

AP World History 2018-19

(You've been warned!)



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Room 214

Course Text

Bulliet, Richard W., *et. al. The Earth and Its Peoples: A Global History*, AP* edition (5th ed.)
Boston: Wadsworth Cengage Learning, 2011.

Introduction

The Advanced Placement program in World History makes demands upon students that are equivalent to those made by full year introductory college survey courses. This class requires a level of participation, diligence, commitment, effort, and autonomy beyond the ordinary high school level. Thus, time management is an essential skill for this class, and you must take the responsibility for budgeting your time. Don't worry though, as you become accustomed to the course format and texts, things will fall into place and become easier. Do not get discouraged. You will soon recognize that your effort will pay off as skills develop and the daunting challenges of reading assignments in August become routine as the year progresses.

Course Description

The tenth grade AP World History course begins with a review of the Foundations Period from of the period 500 BCE to 1450 CE, but emphasizes early modern, modern, and contemporary periods and mastery of skills critical to the May AP World History exam. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in Southwest, East, and South Asia, Africa, and the Americas. Students will be able to:

- evaluate traditions and institutions, which form the basis of the world's major civilizations and cultures;
- examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems;
- analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process;

- trace the historical development of important legal and political concepts;
- examine the history and impact of major religious and philosophical traditions;
- analyze the connections between major developments in science and technology and the growth of economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence; and
- address the higher level thinking skills or Habits of the Mind and themes common to Advanced Placement social studies classes and the PSAT and SAT admissions tests.

The Nine Habits of the Mind (aka: Historical Thinking Skills)

History is a sophisticated pursuit for meaning about the past, beyond the effort to collect information. Historical analysis requires familiarity with a great deal of information — names, chronology, facts, events and the like. Without reliable and detailed information, historical thinking is not possible. Yet historical analysis involves much more than the compilation and recall of data; it also requires several distinctive historical thinking skills. The historical thinking skills presented below, along with the descriptions of the components of each skill, provide an essential framework for learning to think historically.

1. Appropriate Use of Relevant Historical Evidence
2. Historical Argumentation
3. Historical Causation
4. Patterns of Continuity and Change over Time
5. Periodization
6. Comparison
7. Contextualization
8. Interpretation
9. Synthesis

Beyond the text book reading assignments given, there will be a variety DBQ's (Document Based Questions) activities and primary sources assigned.

Every part of the AP World History courses assesses Habits of Mind as well as content. Students will take multiple-choice tests and write essays which will include studying maps, using graphs, analyzing art works, and interpreting primary sources. Other aspects include assessing primary data, evaluating arguments, handling diverse interpretations, making comparisons, and understanding historical context.

The Five Themes of AP World History

Students in AP World History must learn to view history thematically. This course is organized around five overarching themes that serve as unifying threads throughout the course, and therefore, help the students to relate what is particular to each time period or society to the "big picture" of history. The themes also provide the student a way to organize comparisons and analyze change/continuity over time. Consequently, virtually all study of history in this class will be tied back to these themes by using the "SPICE" acronym.

- **Theme 1 –Interaction Between Humans and the Environment -- Interaction ("I")**
Demography and disease; Migration; Patterns of Settlement; and Technology

○ **Theme 2 – Development and Interaction of Cultures -- Culture (“C”)**

Religions; Belief Systems, Philosophies & Ideologies; Science & Technology; Arts & Architecture

○ **Theme 3 – State-Building, Expansion, and Conflict -- Political (“P”)**

Political Structures & Forms of Governance; Empires; Nations & Nationalism; Revolts & Revolutions; Regional, Trans-regional, and Global Structures & Organizations

○ **Theme 4 – Creation, Expansion, and Interactions of Economic Systems -- Economic (“E”)**

Agricultural & Pastoral Production; Trade & Commerce; Labor Systems; Industrialization; and Capitalism & Socialism

○ **Theme 5 – Development and Transformation of Social Structures --Social (“S”)**

Gender Roles & Relations; Family & Kinship; Racial & Ethnic Constructions; and Social & Economic classes

Historical Periodization

The AP World History course content is structured around the investigation of course themes and Key Concepts in six chronological periods. The six historical periods, from approximately 8000 B.C.E. to the present, provide a temporal framework for the course.

Period	Period Title	Date Range
1	Technological and Environmental Transformationto c. 600 B.C.E.
2	Organization and Reorganization of Human Societies	c. 600 B.C.E. to 600 C.E.
3	Regional and Transregional Interactions	c. 600 C.E. to c. 1450
4	Global Interactions	c. 1450 to c. 1750
5	Industrialization and Global Integration	c. 1750 to c. 1900
6	Accelerating Global Change and Realignments	c. 1900 to the Present

Concept Outline

A key concept defines the most essential course content knowledge particular to a given historical period. The key concepts and concept outline that follow provide a conceptual framework to you understand, organize and prioritize historical developments within each designated historical period.

Period	Key Concepts
Technological and Environmental Transformation, to c. 600 B.C.E.	1.1 Big Geography and the Peopling of the Earth
	1.2 The Neolithic Revolution and Early Agricultural Societies
	1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies
Organization and Reorganization of Human Societies, c. 600 B.C.E. to 600 C.E.	2.1 The Development and Codification of Religious and Cultural Traditions
	2.2 The Development of States and Empires
	2.3 Emergence of Transregional Networks of Communication and Exchange

Regional and Transregional Interactions c. 600 C.E. to c. 1450	3.1 Expansion and Intensification of Communication and Exchange Networks
	3.2 Continuity and Innovation in State Forms and Their Interactions
	3.3 Increased Economic Productive Capacity and Its Consequences
Global Interactions c. 1450 to c. 1750	4.1 Globalizing Networks of Communication and Exchange
	4.2 New Forms of Social Organization and Modes of Production
	4.3 State Consolidation and Imperial Expansion
Industrialization and Global Integration c. 1750 to c. 1900	5.1 Industrialization and Global Capitalism
	5.2 Imperialism and Nation-State Formation
	5.3 Nationalism, Revolution, and Reform
	5.4 Global Migration
Accelerating Global Change and Realignments c. 1900 to the Present	6.1 Science and the Environment
	6.2 Global Conflicts and Their Consequences
	6.3 New Conceptualizations of Global Economy, Society and Culture

Supplies

- LOOSE paper to take notes on – if you choose to get a spiral you will have to rip out the pages sometimes if I ask you to turn it in, so take that into consideration
- BLUE or BLACK pens and pencils
- RECOMMENDED: Highlighters, Colored Pencils, Colored Pens, Post-it Notes/Book Tags
- Binders: The divisions should be (1) Instructional Handouts (2) Lecture/class notes (outlines) (3) Homework (4) Writing, and (5) Test and quizzes.

Tutoring

Tutoring will be available Tuesdays, Wednesdays, and Thursdays before school from 8:00 AM to 9:00 AM and after school by appointment in room 103. I will notify students if I am unable to hold tutoring because of a meeting or other conflict. To schedule an alternate tutoring time contact Ms. Jinkens in person or by email at djinkens@dallasisd.org.

Absences / Make-Up Work

It is best for students to be present every day; however, if an absence should occur, it is the student's responsibility to ask for make-up work. All make-up work must be turned in to me in a timely manner. For each day absent students will receive one day to complete the missing assignments.

Late Work: Alert! Achtung! Preduprezhdeniye!

Late Work is any work that is not turned in when requested. If an assignment is not turned in by the Due Date, the student will have one day to turn in the assignment for a maximum grade of a **70**. If the student fails to turn in an assignment or project after the grace period, a "0" (zero) will be recorded in the grade book. Example: If it is due Monday, you must turn it in by Tuesday. Furthermore, homework is due at the beginning of class, NOT during or after.

Electronic Devices

None are allowed in class unless I say otherwise. If I see it, I will take it up, and hide it in the Main Office with our principal, Ms. Huitt. Or I'll give it to my 4 year-old nephew to play with. Furthermore, while exams and quizzes are in progress, no student is to have in their possession **any** electronic device, including phones, cameras, iPods, iPads, calculators, palm pilots, or any device capable of receiving, storing, or transmitting electronic data, without my prior approval.

Possession of an electronic device during an exam/quiz is grounds for a zero on the assessment.

Grading Policy

25% = Average of tests

40% = Average of Daily Grades (homework, quizzes, etc)

20% = Projects

15% = 6 Weeks Test

At the end of the third week of each 6 weeks, a Progress Report will be sent home with the student. These are to be signed and returned to me the NEXT class.

READ THIS! There are **no retakes** for failed tests. What you receive the first time is what you earned. Do not come to me with bribes – bananas or coffee – begging for a retest. I'll just take your bribes and consume them while laughing maniacally.

The AP Exam

The AP WORLD History exam will be given Thursday, May 14, 2015. The exam is 3 hours and 5 minutes long and includes both a 55-minute multiple-choice section and a 130-minute free-response section. The multiple-choice section of the examination accounts for half of the student's exam score, and the free-response section for the other half.

Question Type	Number of Questions	Timing
Multiple-choice	70 questions	55 minutes
Document-based question	1 question	50 minutes (includes a 10-minute reading period)
Continuity and change-over-time essay	1 question	40 minutes
Comparative essay	1 question	40 minutes

****It is expected that all students who complete the course will take the exam.**

AP Exam Prep Sessions and Mock Exam

There will be an AP Prep Session that will take place during the school year. It is expected that all students will attend this Prep Session. I will notify you of the date once it is made available.

***Please note that Ms. Jinkens reserves the right to make additions or subtractions to the syllabus as required.**

Ms. Jinkens' Blue Laws **(Classroom Rules)**

1. Golden Rule: Treat others as you would like to be treated
2. Show up to class ON TIME, ready and prepared to learn.
3. Do NOT interrupt instruction.
4. No electronic devices in class (cell phones, iPods, etc.) unless approved by the teacher.
5. Be in class, prepared and ready to work when the bell rings.
6. Be respectful and considerate of other people's feelings, rights, and possessions.
7. Give each speaker your full attention.
8. Use appropriate language.
9. Please refer to your student handbook for school policy concerning tardiness, progress reports, detention, dress code, gum, and cheating.
10. All SEM/DISD rules will be enforced. Any issues disrupting the learning environment of this classroom will be dealt with quickly and effectively. Our goal is to make this class not only full of learning, but also an enjoyable learning environment.

***Please note that Ms. Jinkens reserves the right to make additions or subtractions to the syllabus as required.**

Dear Parent,

This year should be challenging and intellectually stimulating for your son or daughter. It will prepare them for the May AP WORLD History Exam, and further educational experiences. Since it is a social studies class, it should also help them make the links between current national and world issues and their historical context. Public education should not just be about gaining a high school diploma, but it should be a training ground for becoming a productive and participating citizen. Thank you for your support and encouragement in this learning partnership.

Ways to Help Your Student

- ✓ Encourage them to read the world news daily and discuss the issues with them.
Encourage them to ask questions or formulate questions to bring to class.
 - *Time*
 - *Newsweek*
 - Any of the online websites for the above listed periodicals and international news sites including *CNN, BBC*
- ✓ Encourage them to watch international news daily. Although the international news is sometimes very disturbing, watch it together and discuss what you see.
- ✓ A computer, laptop, or iPad/tablet. Many resources are available on-line and I show the students additional sites in class, so a computer with internet access is a necessity. Computers are available at school for the students' use.
- ✓ Readings are assigned daily, even if homework is not. This means the student should be working on some part of an assignment/reading nightly. Some of the homework assignments/readings take several nights to complete.
- ✓ Help them revise, edit, and proof their work. Act as a sounding board, but PLEASE DO NOT DO IT FOR THEM. Sometimes another pair of eyes helps. I will be supplying them with proofing and editing checklists if they do not have a writing handbook.
- ✓ They are to keep a vocabulary/glossary section for each unit. This will help them learn the language of social studies and increase their vocabulary. If they are to improve their writing skills they must improve their academic working vocabulary.
- ✓ Time management is essential for success this year. There will be a certain amount of consternation on their part because they will be making a stretch. Listen patiently; encourage them to remain open-minded to learning and refining their academic skills. Our classes are designed to challenge them to grow. It does require a commitment on their part. It will jar them out of their comfort zone and that is good, but it should not be excruciatingly painful.
- ✓ Encourage them to make an appointment with me before, during tutorial, or after school if they need help. If I feel that they need it, I will request that they make an appointment or come to my tutorial. I prefer to counsel and let the students work through their challenges, but if I see no improvement I will not hesitate to notify you.

Student/Parent Contract

I have read the guidelines and expectations as presented by Ms. Jinkens for AP WORLD History. I agree to attend all AP WORLD History Prep Sessions and Practice Exams, any Mandatory Tutoring Sessions that I am assigned by Ms. Jinkens, and to take the AP WORLD History Exam in May.

Student Name Printed

Student Signature

Date

Student Email _____

I have read the guidelines and expectations as presented by Ms. Jinkens and understand what is expected of my student.

Parent Name Printed

Parent Signature

Date

Parent Email _____