**“Fellow citizens, we cannot escape history.” Abraham Lincoln**

**Course Title**: AP World History

**Instructor**: Andy Pfannenstiel

**Location**: Room # 210

**Contact Information**: andrew.pfannenstiel@tusd1.org

**Planning Period**: Period 3

**Course Overview:**

This course will be a survey course which focuses on the development of civilizations and cultures of the world. Throughout the year we will focus on major themes and ways to think historically which are important in the examination of past events. These themes will include studies of human interactions with the environment; the development of and eventual interactions among major global cultures; the creation, growth, and eventual conflict among states and societies; the development and growth of different economic systems; and the development of and transformation of social structures. The study and applications of these themes to topics of World History will help students develop a more historical and global perspective. Students will also improve their critical thinking skills, reading and analytical skills, as well as academic writing skills during this class. Students will be expected to work at a high academic level as this is the equivalent of an introductory college course. A major goal of this course is to make the study of history enjoyable and engaging for students. **Students will be working to prepare for and be expected to take the AP World History Test, which is on on May 17, 2018.**

Major aspects of this class that will used throughout all periods of study are:

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| **The Four Historical Reasoning Skills** | **Course Themes** |
| **Skill 1: Contextualization**Use context to explain the relative historical significance of a specific historical development or process.**Skill 2: Comparison** Explain the relative historical significance of similarities and/or differences between different historical developments or processes.**Skill 3: Causation**Explain the relative historical significance of different causes and/or effects.**Skill 4: Continuity and Change Over Time**Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change. | 1: Interaction Between Humans and the Environment2: Development and Interaction of Cultures3: State-Building, Expansion, and Conflict4: Creation, Expansion, and Interaction of Economic Systems5: Development and Transformation of Social Structures |

**Course Text and other Reading:**

Main Text*: World Civilizations: The Global Experience:* Fifth Edition by Peter N. Stearns, Michael B. Adas, Stuart B. Schwartz, Marc Jason Gilbert

Other Secondary Sources will be provided throughout the school year.

**Primary Sources:** Students will read, analyze, and discuss selected primary sources (documents, images, and maps) throughout the school year. These sources will be assigned throughout the school year as they lend themselves to the topic. Multiple primary sources will be used during every period of study.

-Every chapter read out of our main text will include some sort of primary source.

**Major Periods of Study:**

**Period 1: Technological and Environmental Transformations, to c. 600 B.C.E.**

**Length of Study: Approximately 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 of Discussion:*

* The Neolithic Revolution
* Basic features of early civilizations: Mesopotamia, Egypt, Kush, Indus, Shang; Mesoamerican and Andean
* How does a civilization interact with its environment?

*Readings:* World Civilizations Chapter 1

**Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.**

**Length of Study: Approximately 5 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 of Discussion:*

* Major Belief systems: Hinduism, Buddhism, Judaism, Christianity, Confucianism,
* and Daoism; polytheism and shamanism
* Classical civilizations: Greece, Rome, China and India including migrations of the Huns, Germanic tribes
* Interregional networks by 600 CE and spread of belief systems
* Silk Road trade networks, Chinese model and urbanizations

*Readings:* World Civilizations Chapters 2-5

**Period 3: Regional and Transregional Interactions, c. 600 C.E.to c. 1450**

**Length of Study: Approximately 6 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 of Discussion:*

* The Islamic World, the Crusades and Schism in Christianity
* European and Japanese feudalism
* Mongols across Eurasia and urban destruction in SW Asia, Black Death
* Bantu and Polynesian migrations
* Great Zimbabwe and Mayan empires and urbanizations
* Aztec and Incan empires and urbanization
* Ming Treasure Ships and Indian Ocean trade (Swahili Coast)

*Readings:* World Civilizations Chapters 6-11, 13-15

**Period 4: Global Interactions, c. 1450 to c. 1750**

**Length of Study: Approximately 6 Weeks**

*Key Concepts:*

• Globalizing Networks of Communication and Exchange

• New Forms of Social Organization and Modes of Production

• State Consolidation and Imperial Expansion

*Topics of Discussion:*

* Transformations in Europe – Renaissance to Scientific Revolution
* Encounters and Exchange: Reconquista, Europe in Africa, Spanish in the Americas
* Encounters and Exchange: Portuguese and Indian Ocean Trade networks, Southwest Asian trade networks and the Ming Slave trade/Rise of Qing
* Labor Systems in the Atlantic World—The Africanization of the Americas
* The Columbian Exchange in Atlantic and Pacific Context
* Expansion of Global Economy and Absolutism: Muslim, Tokugawa, and Romanov empires
* Effects of the Atlantic Slave Trade on demography in West Africa, resistance to the Atlantic slave trade, and expansion of Islam in sub-Saharan Africa

*Readings:* World Civilizations Chapters 17-22, 26

**Period 5: Industrialization and Global Integration, c. 1750 to c. 1900**

**Length of Study: Approximately 6 Weeks**

*Key Concepts:*

• Industrialization and Global Capitalism

• Imperialism and Nation-State Formation

• Nationalism, Revolution and Reform

• Global Migration

*Topics of Discussion:*

• European Enlightenment

• American, French, Haitian, and Latin American Revolutions

• Napoleonic Wars/Congress of Vienna/ Conservatism vs. Liberalism

• British Industrial Revolution

• De-Industrialization of India and Egypt

• Imperialism and Modernization

• Anti-Slavery, suffrage, labor movements, anti-imperialist movements, non-industrial reactions

• Reaction to industrialism and modernization

*Readings:* World Civilizations Chapters 23-25

**Period 6: Accelerating Global Change and Realignments, c. 1900 to Present**

**Length of Study: Approximately 6 Weeks**

*Key Concepts:*

• Science and the Environment

• Global Conflicts and Their Consequences

• New Conceptualizations of Global Economy and Culture

*Topics of Discussion:*

* World War I, Total War, and Reactions to the Fourteen Points
* Rise of Consumerism and Internalization of Culture
* Depression and Authoritarian Responses
* World War II and Forced Migrations
* United Nations and Decolonization
* Cold War, Imperialism, and the End of the Cold War
* The Information and Communication Technologies Revolution

*Readings:* World Civilizations Chapters 28-36

*There may be slight changes to time spent on topics/periods of study depending on student mastery.*

**Course Activities and Assignments:**

Throughout the year we will use many different approaches to the study of history. These approaches will include:

**Class Discussions:** Students will be expected to regularly participate in and contribute to class discussions. We will discuss documents read both in class and outside of class. Students will also be expected to discuss concepts and themes presented in class and make connections with past materials. Student will engage with and respond to one another in these class discussions. This will be the most commonly used activity in this class.

**Academic Writing:** Students will be expected to do some sort of academic writing during every period of study throughout the year. These forms of academic writing will include:

-Document Based Question (DBQ): Students analyze evidence from a variety of sources in order to develop a coherent written argument that has a thesis supported by relevant historical evidence. Students will apply multiple historical thinking skills learned during the school year as they examine a particular historical problem or question.

-Long Essay Question (LEQ): Students will explain and analyze significant issues from throughout their study of World History. Students will develop an argument and support it with analysis of historical evidence based on their knowledge of World History.

**Substantial Research Projects:** Each semester students will be expected to conduct research on a substantial historical topic. The first semester this research will be done in small groups and lead to the creation of an informative and substantial presentation which will be used for a student led lesson. The second semester students will conduct individual research on a specific period and topic of their choosing from the year’s study. This research will lead to writing of a substantial paper which will provide in depth analysis and discussion of their chosen topic.

**Map Analysis:** Throughout the school year students will be presented with and be expected to create maps. Using these maps students will be expected to discuss and analyze these maps, especially focusing on the development and growth of communities/societies, the movement of peoples, and interactions with the environment.

**Class Debates:** In every period of study we will have a class debate on one of the major topics of that period. Students will either chose or be assigned a historical topic to do research on and prepare a stance to defend. Students will be expected to support their stances with solid historical evidence and use of historical precedents from previous topics of study.

**World History Video Project:** At the end of each semester students will create a short video project. The first semester students will create a video which will provide representations/examples of the Themes of World History from throughout that semester’s periods of study. The second semester students will create a video which reviews the year as a whole and the AP test. These video projects will be presented in class.

**AP World History Exam Information:**

The exam is three hours and 15 minutes long and includes both a 1 hour and 45 minute multiple-choice/short-answer section and a 1 hour and 30 minute free-response section. Each section has two parts.

**Section I Part A: Multiple Choice** | 55 Questions | 55 Minutes | 40% of Exam Score

* Questions appear in sets of 2 to 5.
* Analyze historical texts, interpretations, and evidence.
* Primary and secondary sources, images, graphs, and maps are included.

**Section I Part B: Short Answer** | 4 Questions | 40 Minutes | 20% of Exam Score

* Analyze historians’ interpretations, historical sources, and propositions about history.
* Questions give you an opportunity to explain the historical examples you know best.
* Some questions include texts, images, graphs, or maps.
* You’ll have a choice between two options for the final required short answer question, each one focusing on a different time period.
	+ Question 1 (required): periods 3-8
	+ Question 2 (required): periods 3-8
	+ Choose between Question 3, periods 1-3, and Question 4, periods 4-6

**Section II Part A: Document Based** | 1 Question | 60 Minutes (includes a 15-minute reading period) | 25% of Exam Score

* Assess written, quantitative, or visual materials as historical evidence.
* Develop an argument supported by an analysis of historical evidence.
* The document-based question will focus on topics from periods 3-6.

**Section II Part B: Long Essay** | 1 Question | 40 Minutes | 15% of Exam Score

* Explain and analyze significant issues in world history
* Develop an argument supported by your analysis of historical evidence.
* You’ll select from one of three essay choices, each focusing on the same theme and skill but different time periods:
	+ Option 1: periods 1-2
	+ Option 2: periods 3-4
	+ Option 3: periods 5-6

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| **Periods**  | **Period Weights**  |
| 1 | Technological and Environmental Transformations | to c. 600.B.C.E. | 5% |
| 2 | Organization and Reorganization of Human Societies | c. 600.B.C.E. to c. 600 C.E. | 15% |
| 3 | Regional and Transregional Interactions | c. 600 C.E. to c.1450 | 20% |
| 4 | Global Interactions | c. 1450 to c. 1750 | 20% |
| 5 | Industrialization and Global Integration | c. 1750 to c. 1900 | 20% |
| 6 | Accelerating Global Change and Realignments | c. 1900 to Present | 20% |

**Materials:**

Students are expected to bring a pen or pencil on a daily basis.

Students will need to have a  **THREE-FIVE** **Subject Notebook.**

This notebook will serve two functions:

-The first function is an interactive notebook, which will be used a few times a week for note taking, creating graphic organizers, and review for tests and quizzes. Interactive Notebooks will be checked at least **TWICE PER SEMESTER.** Each Notebook check will generally be worth around 50 points.

-The second function is a bellwork notebook. One section of the 5 Subject Notebook will be used every day to complete bellwork at the beginning of the class. Bellwork will be collected every **TWO** **WEEKS** and generally be worth 24 points per collection.

Mr. Pfannenstiel will provide an area for you to store your notebooks.

Students will also be required to have a folder which will be used to collect and organize essential materials for the class. Students will be expected to use this folder to keep materials that will be invaluable as resources to prepare for the test such as past tests, timed writes, reading notes, unit chronologies, ect.

When special materials are needed for special assignment students will be notified ahead of time.

**Grading Information:**

Grades will be based on a point system. For example, if all class assignments and assessments were worth 2000 points, you would need to earn at least 1800 points in order to earn an A in the class. Student grades will be posted (by an assigned number) in class periodically. If you have questions or concerns about your grade, you must see me before or after class or school (not *during* class time).

**The Grading Scale is**:

90-100% of points= A

80-89% of points = B

70-79% of points = C

60-69% of points = D

59% of points and below = F

Students will be awarded points for assignments with the weights depending on the importance of the assignment. For example, a test at the end of a unit will be worth a great deal more than a quiz.

**Important Classroom Information:**

**Late Assignments:** Each school day that an assignment is late, **10%** will be taken off. Students will have **5 SCHOOL DAYS** to turn in an assignment after the original due date to receive credit. **ASSIGNMENTS WILL NOT BE ACCEPTED 5 SCHOOL DAYS AFTER THE ORIGINAL DUE DATE.**

 **Make-Up Quiz/Test:** If a students misses a test or quiz **IT IS UP TO THEM** to set up a time to take the test or quiz. Conference period or after school will more often than not be the best time to make-up a missed test or quiz.

**Absences:** Students with 10 unexcused absences in a semester will lose credit. If a student has 10 or more unexcused absences they will have the opportunity to appeal to have their credit reinstated.

**Attendance/Tardy Policy:** Anytime a student arrives to class late they will be marked as tardy. If a student arrives more than halfway through the period they will be marked as absent. If a student is tardy **more than once in a week** they will receive lunch detention.

**Classroom Rules:**

1. **Respect!** Respect yourself, your classmates, the instructor, the classroom, and the curriculum. This is the most important rule for this class.
2. Bring the necessary materials(pen/pencil, Bellwork and Interactive Notebooks) to class **EVERDAY**
3. Be in your seat and working on bellwork **WHEN THE BELL RINGS.**
4. Be open to new materials, information, and people which we will come across throughout the semester.
5. Follow all TUSD and Sabino Rules and Guidelines.
6. Students may only leave the classroom with the teacher’s permission. Students must bring the hallpass with them when they leave the classroom.

Students as well as Mr. Pfannenstiel will be held to the following Six Pillars of Character Counts.

Trustworthiness Respect Caring

## Responsibility Fairness Citizenship

## Cut Here --------------------------------------------------------------Cut Here

## After reading the above syllabus with your student please fill in the information below, sign, cut and have your student return this portion of the syllabus to Mr. Pfannenstiel by not later than **MONDAY AUGUST 7TH.**

## **I have read the above the syllabus and understand the expectations of Mr. Pfannestiel’s AP World History Class.**

## **Student Name Printed:­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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## **Questions/Concerns:**

## **I have read the above the syllabus and understand the expectations of Mr. Pfannestiel’s AP World History Class.**

## **Parent/Guardian Name Printed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_**

## **Parent/Guardian Signature:­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## **Best form of communication (**Phone#, email address, or both**):**

## **Questions/Concerns:**