AP World History I

Antiquity to Early Modernity

Instructor: Mr Casey
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Office Hours: Thursdays 2:45-3:45pm

Course Description

Advanced Placement (AP) World History I is part one of a two-year rigorous college level course that explores our world’s past. Students will prepare for the Advanced Placement World History Examination (in addition to the New York State Regents Examination in Global History and Geography). History is a sophisticated quest for meaning about the past, beyond the effort to collect and memorize information. This course will take a global view of historical processes and contacts between peoples in different societies. Students will be expected to learn selective factual knowledge in addition to certain analytical skills. Major interpretive issues will be explored, as well as the techniques used in interpreting both primary historical evidence and secondary sources. Themes will be employed throughout the course; through the basic approach will be chronological. Students will pay particular attention to change and continuity over time, to the characteristic institutions and values of societies, and to the way such institutions and values are affected as a result of cultural contacts among peoples. In assigned readings and class discussion, there will be an emphasis on critical thinking.

Course Rigor

Advanced Placement courses are much more rigorous than regular high school courses. Advanced Placement courses in high school substitute for freshman-level college courses; therefore, this course will resemble a college course in rigor and expectation. Because this course is designed for highly motivated students, you should anticipate a greater frequency of work with much higher grading standards.

AP World History Exam

AP students are expected to take the AP World History examination in May 2018 (at the end of the 10th grade school year). The AP World History Exam is 3 hours and 15 minutes long and includes 55 multiple-choice questions (55 minutes, 40 percent), four short-answer questions (50 minutes, 20 percent), one document-based question (55 minutes, 25 percent), and one long essay question (35 minutes, 15 percent). Students who perform well on the exam can receive course credit and/or advanced standing at thousands of colleges/universities worldwide. Please visit apcentral.collegeboard.com for more information about the course and exam.

Global History and Geography Regents Exam

In addition to the AP World History Exam, students are required to take the Global History and Geography Regents Examination given to students enrolled in New York State schools, in January 2018 (during their 10th grade school year). This 3 hour long exam is the culmination of two years of study in global history and geography. The test consists of 50 multiple-choice questions, one thematic essay, and one document-based essay.
**COURSE SEQUENCE**

**Unit 0: Introduction** *(September 8 – September 23)*

Students learn processes of world history study through multiple perspectives, interpretation, periodization, themes, and thinking skills. **Major Topics**: Definitions of World History, Interpretations and sources, Periodization, AP World History Themes, AP World History Historical Thinking Skills

**Unit 1: Ancient Era** *(September 26 – November 10)*

**Curricular Key Concepts:**
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

**Major Topics**: World geography; Paleolithic societies and migrations; Paleolithic peoples and environmental adaptation; Neolithic agricultural settlements; pastoral societies; innovations and technological diffusion; foundational civilizations; Zoroastrianism, Hebrew Monotheism, Vedic religion, and other foundational belief systems; regional and interregional exchange networks; Bantu and Austronesian migrations; early state and empire formation; and monumental architecture.

**Unit 2: Classical Era** *(November 14 – January 17)*

**Curricular Key Concepts:**
2.1. The Development and Codification of Religious and Cultural Traditions
2.2. The Development of States and Empires
2.3. Emergence of Interregional Networks of Communication and Exchange

**Major Topics**: Greek city-states; the Persian Achaemenid Empire; Alexander the Great and the Hellenistic World; Mauryan Empire; Gupta Empire; Qin Empire; Han Empire; Roman Empire; stateless societies in Sub-Saharan Africa; economic centers and centralized states in East Africa; Teotihuacan; Mayan Civilization; the Chavin; the Moche; Confucianism; Daoism; Hinduism; Buddhism and its diffusion into Central, East, and Southeast Asia; Christianity and its diffusion across the Mediterranean Basin, Europe, and East Africa; commerce and exchange along Afro-Eurasian trade networks; diasporic communities; Polynesian migrations; and classical art, architecture, and literary forms.

**Unit 3: Post-Classical Era** *(January 18 – March 29)*

**Curricular Key Concepts:**
3.1. Expansion and Intensification of Communication and Exchange Networks
3.2. Continuity and Innovation of State Forms and Their Interactions
3.3. Increased Economic Productive Capacity and Its Consequences

**Major Topics**: Rise of Islam; Sunni-Shia division; Islamic politics and culture; diffusion of Islam into West Africa, Spain, Anatolia, India, and the Indian Ocean basin; medieval Germanic kingdoms in Western Europe; European feudalism and manorialism; the Byzantine Empire; Catholic and Orthodox Christianity; the Crusades; Sui, Tang, and Song China; diffusion of Buddhism in Central, East, and Southeast Asia; productivity and economics in Song China; environmental and demographic change on islands in Oceania; rise of the Mongols; Mongol Khanates; trade and exchange during Mongol rule; interregional trade along Silk Road, Trans-Saharan, Mediterranean, and Indian Ocean routes; Heian Japan; Islamic Ghana, Mali and Songhai; Aztec society; Incan society; and Zheng He and the Ming presence in the Indian Ocean.
Unit 4: Early Modern Era (March 30 – June 13)
Curricular Key Concepts:
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

Major Topics: Iberian maritime expansion; contact and conquest of the Americas; the Columbian Exchange; social structure and syncretism in colonial America; colonial comparisons: Spanish, Portuguese, British, and French colonies; Atlantic slave trade; politics and conflict in West Africa; the Atlantic System; plantation societies in the colonial Americas; Ottoman Empire; Mughal Empire; Ming and Qing Dynasties; Tokugawa Japan; the Russian Empire; global trade of silver, sugar, fur, and other commodities; and connections and comparisons between the Atlantic, Indian, and Pacific Ocean networks.

Grade Categories

Debates – 30%
Debates are the signature assessment for all history classes, and Global I debates are Team Debates for each debate, students will be assigned a debate question and a debate group in which they will be given a position as either a Debater or a Moderator. There will generally be two days in class for groups to meet, compare research, and prepare, but considerable research and preparation must be done at home as well. Debates will take place in class over two days, and it is very important that all students are present in class on debate days. Missing a debate would be harmful to your group members who would be forced to debate without you, and you would have to complete a Debate Make Up Assignment in the form of a structured debate essay. Missing more than one debate may result in contact with parents and lost points on the make up assignment. If your partner is absent, you are not excused from debate. You will debate alone, so be prepared!

Tests – 30%
Every unit will conclude with a Unit Test that consists of multiple choice and short answer questions. While there will be some opportunity to review in class before the test, studying at home is an absolute necessity. There will also be four Interim Assessment exams, which will be given once per marking period, and which are worth twice as much as a regular unit test. They will consist of thirty challenging multiple choice questions based on the content covered since the previous IA exam. If you are absent for any test, you are required to attend the next available office hours after school to make it up. Do not wait to be reminded.

Essays & Projects – 25%
Essay writing is an essential component of Social Studies through which you learn effective communication. This is especially true in an AP class, where essays play an even greater role. Over the next two years, there are five different AP essay styles that we will learn and practice. These are the Document-Based Question (DBQ), Comparison, Causation, Change and Continuity Over Time (CCOT), and Periodization. Additionally, we will learn and practice Regents-style Thematic and DBQ Essays. ALL ESSAYS MUST BE TYPED! There are virtually no exceptions to this rule. If for some reason you feel you are unable to type your essay, you must speak to me about it in advance so we can work something out. You must also keep a saved copy of your essay on your computer or in your email so that if anything happens to the copy you submit, a new copy can be easily printed. This is your responsibility. We will also have several Projects that will be generally be connected with an essay you are writing. Late essays and projects will lose points for each class day that they are late. If you need help, do not wait until the due date passes! Come to office hours in advance!
Homework & Classwork – 15%
Do not let the percentage fool you. Everything that goes into your debates, tests, essays, and projects will come from what you learn through homework and classwork, so treat it just as seriously as any major assessment. Make sure it is done and done well. There will be homework in some form every night, and the work you do in class will almost always count toward your grade. Homework must be complete by the start of class on the day it is due in order to receive full credit. Delayed homework, turned in by the end of the day on the day it is due, will only receive three-quarters credit. Late homework, turned in a day or more after the day it is due, will only receive half credit. If you are absent, you will have an extra day to complete the homework. It is your responsibility to get work if you are absent or misplace your materials. Homework and classwork can be found online through PupilPath and MrCaseyHistory.com. If you have trouble finding it, email me right away.

CLASS RESOURCES

MrCaseyHistory.com
Every day after school I post the lesson of the day, including the Quaestio, PowerPoint, Classwork, and Homework, to my website, www.mrcaseyhistory.com. If you missed class, lost materials, or need to review, this is the place to go. In addition to lesson materials, I post articles, videos, and other resources to create opportunities to learn more about what we study in class, provide resources for debate research and essay writing, display exemplary student projects, and offer extra credit opportunities.

PupilPath.com
All students and parents are required to be signed up for PupilPath, the website our school uses to post assignments, calculate grades, record attendance, contact parents, and much more. I will also attach a link to materials from my website to every assignment posted to PupilPath to save you time. Every student will be given a pair of special codes, one for the student and one for the parents, to sign up online. This must be taken care of within the first week of school. Students will be responsible for using and checking PupilPath on a daily basis, and parents should refer to it often in order to stay informed about the progress of their child. There is even a free mobile app you can download to stay informed on the go!

Office Hours & Email
One day a week, I will be available after school for an hour to help any of my students who need assistance or need to make up missed work. While Office Hours are generally optional, I will sometimes assign Mandatory Office Hours to students who are missing work or struggling in class, and this is NOT optional. If you need help but cannot come on that day, let me know so we can arrange another time to meet. If you are at home and need to contact me, the best way to reach me is directly by email at pcasey@maspethhighschool.org. I prefer that you contact me directly through email rather than through PupilPath because I can receive the message quickly and respond more easily.

CLASS REQUIREMENTS

Academic Honesty
Plagiarism, cheating, and any other form of academic dishonesty will not be tolerated. Any student who is caught in such an offense will face disciplinary action. This is a school-wide policy. Cheating and plagiarism are never the answer. If you are struggling with your work, ask for help.

Attendance
The most first requirement for doing well in class is to actually be in class. Students are expected to attend school on a regular basis, not missing a day except when absolutely necessary. Missing even one day can set you back considerably and make learning harder than it needs to be. For the same reasons, punctuality is paramount. Students must arrive on time to class and be ready to work at the bell or sooner. Three unexcused latenesses will result in a lateness detention.
Supplies
The items below should be purchased within the first week of school. Substitutions are not permitted (e.g. you cannot buy a spiral notebook instead of a binder). I will do a notebook check after the first week to make sure students have their proper supplies. This check will be graded, and there will be random graded notebook checks throughout the year to make sure students are staying organized.

- Three-ring binder (dedicated only to Global or very clearly divided)
- Pocket folder with three holes
- Loose leaf paper
- Binder dividers (optional but recommended for dividing between units)
- Pens and pencils (required daily)

**Classroom Code of Hammurabi**

1. Be on time, in your seat when the bell rings
2. Come to class prepared
3. Follow directions the first time given
4. Listen actively when others are speaking
5. Work to your fullest potential
6. Take responsibility for your choices
7. Respect yourself and others

**Etiquette Edicts of Ashoka**

- Instruction takes place from bell to bell
- Late students must take a lateness form and fill it out at their desks
- Phones and personal electronics may not be used during class
- Backpacks may not be worn at any time during class
- Dress code must be observed at all times
- Raise your hand and patiently wait to be called on before speaking
- Never call out an answer to a question asked of another student
- Save minor concerns, complaints, or unrelated questions for after class
- Keep the classroom clean and in proper order
- Gum, food, and drinks other than water are prohibited
- Trash and recycling bins should be used before and after class only
- Bathrooms are closed during the first and last ten minutes of class
- Students must sign out and take the pass when using bathrooms

**Casey Key Virtues**
Dear Parent/Guardian,

It is my pleasure to welcome you and your daughter/son to Maspeth High School. My name is Mr. Casey, and I am your daughter’s/son’s AP World History teacher. This year, we will be studying the history of the world from the earliest human societies thousands of years ago all the way up to the 17th Century CE. This course is the first year in a two-year program in AP World History that concludes with an AP and a Regents exam at the end of 10th grade, for which we will begin preparing this year. Please take a few minutes to read over the syllabus before signing this form.

In order to help all students learn to their fullest potential, I try to maintain close communication with parents throughout the year, and one of the best ways to do that is through PupilPath. PupilPath is an online tool for students, parents, and teachers. As a student, your son/daughter will be able to use their PupilPath account to view their assignments, check due dates, monitor their grades, and see where they need to improve. As a parent, you will also have the ability to set up an account to keep track of your child’s progress. Before signing this form, please go to PupilPath.com to set up PupilPath.com accounts for yourself and your son/daughter. Students should have already received codes that you will need to sign up, but if you do not have the codes, call the office and they can give them to you.

When the form below is completed, please return it to your child so they can submit it for a grade. If you have any questions or concerns, feel free to contact me at pcasey@maspethhighschool.org. Thank you for your help. I look forward to meeting you during parent-teacher conferences.

Sincerely,

Mr. Casey

PARENT/GUARDIAN: Please check the following before confirming your signature:

☐ I have read the syllabus and understand the requirements and expectations of this course.
☐ I have registered my parent account for PupilPath, and my child has also registered a student account.
☐ I will use PupilPath during the year to monitor my child’s grades, class performance, and attendance.

Parent/Guardian Signature: ________________________________ Date: ________________

Print Name: ____________________________________________

STUDENT: Please check the following before confirming your signature:

☐ I have read the syllabus and agree to and accept all requirements and expectations of this course.
☐ I have registered my student account for PupilPath, and my parent/guardian has also registered an account.
☐ I will use PupilPath regularly throughout the week to keep track of my assignments, grades, and due dates.

Student Signature: ________________________________ Date: ________________

Print Name: ____________________________________________
The purpose of the AP World History Student/Parent Acknowledgement is to provide information to parents and students and to facilitate student’s success in an academically challenging course. Please read carefully the syllabus and the list of expectations below and then sign the form at the bottom confirming your understanding and commitment to AP World History.

Expectations of AP World History students:

1. I recognize that participation in AP World History requires me to:
   a. Demonstrate increased student independence
   b. Take on a high degree of responsibility
   c. Meet higher standards than other high school classes

2. I understand that AP World History is the equivalent of a college level World History course and therefore, requires the same amount of work as a college level History course. I agree to organize my time and study habits to successfully complete the AP World History course.

3. I understand that late and incomplete work will negatively affect my grade. All assignments will be completed to my best ability and will be ready to turn in BEFORE I get to class.

4. I agree to complete assignments on my own and without unauthorized aid of any kind. I will not allow another to use my work without permission of my teacher. I understand that if I choose to be academically dishonest, I may lose credit for my assignment and/or face disciplinary action according to the school and/or chancellor’s handbook.

5. I recognize that I am responsible for my own learning and success in class. I understand that in order to cover everything in an AP World History course, it must proceed at a rapid pace. Therefore, if I feel that I am having trouble keeping up or understanding content, I will attend office hours with Mr Casey.

6. I understand that failure to meet the expectations listed in the course syllabus and the expectations stated above may result in placement out of the course.

I have read, understand, and will abide by the AP World History student expectations. I have read the course syllabus, as well as the AP World History expectations and confirm my commitment to this class.

Student name (printed): ________________________________

Student signature ________________________________ Date: _________

Parent/guardian name (printed): ______________________________

Parent/guardian signature: ________________________________ Date: _________

Parent/guardian contact number: ______________________________

Parent/guardian email address: ______________________________