Course Overview

AP World History is a rigorous program designed to help students gain college credit while still in high school. This class approaches history in a nontraditional way in that it looks at the common threads of humanity over time---trade, religion, politics, society, and technology---and it investigates the change and continuity of those threads using a periodization process. The general contours of the course are shaped by the themes and habits of mind outlined in the AP Course Description. These overarching themes and habits of mind foster critical thinking and encourage students to develop their own abilities and become part of the learning process. This course is student centered and imposes a heavy reading and writing load throughout the year, and the demands on students are equivalent to a full year introductory college course.

We will use the following AP World History themes throughout the course to identify the broad patterns and processes that explain change and continuity over time.

The Five AP World History Themes

- Impact of interaction among and within major societies.
- Impact of technology, economics, and demography on people and the environment.
- Systems of social structure and gender structure.
- Cultural, religious, and intellectual developments.
- Changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state.

The AP World History Habits of Mind:

(1) those addressed by any rigorous history course.
- Constructing and evaluating arguments: using evidence to make plausible arguments
- Using documents and other primary data: developing the skills necessary to analyze point of view and context, and to understand and interpret information
- Assessing continuity and change over time and over different world regions
- Understanding diversity of interpretations through analysis of context, point of view, and frame of reference

(2) those addressed by a world history course.
- Seeing global patterns and processes over time and space while connecting local developments to global ones
- Comparing within and among societies, including societies’ reactions to global processes
- Considering human commonalities and differences
- Exploring claims of universal standards in relation to culturally diverse ideas
- Exploring the persistent relevance of world history to contemporary developments
Historical Periods and Content Guidelines:

Period I & II: FOUNDATIONS C. 8000 B.C.E.—600 C.E. (20%)

Focus Questions
- What is a civilization?
- Who is civilized?
- Does change occur by diffusion or independent invention?
- How does gender, religion, and trade influence civilization?

Major Developments
1. Locating world history in the environment and time
   - Interaction of geography and climate with the development of human society
   - Major population changes resulting from human and environmental factors
   - Periodization in early human history
   - Nature and causes of changes associated with the time span

2. Developing agriculture and technology
   - Agricultural, pastoral, and foraging societies and their demographic characteristics (Africa, the Americas, Europe, and Asia)
   - Emergence of agriculture and technological change
   - Nature of village settlements
   - Impact of agriculture on the environment

3. Basic features of early civilizations in different environments: culture, state, and social structure. In addition, students should know enough about two early civilizations to compare them.
   - Mesopotamia, Egypt, Indus Valley or Harappan civilization, Shang or Huang He (Yellow River), Mesoamerica and Andean South America civilizations

4. Classical civilizations
   - Major political developments in China, India, the Mediterranean, and Mesoamerica
   - Social and gender structures
   - Major trading patterns within and among classical civilizations; contacts with adjacent regions
   - Arts, sciences, and technology

5. Major belief systems (Basic features and locations of major world belief systems prior to 600 C.E.)
   - Polytheisms, Hinduism, Judaism, Confucianism, Daoism, Buddhism, Christianity

6. Late classical period (200 C.E.—600 C.E.)
   - Collapse of empires/states (Han China, western portion of the Roman Empire, Gupta)
   - Movements of peoples (Bantu, Huns, Germans, Polynesians)
   - Interregional networks by 600 C.E.: trade and the spread of religions

Major Comparisons and Analyses
- Compare major religious and philosophical systems including some underlying similarities in cementing a social hierarchy, e.g., Hinduism contrasted with Confucianism
- Compare the role of women in different belief systems—Buddhism, Christianity, Confucianism, and Hinduism
- Understand how and why the collapse of empire was more severe in western Europe than it was in the eastern Mediterranean or in China
• Compare the caste system to other systems of social inequality devised by early and classical civilizations, including slavery
• Compare societies that include cities with pastoral and nomadic societies
• Describe interregional trading systems, e.g., the Silk Roads
• Compare the political and social structures of two early civilizations: Mesopotamia, Egypt, Indus Valley, Shang, and Mesoamerica and Andean South America
• Analyze the role of technologies in the growth of large state structures

**Period III: 600 C.E.—1450 (20%)**

**Focus Questions**
• What are the sources of change: nomadic migrations versus urban growth?
• Was there a world economic network in this period?
• Were there common patterns in the new opportunities available to and constraints placed on elite women in this period?
• To what extent was Dar al-Islam a unified cultural/political entity?

**Major Developments**

1. The Islamic world
   • The rise and role of Dar al-Islam as a unifying cultural and economic force in Eurasia and Africa
   • Islamic political structures, notably the caliphate
   • Arts, sciences, and technologies

2. Interregional networks and contacts
   • Development and shifts in interregional trade, technology, and cultural exchange
   • Trans-Sahara trade, Indian Ocean trade, Silk Roads
   • Economic innovations (e.g., Tang, Song, early Ming China, Swahili Coast trade, the Americas)
   • Missionary outreach of major religions
   • Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam
   • Impact of the Mongol empires

3. Political systems and cultural patterns
   • China’s expansion, Chinese influence on surrounding areas and its limits (Japan, Vietnam, and Korea), Change and continuities in Confucianism
   • The Americas—Apex and decline of the Maya, Rise of the Aztec, Rise of the Inca
   • Restructuring of Europe—Decentralization—medieval society, Division of Christianity, Revival of cities
   • Africa—Sudanic empires (Mali, Ghana, Songhay), Swahili coast, South Asia and Southeast Asia, Delhi Sultanate, Vietnam
   • Arts, sciences, and technologies

4. Demographic and environmental changes
   • Impact of migrations on Afro-Eurasia and the Americas (e.g., Aztecs, Mongols, Turks, Vikings, and Arabs)
   • Consequences of plague pandemics in the fourteenth century
   • Growth and role of cities (e.g., the expansion of urban commercial centers in Song China and administrative centers in Africa and the Americas)
Major Comparisons and Analyses

- Compare the role and function of cities in major societies
- Analyze gender systems and changes, such as the effects of Islam
- Analyze the interactions between Jews, Christians, and Muslims
- Compare developments in political and social institutions in both eastern and western Europe
- Compare Japanese and European feudalism
- Compare European and sub-Saharan African contacts with the Islamic world
- Analyze the Chinese civil service exam system and the rise of meritocracy

Period IV: 1450—1750 (20%)

Focus Questions

- What are the debates about the timing and extent of European predominance in the world economy?
- How does the world economic system of this period compare with patterns of interregional trade in the previous period?
- What are the symbols of empire?

Major Developments

1. Changes in trade, technology, and global interactions; e.g., the Columbian Exchange, the impact of guns, changes in shipbuilding, and navigational devices
2. Knowledge of major empires and other political units and social systems
   - Aztec, Inca, Ottoman, China, Portugal, Spain, Russia, France, Britain, Tokugawa, Mughal
   - Characteristics of African kingdoms in general but knowing one (Kongo, Benin, Oyo, Dahomey, Ashanti, or Songhay) as illustrative
   - Gender and empire (including the role of women in households and in politics)
3. Slave systems and slave trade
4. Demographic and environmental changes: diseases, animals, new crops, and comparative population trends
5. Cultural and intellectual developments
   - Scientific Revolution and the Enlightenment
   - Comparative global causes and impacts of cultural change (e.g., African contributions to cultures in the Americas)
   - Major developments and exchanges in the arts

Major Comparisons and Analyses:

- Compare colonial administrations
- Compare coercive labor systems: slavery and other coercive labor systems in the Americas
- Analyze the development of empire (i.e., general empire building in Asia, Africa, Europe, and the Americas)
- Analyze imperial systems: a European seaborne empire compared with a land-based Asian empire
- Compare Russia's interaction with two of the following (Ottoman Empire, China, western Europe, and eastern Europe)
- Compare Mesoamerican and Andean systems of economic exchange
Period V: 1750—1914 (20%)

Focus Questions
- What are the debates about the causes and effects of serf and slave emancipation in this period, and how do these debates fit into broader comparisons of labor systems?
- What are the debates over the nature of women’s roles in this period? How do these debates apply to industrialized areas, and in colonial societies?
- What are the debates over the causes of European/British technological innovation versus development in Asia/China?
- What drives the invention of new technologies?

Major Developments
1. Changes in global commerce, communications, and technology
   - Industrial Revolution (transformative effects on and differential timing in different societies; mutual relation of industrial and scientific developments; commonalities)
   - Changes in patterns of world trade
2. Demographic and environmental changes (migrations; end of the Atlantic slave trade; new birthrate patterns; food supply; medicine)
3. Changes in social and gender structure (Industrial Revolution)
4. Political revolutions and independence movements; new political ideas
   - United States and Latin American independence movements
   - Revolutions (France, Haiti, Mexico, China)
   - Rise of nationalism, nation-states, and movements of political reform
   - Rise of democracy and its limitations: reform; women; racism
5. Rise of Western dominance
   - economic, military, political, social, cultural and artistic
   - patterns of expansion; imperialism, colonialism, and neocolonialism
6. Cultural and political reactions (dissent; reform; resistance; rebellion; racism; nationalism; impact of changing European ideologies on colonial administrations)
7. Patterns of cultural and artistic interactions among societies in different parts of the world
   - (African and Asian influences on European art; cultural policies of Meiji Japan)

Major Comparisons and Analyses:
- Compare the causes and early phases of the Industrial Revolution in western Europe and Japan
- Compare the Haitian and French Revolutions
- Compare nationalism in the following pairs: China and Japan, Egypt and Italy, Africa and the Indian Congress Movement
- Explain forms of Western intervention in Latin America, Africa, and Southeast Asia

Unit VI: 1914—PRESENT (20%)

Focus Questions
- What forces increased nationalism that led to decolonization and independence for states and for ethnic groups within states?
- How does globalization both create and negate opportunities for forging new identities?
- How do ideological struggles provide explanation for many of the conflicts of the 20th century?
- How have international organizations influenced change?
Major Developments

1. War and peace in a global context
   - The World Wars
   - The Holocaust
   - The Cold War—nuclear weaponry
   - International organizations and their effects on the global framework, e.g., globalization of diplomacy and conflict
   - Global balance of power; reduction of European influence

2. New patterns of nationalism (fascism; decolonization; racism, genocide; the breakup of the Soviet Union)

3. Effects of major global economic developments (e.g., the Great Depression in Latin America; technology; Pacific Rim; multinational corporations)

4. New forces of revolution and other sources of political innovations

5. Social reform and social revolution (changing gender roles; family structures; rise of feminism; peasant protest; international Marxism; religious fundamentalism)

6. Globalization of science, technology, and culture
   - Patterns of resistance including religious responses

7. Demographic and environmental changes (migrations; changes in birthrates and death rates; new forms of urbanization; deforestation; environmental movements; rural to urban shifts)

➢ Major Comparisons and Analyses:
   - Compare patterns and results of decolonization in Africa and India
   - Pick two revolutions (Russian, Chinese, Cuban, Iranian) and compare their effects on the roles of women
   - Compare the effects of the World Wars on areas outside of Europe
   - Compare legacies of colonialism and patterns of economic development in two of three areas (Africa, Asia, and Latin America)
   - Compare the different types of independence struggles
   - Analyze the global effects of the Western consumer society
   - Compare major forms of twentieth-century warfare
The following teaching strategies will be employed to help students identify the AP World History themes and to analyze the broad patterns and processes that explain change and continuity over time.

**Teaching Strategies and Student Evaluation**

1. Interactive Student Notebook including mental mapping, annotated timelines, Cornell notes and graphic organizers
2. Vocabulary note cards
3. Essay writing covering the three AP World History exam free response questions:
   - Comparative
   - DBQs
   - Continuity and Change over Time
4. Inner/Outer circle discussions
5. Socratic seminars
6. Individual and group assignments focused on comparison, contextualization, and peer review
7. Reading Quizzes and Unit exams
8. Analysis of primary source documents
9. Textbook readings and outside resources provided by teacher

**Textbook**


**Grading & Classroom Expectations**

1. **Late Work**: Under College Board and Alvin ISD policy for AP classes, a student will receive a zero on any assignment not turned in by the due date. **Late work will not be accepted.**
2. **Tardies**: If a student is tardy or absent for any reason, that student is responsible for any missed warm-ups, notes, or assignments.
3. **Absences**: Please see the AISD Student Handbook and AP Contract for more details. If a student is absent, it is their responsibility to communicate with the teacher regarding makeup work. If a student fails to communicate with the teacher or fails to turn in their assignment in a timely manner, the student will receive a zero. A student has an equal number of days to make up an assignment as they were absent. Students absent on a test day need to make up the test in tutorials within one week. Students absent the day before a test are still expected to take the test on the scheduled test date. All test reviews will be available online in advance of the test.
4. **ISNs**: Each student is expected to keep and maintain an interactive student notebook for WHAP. This will be a 3-5 subject spiral, and will include a Table of Contents, Warm-ups (dated and in red ink), reading notes (black/blue pen), classroom notes (black/blue) pen, and graded quizzes and homework assignments. The ISN must be organized and up to date. All ISNs will be graded on test days and will be worth 2 Classwork/Daily grades each time.
5. **Quizzes**: Quizzes are open-note and largely based on reading. Notes must be hand-written in your WHAP ISN (Interactive Student Notebook) to be able to use them on a quiz (they may not be typed notes, and they may not be on loose-
leaf paper). If you are absent the day before a quiz, you are still expected to take the scheduled reading quiz unless there are extenuating circumstances which are communicated to the teacher in advance of the quiz. If you are absent the day of a quiz, you will be expected to take the quiz at the beginning of class the following day. All quizzes are taken in red pen, and are attached in your ISN after it is graded. Most quizzes are announced, but some are not. If you have reading homework, it is always possible to have a reading quiz the next day. All quizzes are timed based on the AP Exam.

6. **Homework:** The majority of homework will be reading, followed by a reading quiz the following day. Homework can also consist of take home assignments. Late homework is not accepted in an AP course unless you have extenuating circumstances. Homework is due at the beginning of the class. If you arrive to the class late, you must turn in your homework immediately upon arrival, or it will be late and not accepted. Homework will be filed in your ISN after being graded.

7. **Tests:** Tests are mostly multiple choice in structure, but can also include short answer questions. Some tests, however, will be purely Essay/Free-Response tests. All tests are timed, based on the timing of the AP Exam.

8. **Makeup Tests:** From the AP Contract, “In a Pre-AP/AP class, students may retest once per nine weeks for a maximum replacement grade of 70. The request for retesting should be made by the student within one week after the test has been returned.”

9. **Exiting an AP Course:** Please see the AP Contract for more information regarding exiting AP World History. This must be done within the first nine weeks on instruction.

10. **Electronic Devices:** Please do not use electronic devices in this class. Your phone/device needs to be silenced and put away upon entering the class. The teacher may request that all bags and purses be placed at the front of the class, especially on test days. Devices may also be taken and turned into the principal’s office if they are used in class.

11. **Communication:** There are many ways I will communicate with you during this course – In class, in tutorials, on edmodo, and through my website. Please be sure to check the calendar and edmodo regularly, especially if you are absent. If you fall behind or are struggling, it is imperative you communicate with me via email or in person, so that I may help you. I cannot help you if I don’t know you need help. I am very understanding of your circumstances if you communicate with me in advance.

**Grading Structure:**

Assessments will be weighted as follows:

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<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Major Exams &amp; Projects</td>
<td>60%</td>
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<tr>
<td>In-Class Assignments &amp; Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Homework and Quizzes</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Required Materials:**

1. Pens – Red (Quizzes and Warm-ups) and Black/Blue (everything else)
2. 3-5 subject spiral
3. Internet Access and Edmodo account
4. Pencil (for scantron tests only)
Plagiarism and Cheating:
A zero-tolerance policy is practiced for plagiarism and for cheating. Students caught plagiarizing or cheating on any part of an assignment will receive zero credit for that assignment. The student will then be reported to administration.

AP World History Exam:
By enrolling in AP World History, the student is dedicated to taking the AP Exam at the end of the year in May. Further details on registering for the AP World History exam will be given in class. The cost of the Exam is $30. A waiver is available for those students on free/reduced lunch.

Consequences:
Dedicated students who exemplify regular attendance, completion of coursework and reading, attentiveness in class and active participation, will experience positive consequences.

Students with excessive tardies or absences, missing assignments/readings, off-task behavior, or lack of participation will experience negative consequences.

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<thead>
<tr>
<th>Positive Consequences</th>
<th>Negative Consequences</th>
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<tbody>
<tr>
<td>Praise</td>
<td>Verbal or written warning</td>
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<tr>
<td>Bright Future</td>
<td>Student-Teacher Conference/Detention</td>
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<tr>
<td>College Credit</td>
<td>Parent Contact</td>
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<tr>
<td>Academic Accolades</td>
<td>Office Referral</td>
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