

# Advanced Placement World History Syllabus

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## Course

AP World History	07-08 Year	1 credit	Mountain Pointe High School
Sections:	6725 and 7091	M-T-TR	3rd and 5th Room C-205

Instructor: Lane Waddell

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Office hours: Before school 7:45-8:05 and after school 2:45-3:30

## Texts

*The Worlds History*, by Howard Spodek, Upper Saddle River: Prentice Hall; 3rd AP ed., 2006  
*The World's History Document Book*, by Howard Spodek, Upper Saddle River: Prentice Hall; 2006  
*The Human Record Vols. I & II*, by Andrea and Overfield, Houghton Mifflin; 4th ed., 2001  
*Cod* by Mark Kurlansky  
*Genghis Khan and the Making of the Western World* by Jack Weatherford  
*Things Fall Apart* by Chinua Achebe  
*Salt* by Mark Kurlansky

## Course Overview

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons between major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the last thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 C.E. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

## Advanced Placement Themes

AP World History highlights six overarching themes that should receive approximately equal attention throughout the course:

1. Impact of interaction among major societies (trade, systems of international exchange, war, and diplomacy).
2. The relationship of change and continuity across the world history periods covered in this course.
3. Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry).

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4. Systems of social structure and gender structure (comparing major features within and among societies and assessing change).
5. Cultural and intellectual developments and interactions among and within societies.
6. Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).

## Advanced Placement Habits of Mind

The AP World History course addresses habits of mind or skills in two categories: 1) those addressed by any rigorous history course, and 2) those addressed by a world history course.

In the first category:

1. Constructing and evaluating arguments: using evidence to make plausible arguments.
2. Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias; and to understand and interpret information.
3. Developing the ability to assess issues of change and continuity over time.
4. Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.

In the second category:

1. Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move through levels of generalizations from the global to the particular.
2. Developing the ability to compare within and among societies, including comparing societies' reactions to global processes.
3. Developing the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspending judgment but developing understanding.

## Advanced Placement Exam

The tentative date for the AP World History Exam is **May 15, 2008**. The AP World History Exam will consist of:

1. 70 multiple-choice questions to be answered during a 55 minute session.
2. A Document-Based Question (DBQ) to be answered in a 50 minute session (including a mandatory 10 minute reading period). The primary purpose of the DBQ is not to test students' prior knowledge of subject matter but rather to evaluate their ability to formulate and support an answer from documentary evidence. The DBQ is an exercise in both analysis and synthesis. It requires that students first read and analyze the documents individually and then plan and construct an appropriate response to the essay question based on their interpretation of the documentary evidence as a whole. What is desired is a unified essay that integrates analysis of documents with treatment of the topic. There is no single "correct" answer, instead various approaches and responses are possible depending on the students' ability to understand the documents and ultimately to judge their significance.

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3. A change-over-time essay covering at least two of the periods in the course outline in a 40 minute session, 5 minutes of which should be used to plan and outline the essay. This question deals specifically with change over time and is focused on large global issues such as technology, trade, culture, migrations, and biological developments. The question may concentrate on one cultural area or several.

4. A comparative essay focusing on broad issues in world history and dealing with at least two societies in a 40 minute session, 5 minutes of which should be used to plan and outline the essay. This essay focuses on developments in at least two societies interacting with each other or with the major themes or events (culture, trade, technology, migrations, etc.)

The three essays will be weighted equally.

## Advanced Placement Periodization

AP World has created a chronological frame from approximately 8000 B.C.E. to the present. Here is an outline of the periodization with the textbook chapters.

8000 B.C.E. - 600 C.E.	Chapters 1-5
600 C.E. - 1450	Chapters 6-11
1450 - 1750	Chapters 12-14
1750 - 1914	Chapters 15-17
1914 - The Present	Chapters 18-23

## Grading System

There are four categories; tests 50%, essays 30%, projects 15% and notebook 5%. Each assignment or activity will have a point value, which will be determined at the time of the assignment. The semester grade, including all the above categories is 80% of your final grade. The final exam is worth 20% of your final grade. The grading scale will be as follows:

- A = 90 - 100% of possible points
- B = 80 - 89% of possible points
- C = 70 - 79% of possible points
- D = 60 - 69% of possible points
- F = anything below 60% of possible points

## Assessment Procedures

A variety of exams will be used and may include multiple-choice, identification, short answer, essay outlines, and essays. Exams may be oral or written, and may require the use of a computer. Exams will be based on chapter readings, documents, and discussions. Additional exams may include vocabulary, geography, reading comprehension, as well as other assignments. Although most exams will be based solely on a specific assignment, cumulative exams may be given.

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### Course Materials

The following materials are **required** in class each day: textbook, notebook, paper, pen or pencil. No pass will be issued to obtain these.

Students will use composition notebooks for lectures and chapter outlines. A separate book for each activity. The two books will be collected periodically and graded. The student will also need a course notebook for study guides, handouts, readings, returned tests and quizzes, and other course material. All notebooks will be collected for a grade at the end of each unit to assure appropriate collection of course materials.

### Assignments

All assignments are due on the date posted. Assignment's one day late will be marked down two grades. Assignments more than one day late will not be accepted. All work handed in must have your first and last name, date and class period. Assignments must be on 8 1/2" x 11" college lined paper (no spiral) and be neat and organized, complete with good penmanship, spelling and grammar. Any messy or unreadable work will not be accepted and must be redone.

### Academic Integrity

The MPHS Student Handbook provides definitions of what is expected of your work. If you are found to be in violation of this policy, then corrective steps will be taken.

### Attendance and Sweep

Excessive absences in this course will have a negative impact on your grade, as you are responsible for any material or work missed. You are allowed 5 absences (both excused and unexcused). You can be dropped on the 6<sup>th</sup> absence. You will be swept if not in class by the last bell. Returning to your locker to gather materials for class still counts as a sweep if not in class before the last bell. If you are tardy, you will report to sweep.

### Academic Lab

The purpose of Academic Lab is to provide students with a setting where a teacher can provide assistance and monitor academic progress. Within the framework of Academic Lab, teachers can work with students who need assistance with assignments, make up tests, and complete other assigned work.

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## Classroom Rules and Procedures

There are few classroom rules. You may do those things that promote your learning and the learning of others. As young adults, I expect you to act accordingly. This means:

Be on time - that is something you can take care of.

Be prepared - bring your materials as required.

No talking at inappropriate times (such as during instruction), out-of-turn, or while another has the floor.

Writing or passing notes (they may be read out loud), sleeping, or any other disrupting activity will not be tolerated.

Use appropriate language at all times.

Follow all directions the first time they are given.

Respect yourself, others and their property and their opinions; we will not engage in putting people down.

Be ready to participate - make eye contact and be fearless when it comes to your opinion or your turn to come forward.

Have your homework done - if you are supposed to read something, then read it so we can have intelligent discussions.

School rules prohibit gum, food, ipods, mp3's, and active cell phones.

Work to your best potential.

Discipline procedures follow the three-step correction process:

One-on-one counseling with you.

Phone call or meeting with your parents.

Referral to school administration.

Be careful, all three procedures could be used on the first offense if it serious enough.

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## Class Schedule and Assignments

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The readings and assignments for the course are set out below. The readings can be challenging and it is, therefore, imperative to keep up with the readings. You will find the readings in your textbook, readers and documents. The purpose of the readings and documents is to assist with the tasks needed to complete the DBQ. This includes analysis, point of view and basis.

Week 1: Myths and Early Man. Development of Early Cultures.

Reading, Spodek 1-26, Documents 1-1,3,5

Essay, Discussion of The Three AP Essay questions.

Week 2: Migration and Culture. Agricultural and Formation of Early Cities.

Reading, Spodek 27-45, Documents 2-1,2

Exam, Chapter 1

Week 3: Sumer, Urbanization. Gilgamesh and Hammurabi's Code.

Reading, Spodek 45-60. Human Record V.I 12-16, Documents 2-7,8

Exam, Chapter 2

Essay, DBQ Grouping Activity

Week 4: River Valley Civilizations, Egypt and the Indus Valley

Reading, Spodek, 62-85, Human Record V.I 17-22 and 44-48, Documents 3-1,7

Essay, Egyptian Geography DBQ.

Week 5: Early Dynasties

Reading, Spodek 86-93, Documents 4-1,4,5,7

Exam, Chapter 3

Week 6: Mesoamerica, Mayans and Early African Civilizations.

Reading, Spodek 94-117

Exam, Chapter 4

Week 7: Early Empires and The Greeks

Reading, Spodek 120-157, Documents 5-5,6,7

Week 8: The Romans

Reading, Spodek 158-184, Human Record V.I 134-145, Documents 6-1,4,8

Exam, Chapter 5

Week 9: The Romans, Fall of the Roman Empire and the Barbarians.

Reading, Spodek 157-194

Book Review Due: *Salt*.

Week 10: Chinese Empires; Qin Dynasty, Han Dynasty and Greater China

Reading, Spodek 196-230, Human Record V.I 146-151, Documents 7-5,6

Week 11: Indian Empires, Invasions and Diversity in the Indian Sub-Continent.

Reading, Spodek 231-252, Documents 8-1,3,5

Chapter 7 Exam

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- Week 12: World Religions: Hinduism  
Reading, Spodek 257-279, Human Record V.I 180-182, Documents 9-2,4
- Week 13: World Religions: Buddhism and Judaism  
Reading, Spodek 274-308, Human Record V.I 185-196, Documents 9-5 and 10-2
- Week 14: World Religions: Christianity and Islam  
Reading, Spodek 309-366, Human Record V.I 205-213 and 231-236, Docs. 10-7 and 11-1,4
- Week 15: World Religions: Review  
World Religion Exam  
Compare and Contrast Essay. Students will select two religions and write a compare and contrast essay.
- Week 16: Theme Project.  
Students will create outlines based on the six themes of AP World History. The outlines will cover the time periods covered in the class to this point.
- Week 17: World Trade, Middle Ages and Renaissance.  
Reading, Spodek 372-407, Human Record V.I 416-419, 431-435, 445-453, Docs. 12-4  
Book Review Due: *Genghis Khan: Making of the Modern World*.
- Week 18: Renaissance.  
Reading, Spodek 372-407
- Week 19: Fall Final Exam
- Week 20: Reformation, Empires and Capitalism.  
Reading, Spodek 409-439, Human Record V.II 5-26, Documents 13-2,4,6
- Week 21: Demography and Asian Migration  
Reading, Spodek 444-455, Documents 14-1,4,6  
Part 5 Exam
- Week 22: Columbian Exchange, Slavery, English Revolution  
Reading, Spodek 460-494, Human Record V.II 75-83, Docs. 15-1,3  
Part 6 Exam
- Week 23: French Revolution and Latin America Independence  
Reading, Spodek 495-516, Human Record V.II 182-202, Docs. 15-6
- Week 24: Industrial Revolution  
Reading, Spodek, 517-536, Documents 16-2,4,5,6  
Essay: Change over Time. Students will write a COT based on Religion
- Week 25: Quest for Empire and Social Revolutions  
Reading, Spodek 537-556, Docs. 17-1,3,6  
Essay: Students will work through a DBQ in class as review.

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Week 26: Urban Life, Gender Relations and Nationalism

Reading, Spodek, 557-593

Week 27: Nationalism, Japan and World War I

Reading, Spodek 594-605, Human Record V.II 404-407 Docs. 18-1,2,3  
Part 7 Exam

Week 28: World War I

Reading, Spodek 594-605, Human Record V.II 380-388  
Book Review Due: *Cod*

Week 29: World War II

Reading, Spodek 605-625, Human Record V.II 408-420

Week 30: Globalization and Russia.

Reading, Spodek 626-658, Human Record V.II 389-397 Docs. 19-1,3  
Essay: DBQ. Students will be given a DBQ on the French Revolution

Week 31: Russia and Japan

Reading, Spodek 654-676, Documents 19-5,6  
Essay: Compare and Contrast the effects of WWI and WWII

Week 32: China and India

Reading, Spodek 677-711, Human Record V.II 438-445, Docs. 20-2,3,4,5

Week 33: Middle East

Reading, Spodek 713-740, Human Record V.II 424-437, Docs. 21-1,2,4  
Essay: Change over Time. Students will select either Russia, China, Japan or India and write a COT essay with the time period being 1750 to present.

Week 34: Middle East and Sub-Saharan Africa

Reading, Spodek 727-773, Human Record V.II 446-454, Docs. 22-2,4,5

Week 35: Latin America including Current Issues and Trends

Reading, Spodek 774-804, Human Record V.II 455-461, Docs. 23-1,2,6  
Part 8 Exam  
Book Review Due: *Things Fall Apart*.

Week 36: Review for AP Exam

Will spend the week reviewing for the final exam.