 30 points) will be assessed for late work. Work will not be accepted after three days. ELECTRONIC DEVICES IN CLASS:

All computers are to be used for classroom assignments only. Any use of computers for personal use, games, social networking, etc. is a violation of policy and may result in restrictions or your student losing

his/her privilege of computer use. Phones may only be used in class with permission from the instructor. First offense will result in a warning all subsequent use may result in an office referral.

REQUIRED SUPPLIES:

NO LATER than TUESDAY, 8/15/17

- *paper/pens/pencils/ colored pencils and/or markers*

- 5 highlighters, each a different color

- *2 packages of 3x5 index cards (one white, one color)*

- 3-ring binder (1-2 inches wide)

- dividers purchased or self-created

- 2 foldersAP WORLD HISTORY EXAM PREP:

Everything we do in this class is preparation for the AP exam you will take in mid-May. EVERYTHING! From the first day of class to the day of the actual exam, every reading, every assignment, and every bit of discussion that takes place is necessary to properly prepare you for this exam. If you choose not to do a reading assignment or not to complete a study guide, it only hurts you! It is hard to move forward without taking the necessary steps to prepare you for the next chapter….. Do the reading. Complete the assignment. Participate, ask questions during discussions, and attend tutorials.

Unit 1

Key Concepts

• 1.1 – Big Geography and the Peopling of the Earth

• 1.2 – The Neolithic Revolution and Early Agricultural Societies

• 1.3 – The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

Textbook Readings

Chapters 1-3

Time Frame – 1 week

 Supplemental Readings

• From The Epic of Gilgamesh

• From Hammurabi’s Code

• Furs for Evening, But Cloth Was the Stone Age Standby, Natalie Angier

• Austronesian, Indo-European and Bantu Migrations, Patrick Manning

• Women in Prehistory, Margaret Ehrenberg

Selected Unit Activities

• Charting – Students will develop a chart listing for each of the river valley civilizations: the location, food sources, social roles, political structure and changes humans made to the environment to suit their needs

• Class Discussion on the Depictions of Gender in Classical Societies

• Using the internet and the textbook explore how the findings of archaeologists have contributed to our knowledge of one of the following cultures: Harappan, Shang and Mesopotamian.

• Geography and Maps

• Unit Test

Unit 2 Key

Concepts

• 2.1 – The Development and Codification of Religious and Cultural Traditions

• 2.2 – The Development of States and Empires

• 2.3 – Emergence of Transregional Networks of Communication and Exchange

Textbook Readings

Chapters 4-7

Time Frame – 2.5 weeks

Supplemental Readings

• Greek and Indian Civilizations, William H. McNeill

• The Salt and Iron Debates • The Government of the Qin and Han Empires, 2006, Michael Lowe

• On the Conduct of Wives, Husbands, and Women of the Harem, Vatsyana Selected

Unit Activities

• Compare and Contrast Essay – Students will Compare and Contrast patriarchy in two of the following Classical societies – Greece, Rome, India, Africa and China

• Class Discussion on the Depictions of Gender in Classical Societies

• Compare and Contrast Essay – Students will Compare and Contrast the development and beliefs of any two religions.

• Examine religious images and statues and discuss how religion influences the development of art and culture and how art and culture influence the development of religion.

• Document Based Question Introduction

• Geography and Maps

• Unit Test

Unit 3

Key Concepts

• 3.1 – Expansion and Intensification of Communication and Exchange Networks

• 3.2 – Continuity and Innovation of State Forms and their Interactions

• 3.3 – Increased Economic Productive Capacity and Its Consequences

Textbook Readings

 Chapters 8-13

Time Frame – 3.5 weeks

Supplemental Readings

• Southernization, Linda Shaffer

• Travel on the Silk Road and Seas, Faxian

• Travels, Ibn Battuta • Causes of the Crusades, Ibn al-Athir

• The Siege of Antioch, Fulcher of Chartes

• Letter from a Jewish Pilgrim in Egypt

• Were the Barbarians a Negative or Positive Factor in Ancient and Medieval History, Gregory Guzman

• The Mongols, Yvo of Narbona

• The Mongols, Ibn al-Athir

• The Comparative Communal Responses to the Black Death in Muslim and Christian Societies, Michael W. Dols

• Town and Cities, Fernand Braudel

• On the City of Hangzhou, Marco Polo

• Cities of Mexico, Bernal Díaz

Selected Unit Activities

• Continuity and Change Over Time Essay – Trace the changes and contintities in world trade from 500 BCE to 1000 CE in any one of the following regions: the Mediterranean, the Silk Road (Central Asia, East Asia, and Southwest Asia), the Indian Ocean, Sub-Saharan Africa, Meso-America.

• Compare and Contrast Essay – Compare and Contrast Japanese and Western European feudalism.

• Class Debate – How Barbaric Were the “Barbarians?” Read Guzman’s article for the basis of this debate.

• Online project – Using the textbook and internet students will investigate the development of political institutions and trade networks in the following regions: South Asia, Oceania, Africa, Eastern Europe.

• Sub Group Discussion – Sub Groups will discuss 1 of the following topics and share their conclusions with the class: European and Japanese Feudalism, Bantu and Polynesian Migration, Ming Treasure Ships, Oceania and Indian Ocean Trade.

• Geography and Maps

• Class discussion - What were the causes and consequences of the Crusades?

• Unit Test

Unit 4

Key Concepts

• 4.1 – Globalizing Networks of Communication and Exchange

• 4.2 – New Forms of Social Organization and Modes of Production

• 4.3 – State Consolidation and Imperial Expansion

Textbook Readings

Chapters 13-16

Time Frame – 3.5 weeks

Supplemental Readings

• Journal of the First Voyage of Vasco da Gama

• On Calicut, India, Ma Huan

• The Conquest of Paradise, Kirkpatrick Sale

• Appeal to the King of Portugal, Nzinga Mbemba

• The Broken Spears: The Aztec Account of the Conquest of Mexico

• Japanese Edicts on Regulating Religion

• Akbar and Religion, Bada’uni

• European Faiths and States, Benjamin J. Kaplan

• Qing Law Code on Marriage

• Women and Marriage in Europe and China, Mary Jo Maynes and Ann Waltner

Selected Unit Activities

• Ibn Battuta Project – Students will prepare a power-point presentation relating the causes and effects of Battuta’s travels on the development and solidification of Afro-Eurasian trade networks.

• Class Discussion Topic – The later Middle Ages was a period of great intellectual and artistic achievement marked by what is often called the renaissance. What was the renaissance, and what were some of its most important and lasting cultural artistic movements?

• Class Discussion: Does the label “Renaissance” apply to members of the lower classes in late medieval Europe? Are there other “Renaissances” in other parts of the world? If so, how might this change our understanding of this term as a marker of a particular period in time?

• Class Debate – Who was Christopher Columbus- hero or villain?

• Compare and Contrast Essay – Compare and Contrast any two coercive systems of labor: Caribbean Slavery, Slavery in English North American colonies, Slavery in Brazil, Spanish Mita system in South America, West African slavery, Muslim slavery in South West Asia, India Hindu castes, or East European serfdom.

• Chart Activity – Complete a chart outlining the changes and continuities of commercial systems in the Indian Ocean region from 650 CE to 1750 CE.

• Sub Group Discussion – “Reconquista, Europe in Africa, Spanish in America”, “Portuguese and Indian Ocean Trade Networks”, “Expansion of Global Economy and Absolutism” • Document Based Question

• Unit Test

Unit 5

Key Concepts

• 5.1 – Industrialization and Global Capitalization

• 5.2 – Imperialism and Nation-State Formation

• 5.3 – Nationalism, Revolution, and Reform

• 5.4 – Global Migration

Textbook Readings

Chapters 16-19

Time Frame – 3.5 weeks

Supplemental Readings

• Why Europe, Jack Goldstone

• Women and Science, Bonnie S. Anderson and Judith P. Zinsser

• China, Technology, and Change, Lynda Norene Shaffer

• The Social Contract, Jean Jacques Rousseau • The American Declaration of Independence

• The French Declaration of Rights of Man and Citizen

• Letter to the Directory, Toussaint L’Ouverture

• Asia and the Industrial Revolution, Arnold Pacey

• The Industrial Revolution outside of the West, Peter N. Stearns

• Italians in Two Worlds: An Immigrant’s Letters from Argentina

• Burmese Days, George Orwell

• The White Man’s Burden, Rudyard Kipling

• Heart of Darkness, Joseph Conrad

• The World Revolution of Westernization, Theodore von Laue

 • Letter on Indian Education, Rammohun Roy

Selected Unit Activities

• Classroom Discussion – How did the spread of Social Darwinism in the 19th century influence justifications for European imperialism?

• Map Activity – Trace the demographic shift from 1450 to 1914 in any one region: Latin America, Western Europe, North America, Sub-Saharan Africa, or East Asia.

• Continuity and Change Over Time Essay – Analyze the economic and social changes and continuities in two of the following regions from 1450 to 1750: Western Europe, East Asia, the Americas, South Asia or Sub-Saharan Africa

• Classroom Discussion – Using excerpts from Joseph Conrad’s “Heart of Darkness” and Rudyard Kipling’s “The White Man’s Burden, identify and evaluate differing interpretations of the goals of British Imperialism in the 19th century.

• Compare quantitative data on industrial output by world region and discuss possible conclusions that might be drawn.

• Geography and Maps

• Unit Test

Unit 6

Key Concepts

• 6.1 – Science and the Environment

• 6.2 – Global Conflicts and Their Consequences

• 6.3 – New Conceptualizations of Global Economy, Society and Culture

Textbook Readings

Chapters 20-23

Time Frame – 3.5 weeks

Supplemental Readings

• Europe’s Last Summer, David Fromkin

• Memories of Senegalese Soldiers

• War and Revolution, V. I. Lenin

• Syrian Congress Memorandum

• Mein Kampf, Adolf Hitler

• Letters from Nanking, Dr. Robert Wilson

• Memory of Hiroshima, Akihiro Takahashi

• Origins of the Cold War, Heonik Kwon

• Problems of China’s Revolutionary War, Mao Zedong

• The Vietnamese Declaration of Independence

• “We Will Bury You”, Time Magazine, Nikita Khrushchev

• U.S. Government Meeting Transcript and Telegram on Military Coup in Argentina

• The Madwomen at the Plaza de Mayo, Hebe de Bonafini and Matilde Sánchez

• Nelson Mandela Nobel Peace Prize Address

• Revolution, Wael Ghonim

• China’s “Charter 08”

• Just Don’t Call Her Che, William Moss Wilson

• Dollarization, Sherif Hetata

• Cultural Globalization is Not Americanization, Philippe Legrain

• Jihad vs. McWorld, Benjamin Barber

Selected Class Activities

• History Lab – What do World War I posters have in common, even though they are from different countries? Analyze the images for their point of view and purpose.

• Compare and Contrast Essay – Compare and Contrast the impact and consequences of World War I on any two regions: East Europe, Middle East, South Asia, East Asia, or Sub-Saharan Africa.

• Compare tables on income and life expectancies in 2000 and discuss possible conclusions that might be drawn.

• Class Discussion – Globalization: Is it good or is it bad?

• Geography and Maps

• Unit Test

Personal responsibility:

I will do everything I can to ensure your success in this class and on the AP test. Please contact me when you first begin to have difficulties. However, you must also accept that, ultimately, your fate is in your own hands for keeping up and reviewing. You can’t wait until April to decide to “catch up” before the test.



**AP World History Syllabus Acknowledgement**

**Students should read carefully, sign, and return.**

I have read the course syllabus and understand the type of program in which I am currently enrolled. I also understand that in order to obtain a passing grade for this course, I must meet the expectations set for this course.

**Student’s Name (Please Print)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student’s Signature**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent(s)/Guardian(s) should read carefully, sign, and return.**

I have read the course syllabus and understand the type of program in which my child is currently enrolled. I will encourage my child to participate fully in the activities of this course and will support the discipline procedure necessary to maintain a learning environment.

**Parent/Guardian Name (Please Print)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Parent/Guardian Signature**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Home phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Work phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**