

AP World History: Modern

SYLLABUS 2024/2025

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Course Overview

Advanced Placement World History: Modern (APWHM) is designed to provide students with a survey of the political, economic, social, and cultural history of mankind from the year 1200 through the present day. It is a challenging yearlong course that is structured around the investigation of World History through six (6) themes woven into nine (9) Units covering four (4) chronological periods. This class is academically equivalent to an introductory college survey course in Modern World History.

The course has a three-fold purpose:

1. First, it is designed to provide students the opportunity to develop a deeper and more complete understanding of World History in the Modern Era. Students will read and interact with different primary sources and secondary sources, while learning how to critically analyze and evaluate the reliability of sources, as well as examine different points of view and discuss how agency and voice matter in the way history is understood.
2. Second, the course is designed to develop research, analytical, and critical thinking skills—as well as organizational and study skills that students will need to develop to continue into candidacy for the International Baccalaureate (IB) Career Path (CP) or Diploma Program (DP).
3. Finally, successful completion of this class will prepare the student for the AP World History: Modern Exam in May 2023. Scoring a 3, 4, or 5 on the exam can be worth up to 6 hours of credit towards your college degree. (Most schools AP and IB credit policies can be found on their websites)

Course Design

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

This will be accomplished by focusing on six (6) different Historic Thinking Skills, and three (3) Reasoning Skills:

Historic Thinking Skills (HTS):

1. Developments and Processes (HTS-1)
 - Historical knowledge is gained from a variety of formats: knowledge transfer from the teacher, reading textbooks, analyzing primary and secondary sources, and from other media. In order to perform historical analysis and argumentation, students should establish a depth of knowledge about historical events, processes, and people and their actions. This skill allows students to gain that empirical knowledge that they can then apply using more sophisticated skills.
2. Sourcing and Situation (HTS-2)
 - Historians use primary sources and the arguments of other historians (secondary sources) as the foundation for creating an understanding about historical events—in short, a historical argument. Sources need to be closely evaluated so that they can be used properly to support, refute, or even modify an argument. By using these skills, students will build an understanding of source analysis that they can later use in developing their own historical arguments. Good analysis requires a critical evaluation of the source's limitations.
3. Claims and Evidence in Sources (HTS-3)
 - Because historians rely on primary and secondary sources to serve as evidence to support their claims, they need to closely analyze these sources. This analysis includes investigating what the source does and does not communicate, determining the argument established by a source, and identifying the evidence the author uses to support that argument.
4. Contextualization (HTS-4)
 - Historical events, developments, and processes do not happen in a vacuum. They cannot be understood without proper examination within the relevant context. While students are often taught to focus on comparison, causality, and patterns of continuity and change over time as ways to look at these events, historical context also plays a part. Analyzing historical events using context helps students see the big picture and make the connections they will need to make when developing thoughtful arguments. These skills guide students through the process of content analysis
5. Making Connections (HTS-5)
 - Analyzing patterns and making connections is the bridge between all of the previous historical thinking skills. This skill pulls everything together and allows students to connect all concepts. Whether they are using sources or their own historical knowledge, students will use the historical reasoning processes to identify and explain patterns and connections between historical events and developments.
6. Argumentation (HTS-6)
 - Developing a historically defensible claim and supporting the claim with specific and relevant evidence is the culmination of all the other thinking skills. The ultimate goal is to be able to construct a complex historical argument using historic reasoning to explain relationships between evidence, and using the evidence to corroborate, qualify, or modify an existing thought.

Reasoning Skills (RS):

1. Comparison (RP-1)
 - The ability to describe and explain the relative historical similarities/differences between different historical processes or developments.
2. Causation (RP-2)
 - The ability to describe and explain the relative historic causes, both primary and secondary, of a specific historic event, as well as the ability to describe and explain the relative historic effects, both short-term and long-term, of the event.
3. Continuity and Change (RP-3)
 - The process of describing and explaining different patterns of continuity and change over time, as well as explaining the relative historic significance and/or impact

AP World History: Modern Themes:

The six AP World History Themes that connect the key concepts and units throughout the course and serve as the foundation for student reading, writing, and presentation requirements are as follows:

1. **THEME 1: HUMANS AND THE ENVIRONMENT (ENV)**
 - The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.
2. **THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)**
 - The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.
3. **THEME 3: GOVERNANCE (GOV)**
 - A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.
4. **THEME 4: ECONOMIC SYSTEMS (ECN)**
 - As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.
5. **THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)**
 - The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization
6. **THEME 6: TECHNOLOGY AND INNOVATION (TEC)**
 - Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

AP World History Units and Chronological Periods

Units	Chronological Period*	Exam Weighting
Unit 1: The Global Tapestry	c. 1200 to c. 1450	8–10%
Unit 2: Networks of Exchange		8–10%
Unit 3: Land-Based Empires	c. 1450 to c. 1750	12–15%
Unit 4: Transoceanic Interconnections		12–15%
Unit 5: Revolutions	c. 1750 to c. 1900	12–15%
Unit 6: Consequences of Industrialization		12–15%
Unit 7: Global Conflict	c. 1900 to the present	8–10%
Unit 8: Cold War and Decolonization		8–10%
Unit 9: Globalization		8–10%

*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit.

NOTE: We will begin the year with a “Unit 0” to cover World History from Prehistoric Times through 1200. While this material will not be directly tested on the AP Exam in May, it is necessary and important for us to spend some time discussing the world before the emergence of the “modern” world.

AP Exam Layout and Structure

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	55	40%	55 minutes
	Part B: Short-answer questions	3	20%	40 minutes
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	Students select one:			
	Question 3: No stimulus			
	Question 4: No stimulus			
II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes 15-minute reading period)
	Students select one:		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

Class Structure

The class will use college level resources, including secondary texts and primary source documents that help develop the skills required to analyze point of view; to interpret evidence and to create historical arguments. Resources will also be used to assess change and continuity over time; to identify global processes, to make comparisons within and among societies, and to understand diverse interpretations.

You are expected to take notes over information that I provide to you through direct instruction, either in the form of lectures or videos. Information from the lectures is valuable and you are expected to give me your attention and take notes that summarize the content I am presenting. You will not have time to copy every slide verbatim, so you must learn to condense and quickly take notes over the important information. Copies of presentations will be uploaded to my Canvas.

Students will be required to participate in class discussions using a variety of different methods, including Canvas Discussions, mock trials, simulations, and other individual and online group projects. APWH: M is a skills-based class, which means much of the class time will be dedicated to learning and practicing the HTS and RS. Consequently, students will be expected to keep up with all assigned readings out of the textbook and any articles posted to the class webpage. We will average around 60-70 pages worth of reading per week, and reading quizzes, guided notes, and other note checks will be used to ensure content is being covered and retained. You must do the assigned reading and take notes over the readings assigned. You may choose to take notes how you would like; however, I strongly suggest you consider using the Cornell note style. Templates and examples are available across the web.

Canvas Information:

All students should have access to my Canvas class through Launchpad. We will be using Canvas as our platform for the submission of all assignments. Please check your school email, Canvas, and Remind daily. I will communicate using these platforms. All assignments will be posted on Canvas and most assignments will need to be submitted to Canvas by uploading a document or scanning in the document using their technology. This is where all the information about the class will be stored, where documents will be uploaded, where assignments will be posted, and where quizzes and discussions will be completed.

Canvas also allows parents or guardians to keep track of a student's progress by downloading the Canvas app from Google or Apple. Information about setting this feature up is available inside the Canvas platform. I would strongly encourage all parents and guardians to install this app. A Canvas app for students is also available for download, but be sure to read to guide on Canvas about accessing content from the mobile app. There have been some reports that certain content does not display as well on phones or tablets, but the Canvas guide on mobile technology should provide answers to common questions.

Assessment and Grading

Not all assignments will be assessed; see note under minor assignments.

- **Major Assessments (40% of semester grade)**
 - Minimum of 2 per 6-week progress report
 - Major Grades include projects, DBQs, Unit tests, trials, simulations or any other “culminating activities.”
 - Reassessment:
 - ONE opportunity to be reassessed
 - Reassessment different from the original assignment, when practical
 - Reassessment will replace the original score.
 - Must complete relearning plan:
 - Assignment analysis

- Before school tutoring over self-identified weaknesses
- Completion of all assigned readings/supplemental materials
- All missing assignments up to the day of the test submitted.
- **Minor Assessments (60% of semester grade)**
 - There will be a minimum of 5-6 per 6-week progress report
 - Minor Grades would include quizzes, chapter tests, practice questions, peer review, class discussions, and other assignments designated to “assess certain standards.”
 - Graded homework/classwork—feedback will be given.
 - Quizzes
 - Reading/Vocabulary/Map/Chapter
 - **NOT eligible for reassessment, unless specified by teacher.**

Any discussions about grades must occur at least 24 hours AFTER receipt of your grade. I will not interrupt class to discuss individual grades. You may before or after school to discuss any questions or concerns you have about a grade. This protects your privacy and allows for more productive conversations.

Late Work Policy

All students are expected to submit all assignments in a timely manner on the day they are due. Most assignments will be due by 11:59pm on the day they are due. **Late assignments may be submitted up to 5 days late, with a 5% penalty per day, up to a maximum deduction of 25%.** Late assignments will not be accepted after the 5th day. Repeated submission of late assignments will result in a meeting with parents and IB leadership team.

Academic Honesty

All violations of the Academic Honesty policy are subject to both the RCBOE Code of Conduct and the International Baccalaureate Program Code of Conduct. Students and guardians are encouraged to review the RCBOE and IB policies, available on my Canvas page. Willful and intentional acts of academic dishonesty, including plagiarism, theft of secured resources, unsanctioned collaboration, as well as *unauthorized or improper use of artificial intelligence (AI)*, will be reported to the IB Dean and will result in consequences from being placed on Academic Probation up to expulsion from the program. Students are encouraged to familiarize themselves with the appropriate guidelines relating to their individual programs of study for more information.

We take academic honesty very seriously in the IB Programme at ARC. We will adhere to ARC’s IB Academic Honesty policy which can be found on the ARC IB website. The policy includes Level 1 (accidental or passive malpractice) and Level 2 (intentional or active malpractice) offenses. Level 1 offenses can often be corrected in class by a student/teacher conversation. Repeated Level 1 offenses will lead to a Level 2 offense. Level 2 offenses result in a meeting of all teachers, parents, student, IB Coordinator, and IB Head of School and result in 90 days of academic probation. A second offense results in a meeting with all teachers, parents, student, IB Coordinator, IB Head of School and principal and can result in dismissal from the IB Programme.

Course Text Information

Amsco School Publications. 2022. *World History: Modern [1200-Present]*. Advanced Placement. Des Moines, Iowa: Perfection Learning.

Stearns, Peter N. *World History in Documents: A Comparative Reader*. New York University Press, 2008.

Required Materials

- **Textbook.** Each student will be expected to bring with them daily the textbook for the course, *AMSCSO World History*. Copies of the *Stearns World History in Documents* will be made available in class and for check-out.
- **3-Ring Binder & Loose-leaf Paper.** You will need a 3-ring binder with notebook paper (college ruled preferred). You will need to keep a copy of this syllabus, as well as handouts, question packets, articles, and rubrics with you, as well as paper to take notes and complete assignments.
- **Pens & Pencils.** I expect that you have a writing utensil with you for class. You may take notes in whatever color you want, but any submitted papers must be in either dark blue or black ink. #2 Pencils will be required for some quizzes and Unit assessments.
- **Laptop:** You must bring either your school issued 1-to-1 device or a personal laptop with you to class daily. You will use this technology to take notes, complete assignments, annotate articles, conduct research, peer review essays, and other activities. It will also serve as your connection to our Canvas course, AP Classroom, and IB cohort classes for projects with Ms. Rhode.
- **AP Classroom Account:** By the end of the first week of school, all students must register for the appropriate section in AP Classroom. You will need to either create a new account or login to your existing account and enter the class join codes that are at the end of the syllabus. Forgotten/lost/misplaced passwords can only be reset by the College Board via a phone call from you. There is, unfortunately, nothing Ms. Samuel or I can do.

Suggested Materials

- **Highlighters.** Useful when reading an article, different colors can be used to identify arguments, the thesis, or anything of interest in the articles.
- **Binder Dividers.** For your binder, I would recommend purchasing a set of dividers so you can create different unit folders.
- **Notecards:** Flashcards for vocabulary review, test review, etc.

Cell Phone Policy

- Richmond County has enacted a new cell phone policy this year. **Personal electronic devices (cell phones, tablets, smart watches, headphones/earbuds) are strictly prohibited during the school day at any time.** Please take this as your “warning” for the policy.
- Students and parents are encouraged to read the new cell phone policy and the consequences listed in the school handbook.

Projected Course of Study

1st Semester

Unit 0: The World before 1200*

Unit 1: The Global Tapestry, c. 1200 to c. 1450

Unit 2: Networks of Exchange, c. 1200 to c. 1450

Unit 3: Land Based Empires, c. 1450 to c. 1750

Unit 4: Transoceanic Interconnections, c. 1450 to c. 1750

Unit 5: Revolutions, c. 1750 to c. 1900

2nd Semester

Unit 6: Consequences of Industrialization, c. 1750 to c. 1900

Unit 7: Global Conflict, c. 1900 to the present

Unit 8: Cold War and Decolonization, c. 1900 to the present

Unit 9: Globalization, c. 1900 to the present

Review

AP Exam Thursday, May 8th 2025, 12:00 pm 3 hours and 15 minutes

ALL enrolled students are required to take the AP Exam.

A Final Note from Mr. Ryan:

I am looking forward to a great year with a lot of exciting things to cover! This is a college-level course, with college level expectations. This means that most of the motivation, drive, and determination to succeed in the class must come from within you. I encourage you all to challenge yourselves both academically and personally this year. If you are struggling, please reach out to me ASAP. The sooner I am aware of a problem of any kind, the quicker we can work out a solution that will work for all involved parties. However, I also understand this course is not for everybody; if you're not willing or able to commit the time and effort to the course, it's better to decide now you want to switch to World History than at the end of the semester, when schedules can make switching difficult.

The best way to contact me is through Canvas, Remind, or through Email. I will attempt to respond to messages as quickly as possible, but please give me the courtesy of 24 hours to fully investigate or find the answer. Please be sure to sign up for Remind and encourage your parents/guardians to sign up as well.

Good luck!

“The Only Easy Day was Yesterday”

--Navy SEAL Motto

<u>Class Period</u>	<u>Join Code</u>
<u>2nd Period</u>	DZ3J9A
<u>4th Period</u>	YJ2Z72