***Ms. Nicol Gonzalez***

***World History AP***

***2021-2022 SYLLABUS***

***Somerset Academy South Homestead Middle/High***

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***Room 220***

**Course Description:**

AP World History: Modern is an introductory college-level modern world history course. Students will cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Successful completion of the course satisfies the core social studies world history requirement for graduation.

**MATERIALS Required materials for this course** include the following:

(1) 2/3 Inch Binder

(1) Set of 6 Dividers

(2) Composition Notebook/ Cornell Notes Notebook

(12) Blue/Black Pens

(2) Colored Highlighters

(2) Red Pens for Peer Grading

(1) Packs of Lined Index Cards

(1) Ream of Copy Paper (per student)

● Textbook: Strayer, Robert W., and Eric W. Nelson. *Ways of the World with Sources: For the AP Course*, 3rd ed. Bedford, Freeman and Worth Publishing Group, 2016. (You will not have a copy of the Strayer text at your disposal, but I will regularly provide you with excerpts.)

* ● You will need internet access to conduct research and finish assignments for this course. If this is an issue, please address it as soon as possible.
* ● You will need a 2-3” binder with 6 dividers. (Our year will be divided into 6 units based on chronological period.) All your work will be kept in this binder. Handouts, quizzes, returned assignments, study guides, etc... should all be held onto and used as tools to help you prepare for future assignments and assessments.
* ● You will need a composition notebook, which will be used for **outlining the textbook readings**, as well as for taking class notes on those readings and the new ideas contained within them. There will be a text-based quiz after each of the reading assignments. Your notebook may be collected at any time and graded on its thoroughness and whether it is current.
* ● You will need blue and black pens. Please make certain that you don’t have to keep borrowing them from other people.
* ● You will need Colored Highlighters.
* ● You will need Lined Index cards so students may make flash cards to facilitate their preparation for assessments.

**COURSE CONTENT The content coverage for this course** will be extensive and multidimensional. You and I will be learning about and discussing a lot of fascinating stuff this year, and we will be working hard **in and out of class.** We will be using the following materials during our year of World History:

● Course textbooks: Textbook: Strayer, Robert W., and Eric W. Nelson. *Ways of the World with Sources: For the AP Course*, 3rd ed. Bedford, Freeman and Worth Publishing Group, 2016.

* ● Primary sources, including photos of art, statuary, and architecture.
* ● Magazine and journal articles.
* ● Audio and video resources, including NPR journalistic pieces, documentaries, and TED talks.
* ● Published data in varied forms that require objective and interpretive analysis.
* ● Internet resources.  To prepare you for your end of the year AP exam, you will be:
* ● Reading and taking notes on the assigned textbook chapters and handouts.
* ● Participating in class lectures and activities.
* ● Completing, to the best of your ability, course assignments.
* ● Regularly practicing answering analytical and interpretive free-response questions like those  on the AP exam.
* ● Regularly practicing answering multiple choice questions like those on the AP exam.
* **This course will be covered in 9 Units**, based on the chronological periodization prescribed by the AP curriculum. “Modern” World History begins with the 1200’s and the Mongol conquest of much of the Old World (Europe, Africa, Asia).
* **Unit 1**: *The Global Tapestry*, examining global cultural, political, and economic developments from c. 1200 CE to c. 1450 CE. Lot of emphasis on the growth and development of Islam, the West African kingdoms and the Trans-Saharan caravan trade, and the political stabilization of post-Carolingian Europe, just in time for the Ottoman conquest of the Byzantine capital of Constantinople (1453 CE).
* **Unit 2**: *Networks of Exchange*, which focuses very largely on the trade networks developed and connected during the era from 1200 CE to 1450 CE. This is where we’ll focus largely on the Mongols, the Italian Renaissance, Indian Ocean trade, and the Black Plague (especially its effects on Eurasian politics and economics).
* **Unit 3**: *Land-Based Empires*, examining and comparing the great centralized mega-states of Eurasia, including the Muslim “gunpowder empires” and the Chinese Ming and Qing dynasties, c. 1450 CE to c. 1750 CE.
* **Unit 4**: *Transoceanic Interconnections*, looking at the “Age of Exploration” and the development of European overseas empires, c. 1450 CE to c. 1750 CE. This is going to be a thorough examination of the ways in which overseas trade led to the creation of European commercial empires, and what technologies and political innovations made these commercial empires so wildly successful (to the point where they essentially conquered the world and gave us the global commercial culture we live in today). This unit will spend a lot of time looking at Iberian (Spanish/Portuguese) explorations and conquests, the Columbian Exchange, and the Atlantic slave trade, including its impact on the political and economic fortunes of Africa. This unit also includes an overview of the Protestant Reformation.
* **Unit 5:** *Revolutions*, exploring the ideas, circumstances, and sentiments that led to a series of dramatic political and economic changes in the Atlantic world, from 1750 to 1900. Topics in this unit will include the Enlightenment, the American and French Revolutions, nationalism, and industrialization.
* **Unit 6:** *Consequences of Industrialization*, in which we focus on the geo-political, economic, and social fallout of the Age of Industry, 1750 to 1900. Topics will include “new imperialism,” indigenous resistance movements, and the formal end of Atlantic slavery in all of the industrialized nations.
* **Unit 7:** *Global Conflict*, which examines the causes and consequences of decades of modern, industrialized warfare. In this unit, we’ll discuss how imperialism and industrialism led almost inevitably to World War I, and how the treaty that ended WWI helped to create the conditions for World War II.This is a big messy period of economic crisis, political extremism, warfare on a previously unknown scale, and genocide, from roughly 1900 to the present day.
* **Unit 8:** *Cold War and Decolonization*, covering world history from 1900 to the present day (with most of the focus on the post-World War II era), focusing largely on the Cold War struggle between the Western Alliance and its Communist adversaries, as well as the decolonization movement and the death of European overseas empires.
* **Unit 9:** *Globalization*, 1900 to the present day, in which we will look at the modern institutions of political stability and global commerce, technology and the environment, and disease, which respects no borders or time periods.

**Five Major Themes** will be used throughout our exploration of the different periods and places and peoples. They are as follows:

**Theme 1**: Interaction Between Humans and the Environment.

**Theme 2**: Development and Interaction of Cultures.

**Theme 3**: State Building, Expansion, and Conflict.

**Theme 4**: Creation, Expansion, and Interaction of Economic Systems.

**Theme 5**: Development and Transformation of Social Structures. These themes will be used like tools to help us understand big ideas throughout the entire academic year. The essays you will be expected to write on the AP exam will be based on variations of these themes.

**Which gets us to the AP Exam, itself,** which is scheduled for May 12, 2021. **You must take the AP exam to receive credit for the course.** Your score on the exam will not affect your grade in the class, but you are required to take the exam to even get a grade for this course.

**CLASSROOM PROCEDURES AND EXPECTATIONS**

* ● BE PATIENT. Be patient with your classmates and with yourselves. Be patient with me. We will all get there together.
* ● STAY OFF YOUR PHONE. You need to focus on the lesson/discussion going on in class. Keep the phone away. There will be times when I tell you to use it for a little piece of research, but unless otherwise instructed, STAY OFF YOUR PHONE. Don’t be rude.
* ● STAY HYDRATED. This is a brand-new learning experience. Your brain needs a certain amount of water just to function properly. Keep your brain watered.
* ● BE FLEXIBLE. We will figure out rhythm to all this, but changes will be made to suit the circumstances, so be prepared to occasionally shift gears.  **On a daily basis, I expect you to...**
* ● Be on time.
* ● Respect yourself and others.
* ● Be prepared.
* ● Do your best work.
* ● Maintain an environment for learning.
* ● Keep a positive attitude.
* ● Take responsibility.
* ● Dress appropriately.
* ● Use your time wisely.  **Students are expected to be in class every day.** Please refer to the Student Handbook concerning the school’s attendance policies. Unexcused absences and absences due to out-of-school suspension will receive scores of zero on any assignments or assessments due on that day. In-school suspensions will allow for teacher discretion regarding acceptance of coursework and ability to make up quizzes and tests.  In the event of excused absences, it is the student’s responsibility to acquire missing materials and assignments from the instructor. The missing work must be made up in a timely fashion. Excessive absences can result in loss of credit for the course.

**Tardiness is not acceptable.** Tardiness disrupts your academic performance and the academic performance of your classmates. The first offense will result in a warning. Second and subsequent offenses may result in referral for in-school suspension. Habitual tardiness will result in administrative action, including suspension and/or loss of credit for the course. Do not be tardy.

**Leaving the classroom** is permitted only for use of the restroom or to respond to calls from the front office. Leaving for the restroom requires teacher notification.

**You are expected to pay attention in class.** This means paying attention during lessons and lectures, ***paying attention to your fellow classmates*** when they are speaking, paying attention to whatever reading or research you are doing in class, and ***paying attention to your own learning***. Do not become a distraction to yourself and others. Make certain you can keep your notes and assignments current by paying careful attention to what’s going on in class.

***Students are expected to have their cell phones turned off or silenced during class time.***

Texting/gaming/Googling during class is unacceptable. There will be times when I will have you use your phones/devices for classwork, but when that is not the case KEEP YOUR PHONES PUT AWAY. If I see your phone being used outside of teacher-sanctioned research times, I will remind you of the policy. (“Reminding you of the policy” may include confiscating your phone and keeping it in my desk till the end of the school day.) If you choose not to comply with my request, you will be referred to the Ms. Socas on account of your insubordination.

**Academic discussions will be conducted in a respectful manner.** When participating in classroom discussions, I expect you to be patient and respectful, and to speak to one another using a measured tone of voice. Even if the conversation is animated, that doesn’t mean that we are supposed to be talking all over one another. Nobody is to be shut out of the conversation, and all are encouraged to actively participate to the best of their abilities. Rudeness and personal attacks will not be tolerated. This kind of behavior may incur a loss of credit for the day, and possibly a referral for administrative involvement.

**Pull one another up. Don’t cut one another down.**

**Course Grading:** Each student will receive a letter grade upon completion of this course. This grade will correlate with the effort and achievement of individual students on class assessments and assignments. All assessments and assignments will be recorded in the online grading resource as Google Classroom and AP Classroom.

**Grading Policy:**

1. **A**=90-100
2. **B**=80-89
3. **C**=70-79
4. **D**=60-69
5. **F**=0-59

**Grading Scale:**

The grading scale is as follows:

Students will be assessed in the following areas: classwork (5%), homework (5%), quizzes (20%), projects (15%), online components (15%), and tests (40%).

**Late work will not be accepted.** Late work equals a grade of 0% for the assignment. Students are to effectively manage their time to complete their assignments. This is a real life, college- and work-related skill that you need to develop now. If a student develops the habit of not turning in work on time, communication with both the student and his/her parent/guardian will occur to resolve the issue.

The clear exception here is if a student has an excused absence for illness, school-sanctioned function, etc... As per the Student Handbook, students are granted two days upon their return to make up class work and must complete missed tests and quizzes immediately upon their return.

**Plagiarism will not be tolerated.** *Dictionary.com* defines plagiarism as “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” You are expected to properly cite any information used in formal assignments. While many instances of plagiarism may be accidental, it is still not acceptable. If a student engages in plagiarism, there will be a hierarchy of consequences. The first occurrence will result in a grade of 0 on whatever assignment, test, or project that contains the plagiarism. Further occurrences will result in administrative discipline including, but not limited to, in school suspension, out of school suspension, failure of the course, and expulsion. Please carefully prepare your work so you do not need to suffer the consequences of plagiarizing someone else’s efforts.

**Cheating will not be tolerated.** Respect yourself enough to do your own work. Respect your classmates enough not to steal from them. Cheating on any exam, quiz, or assignment in this class will result in a grade of 0. No exceptions, no excuses (even if the person you cheated off of “let” you). Repeat offenders will be subject to administrative discipline including, but not limited to, in school suspension, out of school suspension, failure of the course, and expulsion.

**Disciplinary Plan:**

Below you will find a reference table that outlines each step of the disciplinary plan and its corresponding consequence.

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| **Offenses** | **Consequences** |
| 1 | Verbal Warning |
| 2 | Behavior Notification ,  Parent Contact |
| 3 | Grade Level Appropriate Essay , Behavior Notification ,  Detention Issued- Wednesday after school |
| 4 | Detention Issued- to be held Saturday, Parent Contact |
| 5 | Referral-sent to office  Anything after will be dealt by administration and parents. |

**Homework Policy:**

Homework will be given every day at the discretion of your instructor.

**Extra credit will be available at the discretion of your instructor.** I don’t do a lot of extra credit, but students are welcome to propose extra credit ideas.

**AP Students, it is expected that you take the course material seriously and that you put forth every effort to retain that material so that you may do well on the AP exam in May. Students who fall below a C and show signs of not taking the course seriously will be subject to teacher referral to administration for possible withdrawal from the AP program. Students who do not take the AP World History Exam will not receive credit for the course.**

**Also, please note, your instructor needs to reserve for herself the right to change the policies contained in this syllabus for the proper facilitation of this course.**

**PRELIMINARY COURSE OUTLINE The following schedule may be modified to suit academic and calendar needs.**

**Month:**

August/September 2021

Unit 1: The Global Tapestry---c. 1200 CE to c. 1450 CE---

*Political and economic developments in different regions of the world, with special emphasis on the widespread*

*influence of the Mongols.*

Unit 2: Networks of Exchange---c. 1200 CE to c. 1450 CE---

*Expansion and intensification of interregional communication and trade, including the Ming dynasty*

*voyages of Admiral Zheng He.*

October---December 2020

Unit 3: Land-Based Empires---c. 1450 CE to c. 1750 CE--- *Exploration of the mostly Asian empires that dominated Old World trade and politics at this time.*

Unit 4: Transoceanic Interconnections---c. 1450 CE to c. 1750 CE--- *The creation of global trade, especially the effects of the Columbian Exchange (mass migration, the spread of disease, the explosion of the slave trade). The creation of global European empires based on trade. The*

*Protestant Reformation and the Enlightenment.*

January/February 2023

Unit 5: Age of Revolutions---c. 1750 CE to c. 1900 CE---

*The effects (economic, political, cultural, environmental) of the Atlantic and Industrial Revolutions. New ideas of race, nationalism, gender, class, and culture.*

Unit 6: Consequences of Industrialization---c. 1750 CE to C. 1900 CE--- *The creation of global industrial empires and the varied responses from indigenous peoples.*

March---May 2019

Unit 7: Global Conflict---c. 1900 CE to the Present---

*Accelerating global change and political realignments. Global conflict and the disruption of European imperialism. World War I, the Treaty of Versailles, the Great Depression, World War II and the advent of the Atomic Age, genocide.*

U nit 8: Cold War and Decolonization---c. 1900 CE to the Present--- *Global struggle between the capitalist Western powers and the Soviet-led communist bloc. Regional independence movements in former colonies. The Green Revolution.*

Unit 9: Globalization---c. 1900 CE to the Present--- *Scientific, technological, and economic innovations and their effects on the environment. Economic globalization and its impact on traditional cultures. Preparation for AP exam in May 2021.*

Throughout the units outlined above, you will be frequently asked to write short answer responses, essays in response to document-based questions, and longer answer essays. You will also frequently have the chance to practice your multiple-choice skills with College Board released materials as well as class- and teacher-generated questions and prompts.

**Communication:**

Email and direct message are the best way to contact me. My email address is: [ngonzalez@sometacademysh.com](mailto:ngonzalez@sometacademysh.com). I will make every effort to respond to any communication within 24 hours or through Colegia direct messages or Remind app. It is our policy to contact you regularly to share successes and to discuss challenges experienced by your child.