

# **ADVANCED PLACEMENT WORLD HISTORY**

**2010-2011 Syllabus**

**Mr. Carroll Bilbrey**

**Herron High School**

## **CONTACT INFORMATION**

Website: <http://mrbilbrey.wordpress.com>

E-mail: [cbilbrey@herronhighschool.org](mailto:cbilbrey@herronhighschool.org)

School phone: (317) 231-0010

## **COURSE DESCRIPTION**

Students of Advanced Placement World History & Civilizations will learn about and study 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' 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 starting with ancient 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 be expected to participate in a rigorous course curriculum designed to encourage and challenge historical thinking. The study of primary documents and the formulating of ideas in writing and class discussion are 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, will be practiced frequently in preparation for the AP exam. Providing students with the opportunity to earn college credit, while at the same time, preparing those students for the challenges of the university, is at the center of this course. Furthermore, a close examination of the AP World History themes will be incorporated throughout. The themes listed below identify the broad patterns and processes that explain change and continuity over time.

### **The AP World History Themes**

1. Impact of interaction among major societies.
2. The relationship of change and continuity across the world history periods.
3. Impact of technology and demography on people and the environment.
4. Systems of social structure and gender structure.
5. Cultural, religious, and intellectual developments and interactions among and within societies.
6. Changes in function and structure of states and attitudes toward states and political identities, including the emergence of the nation-state.

**TEXTS**

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

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

*Worlds of History: A Comparative Reader, Volume Two: Since 1400*, by Kevin Reilly, ed., Boston: Bedford St. Martin's; 3<sup>rd</sup> 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; 2<sup>nd</sup> 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; 2<sup>nd</sup> Ed., 2000.

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

**ESSENTIAL MATERIALS**

*Each student must obtain, and come to every class period with, the following items:*

- 3-ring binder – various sizes are available, but the bigger the better.
- Notebook – to be kept in the classroom for Bell Work (see below) and other in-class assignments.
- Pencils, blue and/or black ink pens – no other color pens are to be used on assignments.

**COURSE ACTIVITIES**

*In AP World History, students are expected to come prepared and participate in all class activities. In most class periods students will analyze and interpret primary source materials – both in text and visual form. Analyzing primary 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 primary and secondary sources. Identifying points of view will also be an important aspect of primary source interpretation.*

**Binder Checks**

Each student is required to utilize a 3-ring binder and bring it to each class period. The 3-ring binder should, at all times, contain the class syllabus, notes, and other important papers and assignments (in chronological order). Three (3) binder checks will occur throughout each semester, will ample notice of when and exactly what should be in the binder. It is essential to the success of the student to keep a well-organized binder and bring it to every class period.

**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, primary documents, and other sources will be utilized and interpreted on a daily basis as 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 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. Students that take notes in class on a regular basis will be rewarded by being allowed to use them on quizzes.

**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 discussion on fact-based research. The Socratic method of discussion will be a valuable tool within the classroom in order to teach students the art of facilitating and critiquing discussion. Students will also participate in debates and simulations during each unit, exploring various topics.

**Homework**

Homework, in the form of reading, research, answering discussion questions, writing prompts, and other various learning activities, will be given on a daily basis. This will provide students with sufficient learning opportunities not necessarily provided by the three class meetings in each week. The completion of all homework assignments is essential to the success of the student in this course.

**Essays**

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

**Projects**

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

**Quizzes**

Weekly vocabulary quizzes will be given based on the vocabulary words in each chapter of the textbook. Students will be expected to keep up and study the vocabulary terms on their own for each chapter. Other quizzes will be given over chapter content/class notes on a regular basis. Students can expect five (5) to six (6) content quizzes each semester. Class notes can be used on content quizzes, but not vocabulary quizzes.

**Midterm Exams/Semester Finals**

Exams will be administered around the midway point, 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 will not be allowed during the exam. Exams will be a mixture of multiple-choice and essay, similar to the format of the AP Exam.

### **AP World History Exam**

The date for the 2010-2011 AP World History Exam is Thursday, May 12. It is required by Herron High School that every student enrolled in AP World History take the exam. 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>

### **COURSE OUTLINE**

*The following outline is meant to serve as a foundation for the course – topics will not be limited to only those listed here.*

#### **Unit I – Foundations c. 8000 B.C.E. – 600 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.

Objectives:

- Students will examine the lives of people during the beginnings of human society.
- 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.

Topics:

- Human prehistory
  - Migration and movement of early man
  - Hunting & gathering societies
  - Paleolithic, Mesolithic, and Neolithic eras
- Development of agriculture and technology
  - Influence of agriculture on population
  - Settlements and villages
  - Domestication of animals
- Development of early civilizations
  - Cultural hearths: Nile, Tigris/Euphrates, Indus, Yellow Rivers
  - Mesoamerica
- Classical civilizations
  - China, India, Greece, Rome
- Major belief systems
  - Polytheism and monotheism

- Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Daoism
- Late classical period
  - Imperial collapse
  - Cultural influence

## **Unit II – 600 C.E. – 1450 C.E.**

### 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 to the Rise and Development of Western Civilization: 500 C.E. to 1650 C.E.
- Standard 9: Historical Thinking.

### Objectives:

- 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 Europe, which influenced the rise of Western Civilization, particularly the Renaissance and Reformation from 500 C.E. to 1650 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.

### Topics:

- The Islamic world
  - The rise and spread of Islam into Africa and Asia
  - Divisions within Islam
  - Cultural and intellectual influence
- World trade and cultural exchange
  - Trade routes
  - Aztec and Incan Empires
  - World travelers
- Environmental change and human migrations
  - Turks, Vikings, Mongols
- Political systems
  - Mongolia
  - China
  - Japan
  - Europe
- Cultural patterns

**Unit III – 1450 C.E. – 1750 C.E.**

## 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.

## Objectives:

- Students will examine and explain the causes, events, and consequences of worldwide exploration, conquest and colonization from 1450 C.E. to 1750 C.E.
- Students will examine the causes, events and global consequences of the scientific, political, cultural and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 C.E. to 1900 C.E.
- Students will examine the origins, major events and consequences of worldwide imperialism from 1500 to the present.
- 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.

## Topics:

- World exploration
  - Importance
  - Motivations
  - Results and consequences
- Trade and technology expansion
  - Ships and weapons
- The growth of empires
  - Motivations
  - Problems
  - Consequences
- Cultural and intellectual developments
  - Reformation
  - Scientific Revolution
  - Enlightenment
  - Art
- Slave systems and the slave trade

**Unit IV – 1750 C.E. – 1914C.E.**

## Indiana State Standards:

- 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.

## Objectives:

- Students will examine the causes, events and global consequences of the scientific, political, cultural and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 C.E. to 1900 C.E.
- Students will examine the origins, major events and consequences of worldwide imperialism from 1500 to the present.
- 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.

## Topics:

- Global commerce and technology
  - Industrial Revolution
  - End of the slave trade
- Revolutions
  - American
  - French
  - Haitian
  - Latin America
- Political and social reform
  - Urbanization
  - Rights and inequality
- Western dominance
- Cultural and artistic influence
- Nations and nation-states
  - Identity
  - Unification
  - Impact

## Unit V – 1914 C.E. – 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.

### Objectives:

- 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.

### Topics:

- Global war
  - World War I
  - World War II
  - Holocaust
  - The Cold War
  - Vietnam War
- The rise of nationalism
  - Germany
  - Italy
  - Japan
  - Yugoslavia
- Major global economic developments
  - The Great Depression
- Social reform and revolution
  - Independence movements
- Science, technology, and culture on a global scale
  - Military-industrial complex
  - Nuclear technology
  - Space race
- 21<sup>st</sup> Century problems
  - Apartheid
  - Genocide
  - Fundamentalism