

ADVANCED PLACEMENT WORLD HISTORY

2011-2012 Syllabus
Mr. Carroll Bilbrey
Herron High School



CONTACT INFORMATION

Website: <http://mrbilbrey.com>
E-mail: cbilbrey@herronhighschool.org
School phone: (317) 231-0010
Office Hours: TBA

COURSE DESCRIPTION

Students of Advanced Placement World History & Civilizations will study and explore important events, people, and developments from throughout the world. Students will examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. All course work will be in accordance to the Indiana State Academic Standards, as well as those standards set by the College Board and the mission statement of Herron High School. Students will participate in a variety of learning strategies, including research, analysis, and knowledge synthesis, taking in to account the diversity of students' academic capabilities.

Based on the goals and charter of the school, AP World History students will participate in the study of the art history timeline. Students will examine, analyze, and interpret important works of art beginning with the ancient period, up to modern times. The course will also closely follow the classical model of the Trivium: grammar, logic, and rhetoric. The classical liberal arts model of education is at the core of Herron High School.

As an Advanced Placement course, students will participate in a rigorous course curriculum designed to encourage and challenge historical thinking. The study of primary and secondary source documents, and the development of critical analysis in writing and discussion, is of the utmost importance. Essay writing, in the form of Document-Based Questions (DBQ), comparative questions, and questions dealing with change and continuity over time (often referred to as FRQ), will be practiced frequently in preparation for the AP exam. The goal is to provide students with the opportunity to earn college credit, while at the same time, preparing those students for the challenges of the university.

Close examination of the AP World History Course Themes, as well as the Four Historical Thinking Skills, will be at the focus of this course. The themes listed below identify the broad patterns and processes that explain change and continuity over time. In addition, the four skills will help students navigate and process the large breadth of information presented in AP World History.

The AP World History Course Themes

1. Interaction Between Humans and the Environment
 - Topics: demography and disease; migration; patterns of settlement; technology
2. Development and Interaction of Cultures
 - Topics: religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture
3. State-Building, Expansion, and Conflict
 - Topics: political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, transregional, and global structures and organizations
4. Creation, Expansion, and Interaction of Economic Systems
 - Topics: agriculture and pastoral production; trade and commerce; labor systems; industrialization; capitalism and socialism
5. Development and Transformation of Social Structures
 - Topics: gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes

Historical Thinking Skills

1. Crafting historical arguments from historical evidence.
 - Students will be able to create persuasive arguments based on analysis and interpretation of both primary and secondary sources.
2. Chronological reasoning.
 - Students will be able to recognize and evaluate historical relationships that occur over time. Examples: cause and effect; change and continuity.
3. Comparison and contextualization.
 - Students will be able to describe and evaluate historical developments that occurred within and between societies, as well as connect these developments to broader global processes.
4. Historical interpretation and synthesis.
 - Students will be able to analyze and evaluate various documents from throughout history, as well as process and identify different interpretations of historical development.

TEXTS

World Civilizations: The Global Experience, by Peter N. Stearns, et. al., New York: Pearson Longman; 5th AP Ed., 2007.

Worlds of History: A Comparative Reader, Volume One: To 1550, by Kevin Reilly, ed., Boston: Bedford St. Martin's; 3rd Ed. 2007.

Worlds of History: A Comparative Reader, Volume Two: Since 1400, by Kevin Reilly, ed., Boston: Bedford St. Martin's; 3rd Ed. 2007.

Documents in World History, Volume One: The Great Traditions From Ancient Times to 1500, by Peter N. Stearns, et. al., New York: Addison Wesley Longman; 2nd Ed., 2000.

Documents in World History, Volume Two: Modern Centuries From 1500 to the Present, by Peter N. Stearns, et. al., New York: Addison Wesley Longman; 2nd Ed., 2000.

Other online and print documents – both primary and secondary sources – will be made available to students in class and/or via the web throughout the school year.

RECOMMENDED MATERIALS

It is recommended that each student obtain, and come to every class period with, the following items:

- 3-ring binder – various sizes are available, but the bigger the better.
- Notecards – a great way to study vocabulary terms, as well as other historical information.
- Flash drive – for saving and transferring computer-generated work.
- Lined, college-ruled paper.
- Pencils, blue and/or black ink pens – no other color pens are to be used on assignments.
- World atlas – this is more for home reference, but will be useful in the classroom, as well.

COURSE ACTIVITIES

Below you will find descriptions of the most common activities that students will participate in during the course of each semester. Students are expected to come prepared and participate in all class activities every day. Failure to do so will result in an unsatisfactory grade.

Semester grades are calculated using category weights – 80% Mastery Evidence, 20% Practice. Students will be made aware of what is considered “Mastery Evidence” and what is considered “Practice.”

In every class period, students will analyze and interpret both primary and secondary source materials – both in text and visual form. Analyzing primary and secondary sources will help prepare students for the AP World History exam, where they will be expected to complete a Document Based Question (DBQ), using a variety of historical documents and sources. Identifying points of view within said documents will also be an important aspect of document interpretation.

Bell Work

Students will be expected to complete a brief assignment or task at the start of every class period. They will be expected to start the assignment as they enter the classroom, and complete it within the allotted time. Maps, document analysis, and review will make up the bulk of Bell Work. The completion of Bell Work is essential to the success of the student in this course.

Notes

Students will be expected to take notes when presented with information on the board or via the projector (usually in the form of a Power Point presentation). While in a 90 minute period it would be unproductive to lecture the entire time, a portion of most class sessions will be

dedicated to notes and note taking. It is essential that students come prepared to listen, ask questions, and take comprehensive notes in order to be successful in this course.

Group Work

At various points throughout the course, students will be asked to participate in both large and small group work. It is vital that students put forth every effort to properly engage and participate in all group activities. Failure to do so will not only affect the grade of an individual student, but of the entire group as well.

Discussion/Debates/Simulations

Classroom discussion is an important part of the course. Students will be invited to share their own views, as well as formulate discussions based on fact-based research. The Socratic Dialogue method of discussion is a valuable tool within the classroom in order to teach students the art of facilitating and critiquing discussion. Students will participate in debates and simulations throughout the semester, exploring various topics.

Projects

Students will be expected to complete at least one major project during each semester. Projects provide students the opportunity to practice their skills in research, interpretation, analysis, and synthesis.

Writing Practice

For the AP Exam, students are required to answer three different types of essays, which include a DBQ essay, as well as two FRQ essays – a Comparison essay, and a Continuity and Change Over Time essay. Students will practice writing on a regular basis in and outside of the classroom. Practice involving writing thesis statements, outlining content, formulating arguments, and analyzing document sources will be a continual focus of the course.

Quizzes

Quizzes will cover textbook chapter content, class notes, map locations, and/or key vocabulary terms. Students should expect, and be prepared for, a quiz every week.

Benchmark Exams/Semester Finals

Exams will be administered at the midway point (Benchmark), as well as at the end of each semester. These exams will be accumulative, covering any and all material from the previous weeks. Notes and/or other materials are not allowed during these exams. Exams will be a mixture of multiple-choice and essay, intended to emulate the format of the AP Exam.

AP World History Exam

The date for the 2011-2012 AP World History Exam is Thursday, May 10. It is required by Herron High School that every student enrolled in AP World History take the exam. A score of 3, 4, or 5 will earn students college credit in the state of Indiana. *The AP exam has no effect on the semester grade.* More information will be provided as the examination date gets closer. You may also visit the College Board website –

<http://www.collegeboard.com/student/testing/ap/about.html> – to learn more about the exam.

COURSE OUTLINE

The topics listed here are merely a guide for the course. Course topics will not be limited to only those listed here. Units, outcomes, and key concepts are based on the College Board AP World History curriculum framework (<http://apcentral.collegeboard.com>), as well as the Indiana Educational Standards (<http://www.indianastandardsresources.org/>).

Please note that this course uses the chronological designations B.C.E. (Before Common Era) and C.E. (Common Era).

Unit I – Technological and Environmental Transformations, to c. 600 B.C.E.

Indiana State Standards:

- Standard 1: Beginnings of Human Society and the Development of Cultural Hearths.
- Standard 2: Ancient Civilizations: 4000 B.C.E. to 500 C.E.
- Standard 9: Historical Thinking.

Outcomes:

- Students will examine the lives of people during the beginnings of human society.
- Students will investigate the technological and environmental developments that led to the formation of early civilizations.
- Students will examine the characteristics of early civilizations, including those of North Africa, Southwest Asia, South Asia and East Asia from 4000 B.C.E. to 500 C.E.
- Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Key Concepts:

1. Big Geography and the Peopling of the Earth
 - Early human migrations; early technology; early economic structures; environmental adaptation
2. The Neolithic Revolution and Early Agricultural Societies
 - Development of settled agriculture; domestication of crops and animals; environmental changes; technological and social developments
3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies
 - Early states and civilizations; political and social changes; religious developments and influence

Unit II – Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

Indiana State Standards:

- Standard 2: Ancient Civilizations: 4000 B.C.E. to 500 C.E.
- Standard 3: Major Civilizations and Empires in Asia, Africa and the Americas: 1000 B.C.E. to 1500 C.E.
- Standard 9: Historical Thinking.

Outcomes:

- Students will trace the development of major civilizations and empires in different regions of Asia, Africa and the Americas from 1000 B.C.E. to 1500 C.E.
- Students will examine the political, economic, social and cultural development of ancient civilizations.
- Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Key Concepts:

1. The Development and Codification of Religious and Cultural Traditions
 - Ethics; social and economic stratification; monotheism and polytheism; cultural diffusion; religious conflict
2. The Development of States and Empires
 - Development of political and regional unity; growth of military; political administrative growth; social and economic changes
3. Emergence of Transregional Networks of Communication and Exchange
 - Development of trade and communication networks; technologies related to trade/communication; cultural diffusion

Unit III – Regional and Transregional Interactions, c. 600 C.E. to c. 1450

Indiana State Standards:

- Standard 3: Major Civilizations and Empires in Asia, Africa and the Americas: 1000 B.C.E. to 1500 C.E.
- Standard 4: Medieval Europe and the Rise and Development of Western Civilization: 500 C.E. to 1650 C.E.
- Standard 9: Historical Thinking.

Outcomes:

- Students will explore the development of societies and regions across Afro-Eurasia.
- Students will examine the impact of global trading networks and communication systems.
- Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Key Concepts:

1. Expansion and Intensification of Communication and Exchange Networks
 - Improved transportation/communication technologies; geographical expansion of societies/cultures; growth of commerce; migration patterns and effects
2. Continuity and Innovation of State Forms and Their Interactions
 - Downfall and formation of empires/states; technological and cultural transfer

3. Increased Economic Productive Capacity and Its Consequences
 - Stimulation of agricultural/industrial production; urbanization; social and economic changes

Unit IV – Global Interactions, c. 1450 to c. 1750

Indiana State Standards:

- Standard 5: Worldwide Exploration, Conquest and Colonization: 1450 C.E. to 1750 C.E.
- Standard 6: Scientific, Political, Cultural and Industrial Revolutions: 1500 C.E. to 1900 C.E.
- Standard 7: Global Imperialism: 1500 C.E. to the Present.
- Standard 9: Historical Thinking.

Outcomes:

- Students will examine the causes, events and global consequences of the scientific, political, cultural and industrial revolutions that profoundly influenced the world.
- Students will examine the origins, major events and consequences of worldwide imperialism.
- Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Key Concepts:

1. Globalizing Networks of Communication and Exchange
 - Intensification of and competition within regional trading networks; technological developments; global circulation of goods/people
2. New Forms of Social Organization and Models of Production
 - Changes within traditional agricultural production model; development of ethnic, racial, and gender hierarchies
3. State consolidation and Imperial Expansion
 - Political and religious power; use of military power in imperial expansion; conflicts over access to global trading network

Unit V – Industrialization and Global Integration, c. 1750 to c. 1900

Indiana State Standards:

- Standard 7: Global Imperialism: 1500 C.E. to the Present.
- Standard 9: Historical Thinking.

Outcomes:

- Students will examine the origins, major events and consequences of worldwide imperialism from 1500 to the present.
- Students will analyze and explain trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes that have connected once-separated regions into an incipient global community.

- Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Key Concepts:

1. Industrialization and Global Capitalism
 - Developments in production technology; further integration of global economy; expansion and development of financial institutions; social organization changes
2. Imperialism and Nation-State Formation
 - Transoceanic empires; influence of imperialism on state formation
3. Nationalism, Revolution, and Reform
 - Enlightenment; political and social revolutions; rise of national identities
4. Global Migration
 - Industrialization challenges traditional patterns; reactions to mass migrations;

Unit VI – Accelerating Global Change and Realignments, c. 1900 to the Present

Indiana State Standards:

- Standard 7: Global Imperialism: 1500 C.E. to the Present.
- Standard 8: An Era of Global Conflicts, Challenges, Controversies and Changes: 1900 C.E. to the Present.
- Standard 9: Historical Thinking.

Outcomes:

- Students will examine the challenges facing the modern world.
- Students will analyze the forces of change in various societies and regions of the world.
- Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

Key Concepts:

1. Science and the Environment
 - Advancements in scientific research; development of new technologies; population increase and its effects
2. Global Conflicts and Their Consequences
 - Changes in global political and military leadership; anti-imperialism; global military conflicts
3. New Conceptualizations of Global Economy, Society, and Culture
 - Economic challenges of 20th century; challenging traditions assumptions; rise of consumer culture