**Advanced Placement (AP) World History**

*8000 BCE to present*

*Shippensburg Area Senior High School*

**Instructor**: Mr. Rhinehart **Room**: 13 **Phone**: 717-530-5559

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**School website**: <http://www.shipk12.org/>

**Teacher webpage and parental portal (http://www.shipk12.org/parents-and-students/)**: Assignment grades and assessments will be posted on Sunguard for parental and student review. Grades will be updated daily for routine assignments and within a few weeks for larger assessments.

**Textbook**: Duiker, William J and Jackson J Speilvogel. *World History.* Seventh Edition (AP edition)*.* Boston: Wadsworth/Cengage. 2013.

**Supplementary Texts and Readings:**

Adas, Michael, Marc J. Gilbert, Peter Stearns, and Stuart B. Schwartz. *World Civilizations: The Global*

*Experience*. 6th Edition (AP Edition). Upper Saddle River, NJ: Prentice Hall. 2011.

Friedman, Thomas L. *The World Is Flat: A Brief History of the Twenty First Century*. New York:   
 Picador. 2007.

Diamond, Jared. *Guns, Germs and Steel: The Fates of Human Societies*. New York: WW Norton. 2005.

Christian, David and William H. McNeill. *Maps of Time: An Introduction to Big History*. Berkeley: UP of California. 2011.

Various Articles and Handouts (i.e. past DBQ’s from the AP World History site, Review Materials, primary documents from time periods, AP Test Prep series handouts, secondary readings and interpretations)

**Course Description**: AP World History is a full year rigorous, college level course designed to explore human history from 8000 B.C.E. to the present. The course will emphasize and focus on the development of analytical and writing skills necessary for success at the collegiate level. This will be done, at least partly, through the critical evaluation of primary and secondary sources and analysis of historiographical arguments. The course will require significant amounts of reading and assignments completed outside of class time, as well as the ability to read a college level textbook and write in complete sentences and paragraphs. The emphasis of this course is firmly placed on world history, and as such, a balanced coverage of world events and themes will be the focus, with no more that 20% of our discussion centering on Europe. At the end of the course in May students will have the option to take the AP World History exam. Success on the exam (i.e. scoring a 3, 4 or 5) can lead to college credit, depending on the specific policies of the college they choose to attend. Course assessments in this class are closely aligned with the assessments on the AP Exam.

**Course Objectives/Goals**:

* To develop in students an understanding of how civilizations in various areas of the world have developed differently based on factors such as culture, geography and interactions with others.
* To develop in students an understanding of historiography and the process of creating and investigating historical arguments and claims.
* Students will be able to write a thesis based informative and persuasive essay that makes a historically defensible claim and supports it with historical facts.
* Students will be able to analyze a primary and secondary source for things such as point of view, tone and source, as well as apply those documents to the creation and support of historical arguments.
* Students will be able to think and analyze historical events and factors using a chronological perspective, interpreting, analyzing and evaluating the relationships between different historical causes and their effects.
* Students will be able to assess degrees of change and continuity over time and evaluate possible reasons for those changes and continuities.
* Students will be able to analyze different, often competing, models of historical interpretation or periodization and offer defensible evidence supporting them.
* Students will practice organizational and time management skills needed in a collegiate setting as they complete unit assignments and take notes in class.
* Students will be prepared to take the AP Exam in the spring and will have success if they choose to take it.

**Methods of Evaluation**: Students will be assessed daily on an informal basis using classroom activities such as bell ringer questions, video worksheets, group activities etc… Formal Assessments in the course are designed to mirror the assessments that are used both in collegiate level courses and on the AP World History exam offered in May of each school year. As such formal assessments will consist of:

* ***Multiple Choice Exams***: each unit will feature MC questions that focus on the topics from that unit and ask students to potentially analyze primary and or secondary sources
* ***Short answer Questions***: each unit will also feature short answer questions that ask students to either examine primary/secondary sources, or use historical skills to make a historical argument supported by specific details in response to an analytical question.
* ***Document Based Questions (DBQ)***: Students will be asked to analyze and evaluate evidence from a variety of sources (primary and secondary) in order to develop a coherent and well supported argument that contains a thesis statement. There will be multiple days spent during the course discussing the skills and strategies needed to effectively answer these types of questions.
* ***Long Essays***: Students will be asked to analyze, evaluate and interpret significant issues in World History over longer periods of time. These essays, like the DBQ, will require the development of sophisticated thesis statements and the use of specific evidence in support of an argument. They will be focused on a specific historical skill like assessing change and continuity over time, comparison, periodization etc….

Each unit will also be organized around a schedule/syllabus provided in advance to each student with noted readings, assignments and exam dates. Each unit will require substantial time commitments involving extensive out of class reading, writing and study. Class will be a combination of lecture, group work, discussion of homework and other topics, as well as workshops designed to improve writing and critical reasoning skills. Each Unit will also include a Historical Vocabulary test, key dates exam and a map exam. Term lists, key dates and map locations will be distributed at the beginning of the unit. Terminology tests will include 20 terms – 10 from the new unit and 10 that are from past units, so each unit the list of terms will be assessed on a cumulative basis. Map tests will focus on the key geographical areas necessary to understand historical developments in the unit.

Students are expected to participate on a regular basis in class, as engagement of this type is essential to learning. This can include answering questions during notes, posing a question, participating in group activities, etc… 10% of a student’s final average will consist of a participation grade that will be calculated by using a participation scoring roster that is kept throughout the marking period.

Student grades and final averages will be calculated using the district wide grading scale:

|  |  |
| --- | --- |
| 95-100 | A |
| 92-94 | A- |
| 89-91 | B+ |
| 86-88 | B |
| 83-85 | B- |
| 80-82 | C+ |
| 77-79 | C |
| 74-76 | C- |
| 71-73 | D+ |
| 68-70 | D |
| 65-67 | D- |
| 64 and below | F |

AP World History is a level 1 weighted course as far as GPA is concerned and your nine week grade in the course will be converted by a factor of 1.15 for GPA purposes. Therefore, an A in the course would be worth 4.6 quality points (instead of 4.0 in a regular course) for GPA calculations.

**Classroom Policies:**

* Late homework: Late work will be accepted but will result in a loss of points. Late homework assignments and assessments will be docked one letter grade per day late.
* Makeup work: If you are absent it is your responsibility to obtain assignments and materials that you missed while absent. DO NOT ask the instructor in the middle of class for missed work – ask before or after class for missed materials.

-- For assignments per school policy you have ONE day for each day of excused absence to make up work missed.

-- For exams per school policy you have ONE day for each day of excused absence to make up the exam/quiz. Exams/quizzes can be made up in flex, study hall or after school. Students will have the same amount of time allotted in class for the exam/quiz.

* Students should be in their seat and have the appropriate materials out and ready when the bell rings. Class will start promptly, as we have a great deal of material to cover.
* Cell phones/electronic devices should be put away and not visible during class at any point. Failure to follow this policy will result in the device being turned into the office & appropriate disciplinary consequences. ***Warnings may not be given***.
* Students should remain seated until the dismissal bell has sounded – do not line up at the door.
* Students should be working on world history during world history class – do not work on materials for other classes during this class. Other work may be confiscated and returned at the end of the day.
* Students should refrain from using profane or offensive language in class – failure to follow this policy will result in swift disciplinary action.
* Students should show respect and courtesy to other students in class. This includes, but is not limited to, not speaking while others are speaking in class. Failure to follow this policy will result in disciplinary actions.

**Classroom Management Plan:** The classroom environment will be a safe educational environment where mutual respect, honesty and sensitivity will be fostered. In order to have meaningful and productive discussions, as well as to cover course materials in a timely fashion, these elements are essential. In order to ensure this occurs the following expectations will be agreed to by both parties within the classroom . . .

*Instructor Responsibilities*:

* To treat all students with respect and care as an individual and a learner
* To provide an orderly and safe classroom environment
* To provide necessary materials in a timely manner
* To provide feedback and motivation as part of the learning process

Student Responsibilities

* To treat the instructor, as well as other students with respect and care as individuals
* To attend class regularly and put forth maximum effort
* To follow classroom rules and procedures
* To be prepared for class
* To communicate with the instructor if help is needed or concerns arise

If students do not comply with classroom policies or the management plan disciplinary consequences will follow. The following is a general outline of how consequences will escalate . . .

1st Offense: Verbal warning or proximity cues

2nd Offense: Loss of classroom participation points

3rd offense: Consequences may include student removal from class (hall or office), additional loss of points, teacher assigned detention, conference with parent

4th or severe offenses: Office referral and parent communication

**Suggested supplies:**

* Students should have a three ring binder to keep assignments organized during the year. Students will probably need multiple binders throughout the year, as many handouts and assignments will be distributed (we do not have a primary source reader, so copied readings will be distributed). IT IS STRONGLY RECOMMENDED that students have tabs to organize their binder
* Lined notebook paper
* Highlighters (for notes in class, as well as readings)
* Cover on the textbook
* Pencils/blue or black pens
* Review books and materials as appropriate (for the AP exam at the end of the year)
* Internet access

**Course Activities/Topics:**

***Unit I: Technological & Environmental Transformations 8000 B.C.E. to 600 B.C.E.***

* *Key Concepts*

-- 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

* *Time Period:* 2 weeks

***Unit II: Organization and Reorganization of Human Societies c. 600 B.C.E. to 600 C.E.***

* *Key Concepts*

-- 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

* *Time Period*: 4 weeks

***Unit III: Regional and Transregional Interactions (c. 600 C.E. to c. 1450 C.E.)***

* *Key Concepts*

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

-- Key Concept 3.2: Continuity and Innovation of State Form and their Interactions

-- Key Concept 3.3: Increased Economic Productive Capacity and its Consequences

* *Time Period:* 6-7 weeks

***Unit IV: Global Interactions, (c. 1450 to 1750)***

* *Key Concepts*

-- 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

* *Time Period*: 6 weeks

***Unit V: Industrialization & Global Integration (The Age of Revolution; c 1750 – 1900)***

* *Key Concepts*

-- 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

* *Time Period*: 6-7 weeks

***Unit VI: Accelerating Global Change and Realignments (The Modern Era; c 1900-Present)***

* *Key Concepts*

-- Key Concept 6.1: Science and the Environment

-- Key Concept 6.2: Global Conflict and their Consequences

-- Key Concept 6.3: New Conceptualizations of Global Economy, Society and Culture

* *Time Period*: 6-7 weeks

**AP World History**

I have read and understand this syllabus and recognize that it represents a contract between the instructor and pupil.

Student Name (printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_