

07-08 AP World History Course Syllabus

South Miami Senior High

Instructor: Ms. Byrum

Text: Bulliet, William, The Earth and Its People: A Global History,
Houghton Mifflin, 2005, 3rd Edition

Supplemental texts:

McCannon, Barron's How To Prepare For the AP* World History Advanced Placement Examination,
Barron's Educational Series, Inc., 2002 (Students will be required to purchase this book. I have a number of used
copies for sell by previous students)

Wiesner/Wheeler/Doeringer/Curtis, Discovering The Global Past
Houghton Mifflin Company, 2002, 2nd Edition, Volumes I & II

Documents in Western Civilization
Pearson/Prentice Hall, 2004, Volumes I & II

Andrea/Overfield, The Human Record,
Houghton Mifflin, 2005, 5th Edition, Volumes I & II (HR)

Readings in World History,
Holt, Rinehart and Winston (RWH)

Kishlansky, Mark, Sources of World History: Readings for World Civilization
Thomson & Wadsworth, 2003, 3rd Edition, Volumes I & II (SWH)

Holt, World History the Human Journey,
Holt Rinehart and Winston, 2005

Roberts, J.A.G., A Concise History of China
Harvard University Press, 1999

Required Summer Reading

The Human Story: Our History From the Stone Age to Today by James C. Davis
Harper Perennial
New York, New York
2004
ISBN-10: 0-06051620-8
ISBN-13: 978-0-06-051620-8

(Used copies of this book were listed on Amazon.com for \$2.50 + shipping, new listed for \$12.95 + shipping.)

Required assignments and due dates for this will be posted on <http://www.schoolnotes.com/33155/byrum.html>, beginning the
week after school is out for the preceding school year.

An exam will be given based on this book in the first week of school.

Course Description

AP refers to an Advanced Placement or a college level course taught at the high school level.

This is **not** a Gifted or an Honors course; it is **much more demanding**. The Advanced Placement program is sponsored by the College Board, a non-profit membership association. The Advanced Placement program offers a course and exam in World History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in world history. The student **must pass the classroom course** to receive high school credit and the **College Board national exam** with a 3 or better to be considered for college credit. Many universities only give credit for scores of 4 or 5 (5 points being the highest).

Preparing students for this exam is a major part of this course. All students taking this course are required to take the AP World History Exam in May.

The text book used in this course is a college level text. Students will be required to read an average of 10+ pages a night. Time management and good study skills are very important for success in any AP course.

The AP Exam

The AP World History exam is usually given during the second week of May (**Thursday, May 15th, 2008**). It is 3 hours and 5 minutes in length. It consists of a 55 minute multiple-choice section with 80 questions. And a 130 minute free-response section made up of 3 essays. The essays consist of 1 **Document-Based-Question (DBQ)** and 1 **Comparative Essay** and 1 **Change-Over-Time Essay**. Aside from the specific task, all essays must be written in a general **Defense of Thesis** format. The multiple choice section and the free-response section each make up 50% of the score. The score for the free-response section is made up of 45% for the DBQ and 55% for the 2 thematic essays. For this reason writing will be a very important part of the course. The exam will begin at 7:30AM, and will end at approximately 12:00PM. Student cannot take the exam if they are late!

The Course

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This is done through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. The course will cover the impact, relationships, and development of all the major civilizations in World History. The time frame of the course is **not** flexible as the AP exams are given in the first part of May.

Reading: Students must have strong reading comprehension skills. The text book is college level and is very difficult for weak readers. It is physically impossible to cover all of the material in the actual class period. Students must be able to rely on their own reading and understanding of the information throughout the course. The course will move very quickly and will require the student to keep up on **large amounts of reading**. On average students will have 10 to 15 pages of reading a night from the text book. Often they will also have readings from primary sources and other secondary sources. Students are also required to read several books throughout the school year (see attached Reading List).

Writing: Along with large amounts of reading both in the text and other sources, the students will be required to write **large numbers of essays**. These will follow 3 basic styles: **Document Based Questions (DBQ)**, **Comparison**, and **Change Over Time (COT)**. These must all be written in a strict **Defense of Thesis** essay format. Analytical skills are required. All of these essays are based on the skills expressed in the Habits of Mind or Skills above and the critical thinking skills. For each "unit", (average = 2 chapters), students will be given 3 to 5 essay questions to prepare ("Essay Topics/Questions"); one will be on the exam,. A number of take-home essays will be also be given to offer students more time in developing a proper essay, and examine more complex issues.

All essays must be **hand written in cursive and in dark blue or black ink**. They must be **legible!** The instructor will be under no obligation to grade illegible papers! With the high volume of essays that the instructor must deal with, not all will be graded in detail. Many will be graded on a point system with selected essays being graded in detail. Students will receive a 9 week grade for the essay points (usually 4 grades). The essays graded individually will usually carry 4 grades. The grades will usually represent different elements of the essay. Although essay grading is subjective, there are standards or Rubrics specific to all required essay styles. We will go over these in class.

Please remember that at any given time the instructor has a large number of essays to grade, therefore the grading process will take time. It is to your benefit (when I must rush, I usually grade harder not easier).

Course Breakdown

| | | |
|----------------------------------|--------|------------|
| Foundations (c.8000BCE to 600CE) | c. 24% | c. 8 weeks |
| 600CE to 1450CE | c. 21% | c. 7 weeks |
| 1450CE to 1750CE | c. 21% | c. 7 weeks |
| 1750CE to 1914CE | c. 18% | c. 6 weeks |
| 1914CE to the present | c. 16% | c. 5 weeks |

The course highlights 6 overall themes:

1. Impact of interaction among major societies
2. The relationship of change and continuity across historical periods
3. Impact of technology and demography on people and environments
4. Systems of social structure and gender structure
5. Cultural and intellectual developments
6. Changes in functions and structures of states and in attitudes toward states and political identities

Habits of Mind or Skills

The AP World History course addresses habits of mind or skills in two categories: (1) those addressed by any rigorous history course, and (2) those addressed by a world history course.

Four habits of mind are in the first category:

1. Constructing and evaluating arguments: using evidence to make plausible arguments
2. Using documents and other primary source data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information
3. Assessing issues of change and continuity over time, including the capacity to deal with change as a process and with questions of causation
4. Understanding diversity of interpretations through analysis of context, point of view, and frame of reference

Three habits of mind are in the second category:

1. 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
2. Comparing within and among societies, including comparing societies' reactions to global processes
3. Being aware of human commonalities and differences while assessing claims of universal standards, and understanding culturally diverse ideas and values in historical context

Obviously this is an overwhelming task and these concepts will be explained and examined throughout the course. To Pass the AP World History exam freshmen in an AP course will be expected to accomplish the same things that older students are required. Therefore, you will need to learn fast! Not just content, but also form.

Developing a student's ability to think critically is a very important element of this course. Students will be asked to:

- Identify common phenomena
- Analyze transregional exchange
- Develop sound comparisons
- Link local events to global change
- Analyze historical hypothesis from multiple points of view

Grading

2/3 of all grades will be from exams and essays. 1/3 will be for assignments based on college preparatory skills. In-class noting taking will be an important part of these skills and will receive 4 grades each 9 Weeks. An average of 3 to 4 essay questions will be given for students to prepare for each chapter or "unit". One of which will be the essay on the exam. Other assignments will be (not limited to): vocabulary, charts, and/or Cornell notes on the chapter reading.

Exams: Exams will always have a multiple choice section with questions ranging from basic identification to much more difficult questions that test the students understanding and critical thinking skills. Most will also include a timed essay question selected from the "Essay Topic/Questions" given for most chapters. Exams will usually be valued at 4 grades. Individual students may not be given additional time on exams unless prescribed in an individual education plan due to an exceptionality.

As the AP exams are timed it is important for students to learn to function within the time constraints.

No work will be accepted late.

All 9 Week grades will be based on the required State of Florida scale:

A = 4.0 – 3.5

B = 3.49 – 2.5

C = 2.49 – 1.5

D = 1.49 – 1.0

F = .99 and below **Absolutely no AP or Honors grade may be "bumped up"!! Do Not even ask!**

Absences or tardiness would be a major hindrance to success in this class, as well as very disruptive. The student must request make up assignments without interfering with regular lessons. Work must be made up within the same amount of time that the student was absent (1 day = 1day). Students cannot make up work for unsatisfactory absences. Please note that if a student misses 50 % or more of a class period it will count as an absence. It is solely the student's responsibility to show the teacher any admits issued by the office. Students with 10 or more absences (satisfactory or unsatisfactory) during the school year will have credit with held. This is a new policy of the District, and is automatic.