**AP World History Course Description and Syllabus**

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2018-2019

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Dear Students, Parent(s)/Guardian(s):

 I would like to welcome you and your child to my AP World History class. My name is Brian McGuire and I will do everything in my power to ensure that your child has a successful and fulfilling school year. Advanced Placement World History is a yearlong course. Although we will study the history of the world from the roots of human civilization to the present, the primary focus of this course will be on the period from roughly the year 600 C.E. to the present. Obviously, the scope of this course requires that we move along very swiftly in class. Students electing to take this course are forewarned that a heavy amount of homework will be assigned throughout the school year. The College Board created the Advanced Placement program with the purpose of allowing students to take college level courses while in high school. The purpose of this class is to prepare students to take the Advanced Placement Exam in World History. Every student electing to take this course should do so with the goal of taking and passing the AP exam given each year in the month of May. The AP exam tests students’ abilities to generalize, interpret, analyze and weigh historical evidence. The exam consists of multiple choice and essay questions and is scored on a scale of 1 to 5. Scores of 3 (qualified), 4 (well qualified), or 5 (extremely well qualified) will be accepted for credit at most colleges potentially saving students thousands of dollars of tuition. AP test scores can also bolster a student’s chances of being accepted at the college or university of their choice.

**Course Overview**

**Program:** AP World History is offered as an elective course to all 10th grade students at Eagle Rock High School. Students electing to take AP World History may use the course to satisfy their World History graduation requirement. The school has an open enrollment policy in AP courses and encourages all qualified students to take AP World History.

**AP Class Size:** 35-45 students.

**Course Design:** AP World History is a yearlong academic course with an emphasis on non-Western History. The course relies heavily on a college-level text as well as on primary source documents, historical maps, and outside readings. Students are required to participate in class and to demonstrate the academic skill of notetaking from both class discussions and assigned readings. Students will be evaluated by means of objective examinations, written-work, individual and group projects and presentations. Historical writing in the form of essays and document-based questions is a specific focus of this course.

**Course Themes:** The AP World History course revolves around four themes that identify broad patterns and processes that explain change and continuity over time. The five themes are:

1. Interaction Between Humans and the Environment (ENV)
2. Development and Interaction of Cultures (CUL)
3. State Building, Expansion, and Conflict (SB)
4. Creation, Expansion, and Interaction of Economic Systems (ECON)
5. Development and Transformation of Social Structures (SOC

More information at: <https://apcentral.collegeboard.org/pdf/ap-world-history-course-and-exam-description.pdf?course=ap-world-history>

**Assigned Texts:**

*Traditions & Encounters*, 4th edition. By Jerry H. Bentley and Herbert F. Ziegler. McGraw Hill

 2008.

Student resources for this text can be found at:

<http://glencoe.mheducation.com/sites/0024122010/student_view0/index.html>

*The Global Experience: Readings in World History*, 4th edition, Volumes I. & II. By Phillip F.

 Riley, et al., Prentice Hall, New Jersey, 2002.

A variety of other essays, websites, and primary and secondary sources will be used in this

course.

**Grade Policy:** Every assignment/activity is worth points. The length and difficulty of the assignment determine the point value assigned. Letter grades will be assigned according to the following grade scale. To receive an “A” in this class, the student must take the AP exam in May. The highest grade you can earn without taking the exam is a “B.” Students are expected to participate in all class discussions and activities and to come to class prepared to do so each day. I use a weighted scale of grading. Homework, classwork, projects and participation make up 50% of your grade. Quizzes, tests and the final exam make up the other 50%. In other words, it is imperative that you do your daily work, and your assessments will be the proof of your learning.

# Grade Scale

100-90% = A

89-80% = B

79-70% = C

69-60% = D

59-0% = Fail

**Classroom Assignments**

1. Textbooks: Your student will be assigned a textbook for this class. This text should be kept covered at all times with a book cover of some type. Students are required to bring the text to class everyday.
2. Homework: Homework will be assigned out of the textbook each week. On average we will cover one chapter every two days of class. Homework typically consists of reading the text and taking notes/outlining the charter.
3. Maps: Geography is an integral part of history; an understanding of where events took place and where things are is essential to do well in this course as well as the AP World History Exam. Accordingly, students will receive frequent map based assignments.
4. Tests: Chapter tests are typically given once or twice every week. Chapter tests usually consist of 20-30 multiple-choice questions.
5. Unit Exams: The AP World History course contains five units of study. A comprehensive examination will be given at the completion of each unit.
6. Notes: Students are required to take and keep notes in this class. These notes are to consist of an outline of the information covered in the text as well as notes over the topics covered in class. The notes from each chapter are due in class on the day of the chapter test.
7. Essays: Written communication is an essential part of the work of historians and as such the written portion of the AP World History Exam is worth half of the total points possible. For both of these reasons, students will be assigned frequent essay assignments during this course. Every 1-2 weeks students can expect an essay assignment. All of the essays assigned will conform to one of the three essay types found on the AP World History Exam. These three essay types are Document Based Questions, Change-Over-Time Questions, and Comparison Questions.
8. Projects: During the course of the school year, students will be asked to complete both independent and group projects. Projects may consist of individual or group presentations, short written reports, or even posters. Instructions for each project will be provided and discussed in class.

**Policies and Procedures**.

**ATTENDANCE:** Poor attendance interferes with student learning. Therefore, it is imperative that students attend class every day. If they are absent, they’ll need to give me a PRC (permit to re-enter class) as soon as they walk into the classroom. If the student does not have a PRC, they will not be allowed to stay in class, Leaving the classroom to retrieve a PRC will result in an unexcused tardy. Students, remember that it is your responsibility to have your PRC. For every three unexcused tardies, students will receive a “U” on their progress report that will NOT be removed all semester. A student is considered tardy if he/she is not in his/her seat and ready to work when the tardy bell rings. If a student is participating in sports and an assignment or test is due on a particular day, they are required to give me that assignment on the day due before their game/meet. They must also take the test PRIOR to the other students. If a student is absent due to an illness, they must find out what they missed and turn it in with their PRC on the day they return to class.

**MISSED WORK POLICY:** Students will be allowed to make up any missed assignments that were due on the day(s) that the student was absent. However, a student has 1 day (the day you return from an absence) to request missed work from the teacher. If the student doesn't request the missing work within the allotted time frame (1 day), his/her grade will become O for the missed work. It is the student's responsibility to find out what he/she has missed. The students will be given a reasonable amount of time by the teacher to make up the missed work. If a student is **truant,** he/she **will not** be allowed to make up any work.

**LATE WORK POLICY:** An assignment is considered late when a student submits his/her work after the teacher has collected the work. Late work will not be accepted. If you need to be absent when an assignment is due, please make arrangements with a sibling or friend to deliver your work to the teacher. If there is a serious emergency or medical crisis, please contact the teacher as soon as possible so that special arrangements can be made. There will be no penalties for these special circumstances.

**ELECTRONICS POLICY:** No electronic devices are allowed at any time. If I see one, it will be confiscated until the end of the day. If this happens three times, you will receive a “U” on your report card.

**MATERIALS POLICY:** Students must bring their materials every day. Once again, they will receive a “U” on their report card for every third time that they don’t have their materials.

**FOOD AND DRINK POLICY:** No food or drinks are allowed at any time. A bottle of water is the only thing allowed. Three offenses will result in a “U” on the report card. The selling of food is strictly forbidden and is against school rules. If a student is selling food he/she will be reported to the administration.

If at any time you require my assistance, I can be reached via the internet at the following address: bmm8226@lausd.net

Sincerely,

Mr. Brian McGuire

**Course Outline and Pacing**

**First Semester**

**Unit One: Foundations c. 8000 B.C.E. to 600 C.E. (6 weeks)**

Bentley/Ziegler Chapters 1-12

Topics Covered

1. World History In Place And Time

• Interaction of geography and climate with the development of human society

• Major population changes resulting from human and environmental factors

2. The Neolithic Revolution and its implications

• Agricultural, pastoral, and foraging societies and their characteristics

• Emergence of agriculture and other technological change

• Effects of agriculture on the environment and peoples

3. Early Civilizations

• Political and social structure of: Mesopotamia, Egypt, Indus, Shang, Mesoamerican and Andean South America

4. Classical Civilizations

• Major political developments in China, India, and the Mediterranean

• Social and gender structures

• Arts, sciences, and technology

• Collapse of empires (Han, Western Roman Empire, Gupta)

• Movements of peoples (Huns, Germans)

5. Major Belief Systems

• Major world belief systems prior to 600 CE

• Polytheism, Hinduism, Judaism, Confucianism, Daoism, Buddhism, Christianity

• Religious diffusion and syncretism

6. Interregional Trade Networks by 600 CE

• Major trading patterns within and among early civilizations

• Major trading patterns within and among Classical civilizations

**Unit Two: c. 600–1450 C.E. (7 weeks)**

Bentley/Ziegler Chapters 13-22

Topics Covered

1. The Islamic World

• The origin and development of the Islamic faith

• The development and growth of the Islamic empire and its political structures

• Arab/Islamic developments in the arts, sciences, and technologies

2.The Growth of Interregional Trade and Its Consequences

• Development and shifts in interregional trade, technology, and cultural exchange: Trans-Sahara trade, Indian Ocean trade, Silk routes

• Missionary outreach of major religions

• Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam

• Impact of the Mongol empires

• The Delhi Sultanate and the arrival of Islam in India

3. China’s Expansion

• The development and growth of the Chinese economy under the Tang, Song and the early Ming dynasties

• Chinese influence on East and Southeast Asia-Korea, Japan, and Vietnam

4. The Making of Modern Europe

• Restructuring of Roman and Germanic economic, social, and political institutions

• The division of Christendom into eastern and western cultures

• European Feudalism-Roots and consequences

• The Byzantine Empire and its challenges.

• The Crusades and their legacy

• The Renaissance and its causes and effects

5. Civilization in Africa

• Early civilizations-Kush and Axum

• Bantu migrations

• The land of Zanj-the development of the Swahili coast

• Stateless societies in southern Africa and Great Zimbabwe

• Growth and role of villages and urban life

• Gender roles and slavery

**Unit Three: c. 1450-1750 C.E. (5 weeks)**

Bentley/Ziegler Chapters 23-28

Topics Covered

1. The Creation of A New World Market

• Changes in trade, technology, and global Interactions

• The European Age of Exploration

2. Major Empires, Political Units, and Social Systems

• Ottoman, China, Portugal, Spain, Russia, France, England, Tokugawa, Mughal.

• African empires: Ghana, Mali, Songhai, and the Kongo

• New Spain-the development of the creole and mestizo culture in Latin America

3. Slave Systems and Slave Trade

• The development of plantation agriculture and its implications

4. The Columbian Exchange:

• Diseases, animals, new crops, and comparative population trends

• Comparative global causes and effects of cultural change

5. Cultural and Intellectual Developments

• The Reformation in Europe

• Scientific Revolution and the Enlightenment

• Neo-Confucianism

• Major developments and exchanges in the arts

**Second Semester**

**Unit Four: c. 1750-1914 C.E. (5 weeks)**

Bentley/Ziegler Chapters 29-33

Topics Covered

1. Political revolutions and independence movements and new political ideas

• Revolutions in the United States, France, Haiti, Mexico, China, Latin America

• Rise of nationalism, nation-states, and movements of political reform

• Rise of democracy and its limitations

• Socialism and Marxism

2. The Beginnings of Modernization

• Changes in patterns of world trade

• Causes and effects of the Industrial Revolution: political, economic, social, environmental

• Changing gender roles and the development of mass society

• New ideas-breakthroughs in physics and the development of Psychoanalysis and Social Darwinism

2. Demographic and Social Changes

• Migrations, end of the Atlantic slave trade, Malthus and the growth of Europe

5. The Age of Imperialism

• The colonial system and the transplantation of European Civilization

• Cultural and political reactions-native resistance and anti-colonialism

**Unit Five: c. 1914 C.E.-Present (7 weeks)**

Bentley/Ziegler Chapters 34-40

Topics Covered

1. War and Disillusionment

• World War I, World War II, and the Holocaust

• The Russian Revolution and the U.S.S.R.

• The Bipolar World-the Cold War and its consequences

• The growth of internationalism-the League of Nations and U.N.

2. The End of the Colonial System and its Consequences

• Decolonization in Africa and Asia

• Genocide-the dark side of nationalism

• The Arab-Israeli conflict

• Terrorism

3. Global Economic Developments

• The Great Depression: political, social and economic causes and effects

• The rebirth of the global economy

• Patterns of cooperation-the World Bank, G8, and International Monetary Fund

• Development of the Asia and multinational corporations

• Technology and the Information Age

4. The Brave New World-Communism on Trial

 • The rise and fall of the communist world

5. Social and Religious Change

• Changing gender roles; family structures; rise of feminism

• The growth of religious fundamentalism in Christianity and Islam

6. The Return of Malthus

• Mass migrations, the population explosion, global urbanization; deforestation, global warming and the growth of international activism

**Post AP Exam (4 weeks)**

World History Movie Reviews-Students watch and review various movies.

AP World History Group Research Project-Students research a topic, event, or figure from world history and prepare a 30 minute presentation on the subject to present to their classmates.