**AP World History**

Mr. Galuhn

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**Course Overview:**

By taking this year-long course you are challenging yourself to explore the key concepts and developments of six periods of World History from approximately 8000 B.C.E. to the present using the four historical thinking skills and five key themes of World History. As outlined in the *AP World History Course Description*: “The course involves intensive study of world cultures, paying special attention to change over time and comparing the effects of common phenomena on different cultures.” Throughout the year a heavy load of reading (including a textbook, primary sources, secondary sources, maps, charts, and graphs) and writing (argumentative, comparison, and continuity and change over time essays) will be required of students taking AP.

**The Historical Periods**

We will be examining six historical time periods throughout the year which will form the back-bone of our units of study:

* Period 1, Technological and Environmental Transformations to 600 B.C.E.
* Period 2, Organization and Reorganization of Human Societies, c. 600 B.C.E. to 600 C.E.
* Period 3, Regional and Transregional Interactions, c 600 C.E. to c. 1450.
* Period 4, Global Interactions, c. 1450 to c. 1750.
* Period 5, Industrialization and Global Interaction, c. 1750 to c. 1900.
* Period 6, Accelerating Global Change and Realignments, c. 1900 to the Present.

**The Four Historical Thinking Skills**

Students will learn, practice, and use the following skills throughout the school year and on the AP Exam:

* Crafting Historical Arguments from Historical Evidence
* Chronological Reasoning
* Comparison and Contextualization
* Historical Interpretation and Synthesis

**The Five Themes of World History**

Each of the periods of AP World History will be analyzed using five themes of history throughout the year:

* Interaction between Humans and the Environment
* Development and Interaction of Cultures
* State-Building, Expansion, and Conflict
* Creation, Expansion, and Interactions of Economic Systems
* Development and Transformation of Social Structures

**Course Text:**

* Strayer. 2016. *Ways of the World*, third edition. Macmillan

**Supplies**: You will need the following supplies this year:

**Required**: Binder 2-3”, Notebook, Pens & Pencils, Binder Divider Tabs (8), 24 Pack of Colored Pencils.

**Optional**: 3 Hole Punch, Notecards, Highlighters

AP World History is a challenging and rewarding course. My teaching style for this course will blend traditional and student centered learning throughout the school year. The work students will need to complete is rigorous.

**Grading:** AP World History has a weighted grade that is earned during the course of the school year. I use the classic ten point grading scale (90-100= A, 80-89=B, 70-79=C, 60-69=D, 59 & Below=F) I grade based on total points, Exams will be AP Style with both writing portions and multiple choice portions, Projects, Classwork, and Homework will be routinely collected and checked. The vast majority of a student’s grade will be made up of test grades, written assessments, and projects.

**Lecture:** Lectures are given to illustrate examples and topics required by the *AP World History Course Description* that are not covered specifically or in acceptable detail in the textbook. I will **not** be lecturing from the textbook, the textbook is one of your resources for the year and you’re expected to read and take notes from it.

**Discussion**: Students will participate in discussions of the materials used in class. The expectation is that **ALL** students will participate in these discussions within a variety of formats. Class discussion requires students to come prepared with background knowledge before discussion begins.

**Taking Notes:** Unless a student has a photographic memory or gifted ability to remember every detail the encounter, they will need to be able to take notes. Well go over different strategies of taking notes in class.

**Written Assessments:** Students will learn and practice the different types of writing required by the College Board for completion of this course. These will include Document Based Questions (DBQ), Short Answer Questions (SAQ), and Long Essay Questions (LEQ). By the end of the school year not only will students be better college level writers they will also have practiced the necessary skills to be successful on the writing portions of the AP Exam.

**Multiple Choice Assessments:** Unit Quizzes and Exams will be written in AP format using criteria from the College Board. They will often use primary/secondary sources and visuals (images, political cartoons, charts, graphs, and maps). We will be doing some test taking techniques and students will be provided with a test prep book during the second semester.

**Class Website:** The class website: http://galuhn.weebly.com will contain useful information, links, and copies of teacher prepared handouts and sources. If students do not have reliable access to the internet at home they should be using the schools resources (LRC) or their local libraries in order to access online materials. Students are encouraged to communicate with me with issues.

**Map Activities**: Students will create annotated maps; these maps will show the interactions between people and the environment, state-building and conflict, spread of agricultural and technological developments, and migration patterns. Students will synthesize geographic and historical data into a visual aide that helps explain key trends in World History.

**Comparison Charts**: Students will use the five major themes of World History to create several comparison charts in each of our units. These charts will cover the required material for the College Board often comparing two or more societies for cultural, political, and geographical information. These comparisons will also include writing components to help prepare students for the writing activities of the AP Exam.

**Primary Source Analysis:** Students will read a number of primary sources in each unit. Primary sources will be analyzed using the SOAPStone method which will be explained in class.

**Journal Activities:** Students will ready scholarly articles from historians and other academic disciplines including but not limited to the social sciences (archeology, anthropology, economics, and sociology). These activities will also include they will analyze important concepts in World History from these different perspectives.

**Major Assignments:**

**The AP Exam**: **All** students are expected to take the AP Exam in May, 2017 as part of this class. Students who do not take the AP Exam are not eligible to receive college credit from The College Board. Students not signed up for the AP Exam will take an AP equivalent exam during the 2nd semester final exam period.

**Non-Fiction Book Review**: Students will choose a book from the list below to read as part of the AP Course. Upon completion of your reading you will identify and support in your own words what you consider to be the three most important events in shaping world history. Information will be presented during the second semester final exam period.

* *Guns, Germs, and Steel: the Fates of Human Societies* by Jared M. Diamond
* *Salt: a World History*by Mark Kurlansky
* *Genghis Khan and the Making of the Modern World* by Jack Weathorford
* *A History of the World in Six Glasses* by Tom Standage
* *King Leopold’s Ghost* by Adam Hochschild
* *Seeds of Change: Six Plants that Transformed Mankind* by Henry Hobhouse

\*\*The timeframes listed are subject to change at the discretion of the instructor, based on the 2015-2016 school year we will have sufficient time available to extend any of the units if necessary and have sufficient time for AP Exam preparation sessions in late April/early May.

Please share this syllabus with your parents and both sign below:

Parent:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Print Student Name Below: