

# Advanced Placement World History Syllabus

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## Course

AP World History	11-12 Year	1 credit	Mountain Pointe High School
Sections:	SS280A/B-01	M-F	4th Room C-205

Instructor: Lane Waddell

Telephone: 480-759-8449 EXT. 58146  
Email: lwaddell.mtp@tuhsd.k12.az.us  
Web site: <http://mrwaddell.com>  
Office: C-205  
Office hours: Before school 7:15-7:40 and after school 2:45-3:30

## Texts

*The Worlds History*, by Howard Spodek, Upper Saddle River: Prentice Hall; 2nd AP ed., 2001  
*The World's History Document Book*, by Howard Spodek, Upper Saddle River: Prentice Hall; 2001  
*The Human Record Vols. I & II*, by Andrea and Overfield, Houghton Mifflin; 4th ed., 2001  
*Perspectives From The Past Vol. I* by Brophy, Cole et. Al, Norton: 3rd ed., 2005  
*Cod* by Mark Kurlansky  
*Genghis Khan and the Making of the Western World* by Jack Weatherford  
*In the Wake Of The Plague* by Norman Cantor  
*Things Fall Apart* by Chinua Achebe  
*Worlds Of History* by Kevin Reilly  
*Guns, Germs, and Steel* by Jared Diamond  
*The World that Trade Created* by K. Pomeranz and S. Topik

## 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 will prepare students for successful placement into higher-level college and university history courses. 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. Finally, it is the intent of this class to make the learning of world history an enjoyable experience. Students will be able to show their mastery of the course goals by taking part in the College Board AP World History Exam in May.

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## Advanced Placement Themes

The AP World History course requires students to engage with the dynamics of continuity and change across the historical periods that are included in the course. Students should be able to analyze the processes and causes involved in these continuities and changes. The AP World History course is organized around five overarching themes woven into 19 key concepts covering six distinct chronological periods that serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a “big picture” of history. The themes also provide a way to organize comparisons and analyze change and continuity over time.

1. Interaction between humans and the environment (demography and disease, migration, patterns of settlement and technology).
2. Development and interaction of cultures (religions, belief systems, philosophies, ideologies, science and technology and the arts and architecture).
3. State-building, expansion and conflict (political structures and forms of governance, empires, nations and nationalism, revolts and revolutions and regional, transregional and global structures and organizations).
4. Creation, expansion and interaction of economic systems (agricultural and pastoral production, trade and commerce, labor systems, industrialization, capitalism and socialism).
5. Development and transformation of social structures (gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes).

## Advanced Placement Historical Thinking Skills

The AP World History course addresses historical thinking skills that provide an essential structure for learning to think historically. These skills not only apply only to AP World History; they also represent the type of skills required in all college-level historical scholarship. The interaction of skills and content found in this course is an approach that emphasizes historical scholarship’s reliance on diverse sources, each of which may reveal a different facet of the past.

### The Four Historical Thinking Skills

1. Crafting historical arguments from historical evidence.
2. Chronological reasoning.
3. Comparison and Contextualization
4. Historical interpretation and synthesis.

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## Advanced Placement Exam

The tentative date for the AP World History Exam is **May 17, 2012**. 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.
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 B.C.E.	Chapters 1-2
600 B.C.E. - 600 C.E.	Chapters 3-6
600 C.E. - 1450 C.E.	Chapters 7-11
1450 to 1750	Chapters 12-14
1750 to 1900	Chapters 15-17
1900 to the Present	Chapters 18-23

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## Grading System

The semester grade will be composed of the total amount of points earned in the semester. The points will come from exams, essays, projects, participation and other items not listed here. 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.

## Course Materials

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

It is recommended that students use composition notebooks for lectures and chapter outlines. A separate book for each activity is desired. The two books will be collected periodically and checked for understanding.

## Readings

In this course, we will use a textbook and a collection of readings, supplemented frequently with additional materials from readers and online sources. All reading material is linked through the instructor's web site. Timely reading is critical both for achievement as an individual student in this class, and for the success of the course as a whole. The reading load in this course is reasonable—on average, assignments will run less than twenty pages per class session. As a result, students are strongly expected to come to class having read the material carefully, thought about it, and prepared to discuss it in class. Failure to do so will result in lessened comprehension of class lectures, poorer exam performance, and a lower participation grade. Conversely, dutiful attention to the reading will greatly enhance the intellectual experience of the course for the individual student, and enable him or her to contribute meaningfully to the class as a whole.

## Assignments

All assignments are due on the date posted. There will be no late work accepted. 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 typed, neat and organized, complete with good penmanship, spelling and grammar.

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### 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 11 absences (both excused and unexcused). You can be dropped on the 11<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 Achievement

Every student wants to do well and it is expected that each student will achieve at and beyond their ability. There may come a point during the semester that the student is not meeting their expectations or those of the class. When that occasion arises, the student needs to be proactive. First, check the class website for information on grades and assignments. Next, contact the instructor and determine the best path for achievement. The instructor is there to help the student with academic achievement. This can take many forms, creating and maintaining study groups, meeting before or after school. The next step is to discuss the issues with the guidance department. They may have other achievement tools available to the student.

### Method of Instruction

Structured as a series of lectures, readings, and exercises, the course proceeds for the most part chronologically, seeking to analyze and explain interactions between and among historical structures, practices and provisions, societal interaction, legal doctrines, and major historical events and issues.

Instruction is conducted predominately by discussion and assignments. Students should note that the instructor uses the Socratic Method, eliciting information and conclusions by questioning students during course meetings. The aim of such instruction is to see how students clarify problems and questions, work at thinking about the issues, and create understandings and solutions for themselves. Thus, class meetings are not conducted as one-way information delivery sessions but rather as interactive occasions for students to explore and explain their understandings of problems, questions, issues, and materials. More than conveying information, the course is designed to challenge students' thinking and to channel the refinement of that thinking and its articulation.

The method of instruction requires students to do readings and other assignments in advance of class meetings so as to be prepared to participate in class. The instruction proceeds that students each week will spend three hours of preparation for each hour of instruction.

### 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.

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### Book Reviews

During the course of the class the students will be assigned books to read from noted historians. These books provide an unique perspective on the topics covered. The students will complete a book review of the book by looking at the arguments and evidence presented by the historians and how it relates to the historical context presented in the course.

### Honor

The students of Mr. Waddell are setting the standard for those who follow: We will not pass off another's work as our own, We will respect one another and our campus, We will take responsibility for our actions and accept the consequences. In short we will act with personal integrity because we choose to live a life of honor and success.

### Course Disclaimers

The sequence of material and speed at which we cover material is dependent on the interests and abilities of each class. This class will provide reasonable accommodations for students who have special needs as documented by the Special Education department or Guidance Counselors.

### 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:
  1. One-on-one counseling with you.
  2. Phone call or meeting with your parents.
  3. Referral to school administration.Be careful, all three procedures could be used on the first offense if it serious enough.

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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 and online in the appropriate units. The purpose of the readings and documents is to assist with the tasks needed to complete the course.

Period 1-Technological and Environmental Transformation to 600 B.C.E

Key Concept 1.1 Big Geography and the Peopling of the Earth

Key Concept 1.2 The Neolithic Revolution and Early Agricultural Societies

Key Concept 1.3 The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

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

Reading, Spodek 1-26, Documents 1.1, 1.5 and 1.6

Essay- Introduction to thesis writing and historical evidence

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

Reading, Spodek 27-52, Documents 2.1

Workshop-primary and secondary sources along with point of view

Period 2-Organization and Reorganization of Human Societies, 600 B.C.E to 600 C.E.

Key Concept 2.1 The Development and Codification of Religious and Cultural Traditions

Key Concept 2.2 The Development of States and Empires

Key Concept 2.3 Emergence of Transregional Networks of Communication and Exchange

Week 3: Gilgamesh, Hammurabi's Code and Egypt.

Reading, Spodek 52-77. Human Record V.I 12-22, Documents 3.3

Essay-DBQ Grouping Activity

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

Reading, Spodek, 77-93, Human Record V.I 44-48, Documents 4.2

Exam-70 multiple choice questions

Week 5: Mesoamerica, Mayans and Early African Civilizations including the Bantu Migration

Reading, Spodek 94-117, Documents 4.5, 4.6, 4.7

Project-students will study the seven river valley civilizations by creating a comparison chart of each by looking at trade, agriculture, religion, government and art.

Week 6: Early Empires and the Greeks.

Reading, Spodek 120-134, Documents 5.2, 5.5

Essay-DBQ on the spread and trade of silver.

Week 7: Early Empires and The Greeks

Reading, Spodek 134-157, Documents 5.6

Week 8: The Romans and the Fall of the Roman Empire

Reading, Spodek 158-177, Human Record V.I 134-145,

Project-students will analyze the causes and effects of the decline of Rome

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

Reading, Spodek 177-194, Documents 6.7, 6.8

Exam-70 multiple choice questions

*In The Wake of Plague*-book review due

Period 3-Regional and Transregional Interactions 600 C.E to 1450 C.E.

Key Concept 3.1-Expansion and Intensification of Communication and Exchange Networks

Key Concept 3.2 Continuity and Innovation of State Forms and Their Interactions

Key Concept 3.3 Increased Economic Productive Capacity and Its Consequences

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

Reading, Spodek 195-230, Human Record V.I 146-151, Documents 7.3, 7.7

Discussion-students will research will the development of bureaucracy and its impact on China.

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

Reading, Spodek 231-253, Documents 8.1, 8.3, 8.5

Essay-Introduction to Compare and Contrast

Week 12: World Religions: Hinduism and Buddhism

Reading, Spodek 257-292, Human Record V.I 180-192,

Essay-students will compare the spread of Hinduism and Buddhism

Week 13: World Religions: Judaism and Christianity

Reading, Spodek 293-331, Human Record V.I 192-195, 202-204

Week 14: World Religions: Islam and the spread of Islam

Reading, Spodek 332-368, Documents 11.4, 11.5

Project-students will research the development, spread and impact of one of the five major religions.

Exam-70 multiple choice questions

Period 4-Global Interactions 1450 C.E. to 1750 C.E

Key Concept 4.1 Globalizing Networks of Communication and Exchange

Key Concept 4.2 New Forms of Social Organization and Modes of Production

Key Concept 4.3 State Consolidation and Imperial Expansion

Week 15: World Trade Patterns such as Sub-Saharan, Indian Ocean and Silk Route

Reading, Spodek 372-393, Human Record V.I 471-474, 478-479, Documents 12.2, 12.3

Week 16: Middle Ages and Renaissance.

Reading, Spodek 394-407, Perspectives From The Past 555-558, 564-568, Documents 12.6

Discussion-students will research the word “renaissance” and find other renaissances in time and discuss if our understanding of this time marker fits.

Week 17: Reformation, Empires and Capitalism.

Reading, Spodek 409-439, Human Record V.II 5-26, Documents 13.2, 13.4, 13.6

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Week 18: Demography, Asian Migration, Columbian Exchange and Slavery  
Reading, Spodek 444-474, Human Record V.II 75-83, Documents 14.3, 14.4, 14.5  
Exam- 70 multiple choice questions  
*Genghis Khan and the Making of the Western World*-book review due

Period 5: Industrialization and Global Integration, 1750 to 1900  
Key Concept 5.1. Industrialization and Global Capitalism  
Key Concept 5.2. Imperialism and Nation-State Formation  
Key Concept 5.3. Nationalism, Revolution and Reform  
Key Concept 5.4. Global Migration

Week 19: English, American and French Revolutions  
Reading, Spodek 478-508, Human Record V.II 182-192, Documents 15.3  
Project-students will research art from the three revolutions and explore how these works have contributed to their knowledge of the revolutions

Week 20: Latin American Independence, Industrial Revolution and Political Reaction  
Reading, Spodek 509-536, Documents 15.6, 16.2  
Essay-Compare and Contrast the revolutions in France and Haiti

Week 21: Quest for Empire, Imperialism in Africa  
Reading, Spodek 537-556, Documents 16.5, 16.6  
Discussion-students will research the connection of Social Darwinism and Imperialism

Week 22: Urban Life, Gender Relations, Nationalism and Japan  
Reading, Spodek 557-593, Documents 17.3, 17.6

Period 6: Accelerating Global Change and Realignment, 1900 to Present  
Key Concept 6.1. Science and the Environment  
Key Concept 6.2. Global Conflicts and their Consequences  
Key Concept 6.3. New Conceptualizations of Global Economy, Society and Culture

Week 23: Before the Great Wars, World War I  
Reading, Spodek, 594-608, Human Record V.II 380-386, Documents 18.1  
Essay-DBQ  
Exam-70 multiple choice questions  
*Cod*-book review due

Week 24: Between the Wars and World War II  
Reading, Spodek 608-625, Human Record V.II 398-404, 417-421  
Discussion-what do the WWII posters from various countries have in common? Analyze point of view and purpose.

Week 25: Cold War and Today  
Reading, Spodek, 625-640, Human Record V.II 473-482  
Essay-Introduction Change over Time

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- Week 26: Russia: 1914 to Present  
Reading, Spodek 640-659, Documents 19.2  
Project-for each region discussed from here on the students will complete a change/continuity chart.
- Week 27: Russia and Japan  
Reading, Spodek 659-676, Human Record V.II 389-393, Documents 19.6  
Book Review Due: *Cod*
- Week 28: China and India: 1914 to Present  
Reading, Spodek 677-694, Documents 20.2, 20.3
- Week 29: India and Middle East: 1914 to Present  
Reading, Spodek 694-726, Human Record V.II 439-442, 483-487  
Essay-Change over Time
- Week 30: Middle East and North Africa: 1914 to Present  
Reading, Spodek 726-740, Human Record V.II 424-430, Documents 21.5, 21.6
- Week 31: Sub-Saharan Africa and African Independence: 1914 to Present  
Reading, Spodek 741-773, Human Record V.II 446-452, Documents 22.4
- Week 32: Latin America: 1914 to Present  
Reading, Spodek 774-797, Human Record V.II 456-461,  
*Things Fall Apart*-book review due.  
Essay-Change over Time the role of women in one of the following regions: Russia, Latin America and Sub-Saharan Africa.
- Week 33: Latin America including Current Issues and Trends  
Reading, Spodek 798-804, Documents 23.4, 23.5
- Week 34: Contemporary History: Trade, Social Revolution, Technology, Identity  
Reading, Spodek 848-887  
Exam-70 multiple choice questions
- Week 35: Review for AP Exam  
Will spend the week reviewing for the AP Exam
- Week 36: Review for AP Exam  
Will spend the week reviewing for the AP Exam
- Week 37: AP Exam  
The AP Exam will be on **May 17, 2012** at 8:00 AM
- Week 39: Personal Project  
Students will be presenting their personal projects.