**Somerset Academy of Las Vegas, Sky Pointe**

**College Prep Middle / High School**

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Principal: Lee Esplin

**AP World History Syllabus**

**2017-2018 School Year**

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*“Our job is not to make up anyone’s mind, but to open minds- to make the agony of decision-making so intense that you can escape only by thinking.”*

---Fred Friendly, CBS News

Just whose history are we studying? The history of the human race and how humankind developed in time encompasses the study of philosophy, art, language and literature and political history. We will avoid the stereotypical Eurocentric approach to World History. We study people, places, events and how all of these relate in time? What effect did a person have upon an event? Where did an event happen and why is that important? We can understand others and ourselves by studying history We can learn to be more tolerant of others, maybe even be front runners in avoiding future wars--or know when our only recourse is to fight. This is an AP class. The approach to studying history in an AP class is different from in regular classes. We ask how and why and analyze events critically. We study the interaction and impact of systems on a global scale.

The Five Themes of AP World History

Students in this course must learn to view history thematically. The AP World History course is organized around five overarching themes 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. Consequently, virtually all study of history in this class will be tied back to these themes by utilizing a “SPICE” acronym.

**S**ocial-Development and transformation of social structures

* Gender roles and relations
* Family and kinship
* Racial and ethnic constructions
* Social and economic classes

**P**olitical-State building, expansion and conflict

* Political structures and forms of governance
* Empires
* Nations and nationalism
* Revolts and revolutions
* Regional, transregional, and global structures and organizations

**I**nteraction between humans and the environment

* Demography and disease
* Migration
* Patterns of settlement
* Technology

**C**ultural-Development and interaction of cultures

* Religions
* Belief systems, philosophies and ideologies
* Science and technology
* The arts and architecture

**E**conomic-Creation, expansion and interaction of economic systems

* Agricultural and pastoral production
* Trade and commerce
* Labor systems
* Industrialization
* Capitalism and socialism

Habits of Mind:

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, context, and bias, and to understand and interpret information

Assessing issues of change and continuity over time, including the capacity to deal with change as a process and with questions of causation

Understanding diversity of interpretations through analysis of context, point of view, and frame of reference.

Seeing global patterns and processes over time and space while also connecting local developments to global ones and moving through levels of generalizations from the global to the particular

Comparing within and among societies, including comparing societies reactions to global processes

Being aware of human commonalities and differences while assessing claims of universal standards, and understanding culturally diverse ideas and values in historical context

**Texts:**

Strayer, Robert W. Ways of the World (2nd Edition) Bedford St. Martin’s. 2013

**Required Reading for Students:**

Diamond, Jared. Guns, Germs, and Steel. W. W. Norton & Company. 2005

**Supplemental Materials:**

Killoran, James. The Key to Understanding Global History. (6th Edition) Jarrett Publishing Co. 2004.

Andrea, Alfred & Overfield, James. The Human Record Vol. 1 & 2, Houghton-Mifflin, New York: 2001

Wolf, Ken. Personalities and Problems Vol. 1&2, McGraw-Hill, New York: 2005

**Video and Electronic Sources:**

Millennium Series. CNN

Lost Civilizations Series. Time/Life

Civilization Series. BBC

Migrations in Modern History. World History Center.

***MSHS Grading Expectation***

* + 50% - Tests/Quizzes (Summative/Formative Assessments)
	+ 50%- Practice/Homework, Projects/In Class Work, Class Participation/Other

***Late/Missing Work***

Please see the teacher to make-up missing/late work. If you are missing an assignment you must come and explain to me why. All late work is subject to penalties.

***Grading Scale***

The +/- scale has been eliminated.

|  |  |
| --- | --- |
| 89.5-100 | A |
| 79.5-89.4 | B |
| 69.5-79.4 | C |
| 59.5-69.4 | D |
| 59.8 and below  | F |

***Semester Grade***

* Quarter 1- 45%
* Quarter 2- 45%
* Exam -10%

**OUR SOCIAL CONTRACT**

All men are made by nature to be equals, therefore no one has a natural right to govern others, and therefore the only justified authority is the authority that is generated out of agreements or covenants. The most basic covenant, the social pact, is the agreement to come together and form a people, a collectivity, which by definition is more than and different from a mere aggregation of individual interests and wills. This act, where individual persons become a people is "the real foundation of society". Through the collective renunciation of the individual rights and freedom that one has in the State of Nature, and the transfer of these rights to the collective body, a new ‘person', as it were, is formed. After careful and thoughtful negotiations, these by-laws establish a groundwork for the success of our educational goals as a society.

**1. FOLLOW INSTRUCTIONS**. This includes those given by me or substitute teachers. Please ask me for help on something you don't understand. I won't do your work for you, but I am willing to help. You must **pay attention.**

2. **COME TO CLASS PREPARED WITH ALL REQUIRED MATERIAL.** Always assume that you need pen, pencil, paper and notebook despite any special period. Music will be played in class on a regular basis.

3. **TURN IN YOUR ASSIGNMENTS ON TIME**. If you are missing an assignment you must come and explain to me why. All late work is subject to penalties.

4. **PROMPTNESS**. Be in your seat **before** the bell rings. Notebooks out. Start copying the quote of the day. There is no assigned seating unless it becomes a disciplinary situation.

5. **ALLOW TEACHER TO TEACH.** I'll treat you with **RESPECT** and consideration and it's expected that you will treat peers and adults in a courteous and respectful manner. Be a historian.

6. **COMPLY WITH ALL SCHOOL RULES, REGULATIONS, AND POLICIES.** It's most important that you know the rules if you are expected to follow them. Read your **student handbook**. Dress code will be strictly enforced.

7. **KEEP THE CLASSROOM (and desks) CLEAN**. Put trash in the trash can by the door. Bottled water will be allowed in class.

8. **TESTS**. These are a way to evaluate your progress and understanding of the material. You will have a variety of these evaluations including **oral debates and circles, PBL’s, objective tests, essays** (both DBQ’s and FRQ’s) **and culminating projects with a research paper**. You will often have daily reading quizzes but **you may use your handwritten notes on your reading quizzes**.

9. **PARTICIPATION.** Everyone is expected to answer oral questions, ask questions and participate in class and group discussions. Participation is graded. The learning environment requires maturity and as a class we will make it possible for all to participate comfortably. Rude, unpleasant, or insulting remarks during a class discussion will result in a zero for the assignment.

10. **ETHICAL BEHAVIOR.** Do your own work. Work that has been copied from others or plagiarized will **not** be accepted. \*\*\*\* Cheating on tests or quizzes will result in a zero on that test and parental contact. Honor code violations will result in course-wide restrictions. The honor code will be explained and strict adherence will be required. Establishing study groups, assisting fellow students with notes and combining work on homework assignments will not be considered cheating.

11. **ATTENDANCE**. Work will be made up for each day that a student is absent. If you are absent the day before a test or quiz, you will be expected to take the exam with the class. Any vacations or extended absences should be arranged in advance whenever possible. Remember that attendance is an essential part of your learning experience and each day missed will be reflected in your grade. It is your responsibility to check planbook and class folder to see what you have missed while you were gone and make-up the work accordingly. **Make-up work is done outside of class.**

12. **AP EXAM.** The AP World History Exam is on Thursday, May 17th, 2018 at 8:00a. Students agree to attend monthly study sessions, as needed, in preparation for the test.

**The Seven Units of AP World History –Periodization and Historical Objectives**

**Unit 1: Essay Writing for AP World History** (2 Weeks)

1. Writing to Rubrics

 What is a rubric?

 Understanding the thesis statement

 Law & Order approach to essay writing

 2. Document-Based Question

 Dealing with primary source documents

 Understanding point of view

 Making connections between documents

 Using evidence

 Students will write DBQ essays throughout the course and analyze quantitative sources through study and interpretation of graphs, charts and tables in:

 Document-Based Questions released by the College Board

 3. Change/Continuity over time

 Maintaining chronology in history

 Understanding causation

 Impacts in global context

 Using evidence

 Students will write FRQ essays throughout the course using :

 Continuity/Change Over Time Questions released by the College Board

 4. Comparative

 Analyzing comparisons between and among societies

 Similarities and differences

 Using evidence

 Students will write FRQ essays throughout the course using :

 Comparative Questions released by the College Board

**Unit 2: 8000BCE To 600 BCE-Technological and Environmental Transformations** (2 Weeks)

Key Concepts

 Big Geography and the Peopling of the Earth

 Neolithic Revolution and Early Agricultural Societies

 Development and Interactions of Early Agricultural, Pastoral and Urban Societies

Topics for Overview include:

 *Prehistoric Societies*

 *From Foraging to Agricultural and Pastoral Societies*

 *Early Civilizations: Middle East, South Asia, East Asia, the Americas, Africa and Oceania*

Special Focus:

 Issues Regarding the Use of the Concept of Civilization

 Activities and Skill Development

 Students will identify and analyze the causes and consequences of the Neolithic Revolution in the major river valleys as well as in Sub-Saharan Africa and Papua New Guinea

 Class Discussion

 How were gender roles changed by the Neolithic Revolution?

 Collaborative Group-Jigsaw

 Students will analyze how geography affected the development of political, social, economic and belief systems in the earliest civilizations in:

 ▪ Mesopotamia

 ▪ Egypt

 ▪ South Asia

 ▪ East Asia

 ▪ Mesoamerica

 ▪ Andes

 Each Group will examine a different civilization and then compare findings with a new group where each student examined a different civilization.

 Parallel Reading-Students will read Chapters 1 and 2 of *The Human Web* and evaluate the authors' perspective on the existence of a very loose knit global web during this early period.

 Using the textbook and the internet, students will explore the findings of archeologists and anthropologists have contributedto our knowledge of one of the following cultures: Harrapan, Shang, or Mesopotamia.

**Unit 3: 600 BCE-600 CE-Organization and Reorganization of Human Societies** (3 Weeks)

Key Concepts:

 Development and Codification of Religious and Cultural Traditions

 Development of States and Empires

 Emergence of Transregional Networks of Communication and Exchange

Topics for Overview include:

 *Classical Civilizations*

 *Major Belief Systems: Religion and Philosophy*

 *Early Trading Networks*

Special Focus:

 World Religions

 ◦ Animism focusing on Australasia and Sub-Saharan Africa

 ◦ Judaism and Christianity

 ◦ Hinduism and Buddhism

 ◦ Daoism and Confucianism

 Developments in Mesoamerica and Andean South America: Moche and Maya

 Bantu Migration and Its Impact in Sub-Saharan Africa

 Transregional Trade: The Silk Road and the Indian Ocean

 Developments in China-Development of Imperial Structure and Confucian Society

Activities and Skill Development:

 Writing a Comparison Essay: Methods of political control in the Classical period; student choice of two-Han China, Mauryan/Gupta India, Imperial Rome and Persian Empire

 Writing a Change and Continuity-Over-Time Essay: Political and Cultural Changes in the Late Classical Period; students choose China, India, or Rome

 Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires

 Students will map the changes and continuities in long-distance trade networks in the Eastern Hemisphere: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes and Mediterranean sea lanes

 Group Presentations-Each group will research and present a major world religion/belief system examining:

 ◦ Origin

 ◦ Beliefs and practices

 ◦ Diffusion

 After reading excerpts from *A Forest of Kings* by David Friedel and Linda Schele and viewing the PBS Nova program “Cracking the Maya Code,” students will assess the impact that archaeology and iconography have had on the study of history

 Parallel Reading-Students will read Chapter 3 of *The Human Web* and

 ◦ Trace the development of civilization in each region, utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture

 ▪ Evaluate the periodization in Chapter 3-i.e., the use of 200 C.E. As a break as opposed to the periodization of the course curriculum

**Unit 4: 600-1450 –Regional and Transregional Interactions** (3 Weeks)

Key Concepts:

 Expansion and Intensification of Communication and Exchange Networks

 Continuity and Innovation of State Forms and Their Interactions

 Increased Economic Productive Capacity and Its Consequences

Topics for Overview include:

 *Byzantine Empire, Dar-al Islam and Germanic Europe*

 *Crusades*

 *Sui, Tang, Song and Ming empires*

 *Delhi Sultanate*

 *The Americas*

 *The Turkish Empires*

 *Italian City-States*

 *Kingdoms and Empires in Africa*

 *The Mongol Khanates*

 *Trading Networks in the Postclassical World*

Special Focus:

 Islam and the Establishment of an Empire

 Polynesian Migrations

 Empires in the Americas: Aztec and Inca

 Expansion of Trade in the Indian Ocean-the Swahili Coast of East Africa

Activities and Skill Development

 Writing a Comparison Essay: Comparing the level of technological achievement including production of goods 500-1000; Student choice: Middle East, South Asia, East Asia or Eastern Europe

 Students will evaluate the causes and consequences of the spread of Islamic empires

 Students will compare the Polynesian and Viking migrations

 Writing a Comparison Essay: Effects of Mongol conquest and rule; students choose two- Russia, China, Middle East

 Class Debates

 ◦ Topic-Were the economic causes of the voyages of the Ming navy in the first half of the 15thcentury the main reason for their limited use?

 ◦ Topic-Were the tributary and labor obligations in the Aztec and Inca empires more effective than similar obligations in the Eastern Hemisphere?

 Writing a Change and Continuity-Over-Time Essay:

Changes and continuities in patterns of interactions along the Silk Roads, 200 B.C.E-1450 C.E.

 Parallel Reading-Students will read Chapters 4 and 5 of *The Human Web* and

 ◦ Trace the development of civilization in each region, utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture

 ◦ Evaluate the periodization in the book compared to that of the periodization in the course curriculum

 ▪ Why 200-1000 C.E and 1000-1500 C.E. Instead of 600-1450?

 ▪ In what regions does each work best? Why? In what areas does each present a problem? Why?

**Unit 5: 1450-1750-Global Interactions** (3 Weeks)

Key Concepts:

 Globalizing Networks of Communication and Exchange

 New Forms of Social Organization and Modes of Production

 State Consolidation and Imperial Expansion

Topics for Overview Include:

 Bringing the Eastern and Western Hemispheres Together into One Web

 Ming and Qing Rule in China

 Japanese Shogunates

 The Trading Networks of the Indian Ocean

 Effects of the Continued Spread of Belief Systems

Special Focus:

 Three Islamic Empires: Ottoman, Safavid and Mughal

 Cross-Cultural Interaction: the Columbian Exchange

 The Atlantic Slave Trade

 Changes in Western Europe-Roots of the “Rise of the West”

Activities and Skill Development:

 Students will evaluate the causes and consequences of European maritime expansion, including the development of armed trade using guns and cannons

 Student project: Each student will apply techniques used by art historians to examine visual displays of power in one of the land or sea based empires that developed in this time period

Writing a Comparison Essay:

 Processes of empire building; students compare the Spanish Empire to either the Ottoman or Russian Empires

 Writing a Change and Continuity-Over-Time Essay:

Changes and continuities in trade and commerce in the Indian Ocean Basin 600-1750

 Parallel Reading-Students will read Chapter 6 of *The Human Web* and

 ◦ Trace the development of civilization in each region, utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture

 ◦ Consider the question of periodization: 1750 or 1800?

**Unit 6: 1750-1900-Industrialization and Global Integration** (3 Weeks)

Key Concepts:

 Industrialization and Global Capitalism

 Imperialism and Nation-State Formation

 Nationalism, Revolution and Reform

 Global Migration

Topics for Overview include:

 *The Age of Revolutions:*

 *English Revolutions, Scientific Revolution and Enlightenment, American Revolution, French Revolution and Its Fallout in European, Haitian and Latin American Revolutions*

 *Global Transformations: Demographic Changes, the End of the Atlantic Slave Trade, Industrial Revolution and Its Impact, Rise of Nationalism, Imperialism and Its Impact on the World*

Special Focus:

 Decline of Imperial China and the Rise of Imperial Japan

 19th-Century Imperialism: Sub-Saharan Africa, South and Southeast Asia

 Comparing the French and Latin American Revolutions

 Changes in Production in Europe and the Global Impact of Those Changes

Activities include:

 Writing a Comparison Essay:

 Comparing the Roles of Women from 1750 to 1900-East Asia, Western Europe, South Asia, Middle East

 Students will write a Change and Continuity-Over-Time Essay, evaluating changes in production of goods from 1000 to 1900 in the Eastern Hemisphere

 Parallel Reading-Students will read Chapter 7 of *The Human Web* and

 ◦ Trace the development of civilization in each region, utilizing a linear thematic organizer for note-taking and a circular organizer for the big picture

 ◦ Consider the question of periodization:1900 or 1914?

**Unit 7: 1900-present-Accelerating Global Change and Realignments** (3 Weeks)

Key Concepts:

 Science and the Environment

 Global Conflicts and Their Consequences

 New Conceptualization of Global Economy and Culture

Topics for Overview include:

 *Crisis and Conflict in the Early 20thCentury:*

 *Anti-Imperial Movements, World War I, Russian, Chinese and Mexican Revolutions, Depression, Rise of Militaristic and Fascist Societies, World War II*

 *Internationalization:*

 *Decolonization, the Cold War World, International Organizations, the Post-Cold War, World Globalization*

Special Focus:

 World War I and World War II: Global Causes and Consequences

 Activity-Skill Development

 Students will identify and analyze the causes and consequences of the global economic crisis in the 1930s

 Development of Communism in China, Russia and Cuba

 Responses to Western Involvement in Sub-Saharan Africa: Imperialism, the Cold War and International Organizations

Activities include:

 Writing a Comparison Essay: Comparing the political goals and social effects of revolution in China, Russia and Mexico

Students choose two:

 Writing a Change and Continuity-Over-Time Essay

 Changes and Continuities in the formation of national identities 1900-present. Students choose from among the following regions: Middle East, South Asia or Latin America

 Students debate the benefits and negative consequences of the rapid advances in science during the 20thand early 21stcenturies

 Students trace the development of one form of popular culture in the 20thcentury and present a graphic or visual display of their research to the class.

 Students will discuss and evaluate the roles of war, violence and genocide throughout the 20thcentury as a means of preventing future global conflict.

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I have read and understand the AP World History 2017-2018 course syllabus. I understand if I have any questions or concerns I can email Ms. Ricroft or schedule an appointment. In addition I understand that an AP World History text book was signed out to my student. If it is not returned at the end of the year we will be responsible for paying for the book or records such as report cards and/or transcripts may be withheld.

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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