

## AP World History: 2020 -2021 Syllabus

### **Teacher Information:**

Mr. Michael Daly

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### **Grading Information**

Formative Assessments: 30%

Summative Assessments: 70%

Absences: It is the student's responsibility to get late work. Students should see the teacher before or after class, during seminar or at another appropriate time as determined by the teacher. The teacher reserves the right to use class time to teach and not find missing work.

### **Tutoring:**

Tutoring is available on Tuesdays after school. Room to be determined and posted. Please feel free to make an appointment with your teacher as needed. I am also here on Thursdays and Fridays, but sometimes I am a bit more busy. If you want my undivided attention, see me on Tuesdays.

### **Academic Integrity:**

Plagiarism: Plagiarism is the wholesale, literal copying of someone else's work or the practice of taking someone else's work or ideas and passing them off as one's own. Students will receive an automatic zero for plagiarized work.

Cheating: Cheating & copying another student's work will result in a zero for both students. Sharing your work with another student is cheating.

### **UCHS Behavior Expectations**

Technology in the classroom is for learning purposes, not distraction. Chromebooks should be used as part of the learning process.

Cell phones: Students may NOT have cell phones in the classroom unless they are given specific, verbal permission to do so. Cell phones should be turned off and stored in a student's bag and should not be taken out unless the teacher has given permission for the student to do so. It is entirely the teacher's discretion to allow cell phones or to not allow cell phones in order to protect a positive, distraction-free learning space.

Students are expected to treat others as they want to be treated. Students are expected to participate in class activities as they occur.

### **Daily Class Expectations:**

Students are expected to be on time for class prepared with their text, a notebook and something to write with. Students are expected to stay on task throughout the class period. Students are expected to bring their Chromebooks on a daily basis.

**Course Description:**

This class is designed to be taught at the college level and will challenge all students. World History is approached in this class by using the Advanced Placement World History: Modern Themes as outlined by the College Board (see below) to examine changes and continuity over time throughout the world.

Students will examine how humanity, culture and the world have changed over time by identifying changes in religion, technology, social interactions, political developments, intellectual changes and economic developments. Furthermore, students will compare the development of societies to explore similarities and differences that cut across miles and time.

Furthermore, analysis of primary and secondary sources will be emphasized. Knowing that history is written by the winners, it is of the utmost importance to examine all histories, including the losers and those without language, so as to develop the most comprehensive view of history. In order to do this, students will examine tone, credibility, style and message from a variety of sources in order to gain a more balanced view of history.

## Course Themes

### **THEME 1: HUMANS AND THE ENVIRONMENT (ENV)**

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

### **THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)**

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

### **THEME 3: GOVERNANCE (GOV)**

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

### **THEME 4: ECONOMIC SYSTEMS (ECN)**

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

### **THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)**

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

### **THEME 6: TECHNOLOGY AND INNOVATION (TEC)**

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

## Resources

### **Textbook:**

Adas, Michael, Marc J. Gilbert, Peter Stearns, and Stuart B. Schwartz. *World Civilizations: The Global Experience*. 5<sup>th</sup> ed. Upper Saddle River, N.J.: Pearson Longman, 2007.

### **Primary sources:**

- Brady, Chip. The DBQ Project. 2010
- Halsall, Paul. The Internet History Sourcebook. Fordham University, 2011.
- Wiesner, Merry E., William Wheeler, Franklin Doeringer, Kenneth Curtis. *Discovering Our Global Past*, Vol. I & II. 3<sup>rd</sup> ed. Boston: Houghton Mifflin Company, 2007.
- Images for student analysis will originate from the Stearns Text, The DBQ Project, *Discovering our Global Past* and the internet.

### **Secondary sources:**

- Mann, Charles C. "The Birth of Religion." National Geographic, 2011.

- Kristof, Nicholas D. "Prequel to 1492." New York Times, 1999.
- McNeill, J.R. "Of Rats and Men: A Synoptic Environmental History of the Island Pacific." *Journal of World History*, Vol 5.. No 2.(Fall, 1994): 299-349.
- Diamond, Jared. Collapse. New York: Penguin Books, 2005.
- Kirsch, Jonathan. God Against the Gods. New York: Penguin Books, 2004.
- Huntington, Samuel P. The Clash of Civilizations. New York: Simon and Schuster, 1996.
- Mann, Charles. 1491. New York: Vintage Books, 2005.
- Shaffer, Lydia. "Southernization." *Journal of World History*. Vol 5. (Spring 1994): 1-21.
- National Endowment for the Humanities. "Voyages: The Trans-Atlantic Slave Trade Database."

#### **Historical Thinking Skills Developed and Assessed in this Course:**

- **Crafting Historical Arguments from Historical Evidence**
  - Historical Argumentation
  - Appropriate Use of Historical Evidence
- **Chronological Reasoning**
  - Historical Causation
  - Patterns of Continuity and Change Over Time
  - Periodization
- **Comparison and Contextualization**
- **Historical Interpretation and Synthesis**

#### **Course Schedule**

**Unit 1: The Global Tapestry - 1200 - 1450 - 8-10% of exam**

**Unit 2: Networks of Exchange - 1200 - 1450 - 8-10% of exam**

**Unit 3: Land Based Empires - 1450 - 1750 - 12-15% of exam**

**Unit 4: Transoceanic Connections - 1450 - 1750 - 12 -15% of exam**

**Unit 5: Revolutions - 1750 - 1900 - 12-15% of exam**

**Unit 6: Consequences of Industrialization - 1750 -1900 - 12 - 15 of exam**

**Unit 7: Global Conflict - 1900 -present - 8 - 10% of exam**

**Unit 8: Cold War and Decolonization - 1900 - present - 8 - 10% of exam**

**Unit 9: Globalization - 1900 - present - 8 - 10% of exam**