



**Phone: 713-688-1361**

**Website: [www.houstonisd.org/waltrip](http://www.houstonisd.org/waltrip)**

### AP World History Course Syllabus 2022-2023

---

**Instructor:** Mr. Andrae James

**Email:** [andrae.james@houstonisd.org](mailto:andrae.james@houstonisd.org)

**Room:** 1123

**Tutorials:** Tuesday & Wednesday 4:15PM - 4:45PM

**Conference:** 6th period

---

#### Course Content

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes through interaction between human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. WHAP (Advanced Placement World History) highlights the nature of change in international frameworks through comparisons of cause and consequence. The course emphasizes relevant factual knowledge used in conjunction with leading interpretive issues. Periodization forms an organizational frame for dealing with change and continuity throughout the course. Specific themes provide further organization to the course.

#### Ongoing Objectives/ Unit Overview:

**PLEASE Access detailed information about the Units by clicking this link:**

<https://apcentral.collegeboard.org/pdf/ap-world-history-course-a-glance.pdf?course=ap-world-history-modern>

This course will be covered in 9 Units, based on the chronological periodization prescribed by the AP curriculum.

There will also be a “pre-unit,” or “unit 0” covering very briefly information leading from the fall of the Roman Empire to the spread of Islam to the development of feudalism in Europe. Unit “0”: The Post-Classical World---A Brief Review, covering the period from c. 450 CE to c. 1200 CE. This will include the rise of the Byzantine Empire, the culturally sophisticated Song dynasty in China, the founding of Islam, the empire of Charlemagne, and the development of European feudalism.

“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.

## **AP Exam information**

The AP Exam, itself, which is scheduled for **May 2023**. You must take the AP exam in order to receive credit for the course. Your score on the exam will not affect your grade in the class, but you are required to actually take the exam to even get a grade for this course.

## **Teaching Philosophy and beliefs about learning**

AP World History is great preparation for college. While our goal is that you will all receive acceptable scores of three or higher on the May exam for credit, additional goals include

preparing students for eleventh grade AP US History and AP English Language and Composition and the PSAT and SAT college placement exams.

My wish is that you learn to think critically and write as a good historian would. An additional desire is to open your eyes to the world. The United States is a nation of immigrants and an amalgam of traditions and cultures. This course is a wonderful preparation for the universality of the multiculturalism of the United States.

All students who want to try these classes are welcome provided you understand that we will read extensively and write frequently. I will provide assistance and tutorials if help is needed. I do believe students with learning challenges can prosper in this class and am willing to make accommodations to meet special needs for students.

### **Course Purpose**

The purpose of the course, however, extends beyond the possibility of earning college credit by providing students with the opportunity to develop skills and knowledge that will form a useful foundation for college studies. A recent study of this “*AP Effect*” reported the following results:

- Better prepared academically for college
- More likely to specialize in majors with tougher grading standards
- More likely to complete more college course work
- More likely to take subjects in their AP subject area
- Likely to perform significantly better over four years of college course work
- More likely to be superior in terms of leadership
- More likely to make significant accomplishments in college
- Twice as likely to do graduate level studies

### **Text**

The study materials (“textbook”) for this course are as follows:

- Traditions and Encounters 2020 (Bentley) (ISBN 978-0-07-701099-7)
- AMSCO AP World History (2019-2020) (ISBN 978-1-5311-2916-3)
- “Ways of the World: A Global History” by Robert W. Strayer, 2<sup>nd</sup> edition (ISBN 9780312583507)

### **Portfolio/Notes/Journal**

You are required to maintain an organized portfolio of notes and assignments for the course. It will be kept in the classroom and submissions will be for a grade.

## **Grading Scale**

Test/Performance Assessment: 35%

Class Work: 30%

Quizzes: 20%

Homework: 15%

## **Academic Expectations (Late work, retake policy, extra credit, etc)**

Advanced Placement classes are intended to prepare students for collegiate academic environments. As a result, students will be expected to adhere to similar policies. In the event that a student fails to submit an assignment by the posted deadline they will be given a failing grade for the respective assignment. Afterwards, the student will have five (5) business days (school days) to complete the assignment and submit it for evaluation. If the student successfully submits the assignment within the five (5) business day grace-period then they will be entitled to a maximum grade of seventy (70).

Retake policy and Extra Credit: I will gladly give makeup work, exams, and/or extra credit, but only by request.

Students are expected to complete any and all assignments given. This is the way to ensure enhanced exposure to course content as well as opportunities to maximize literary skills.

## **Assessment Methods and Feedback**

Students will take assessments that will be created on the AP College Board “AP Central” platform. Students will be assessed using Multiple Choice Questions (MCQs), Short Answer Questions (SAQs), Document Based Questions (DBQs), and Long Essay Questions (LEQs).

Feedback: Students will be given feedback on work submitted in order to strengthen their writing and comprehension skills. Also, students will learn the grading rubric and be given opportunities to conduct peer reviews on some writing assignments throughout the year.

### **Attendance and Participation**

Attendance and participation are required. It is difficult to learn the content if you are not present in class. Your class participation and attendance can be a deciding factor if your class average straddles two grades. Be sure to see me about any missed work if you are absent.

### **Daily Required Materials**

1. Laptop
2. pen
3. three-ring-binder
4. paper

### **Classroom Expectations (I prefer to keep these simple and direct 😊):**

1. **The Instructor will respect the student at ALL times.** It is NEVER my goal to belittle you or disrespect you. Please feel free to respectfully communicate with me if you feel like I have broken this rule.
2. Cell Phones: If I can't see it, it doesn't exist to me. Please don't let them become a distraction.
3. Dress code: follow the school guidelines on dress code.
4. Restroom breaks: quietly raise your hand and signal for the restroom pass. Please come back promptly as other students may need to go.
5. Participation: Treat this class like a job. Your paycheck is your grades. ALL I ASK is that you show up on time and work. Participate. I will try to make class lessons fun so if you do your part you will enjoy this class!

### **About the Teacher**

I was born and raised in Wichita, KS. I am the first in my immediate family to go to college and was fortunate enough to get a full ROTC and an academic scholarship. After graduating from Prairie View A&M University in 2006 with a bachelor's degree in political science, I spent four years as a Commissioned Officer in the United States Army. I retired with the rank of Captain in 2010. I acquired a master's degree in Public Administration (MPA) from the University of Oklahoma in 2009, an Executive Master of Business Administration (EMBA) from the University of Houston Bauer College of Business in 2013, and I worked almost 5 years as a sales executive for a manufacturing company. I am currently working on my doctoral degree in educational leadership at Houston Baptist University. I look forward to continuing to work in the field of education to lead by example and influence minds in a positive way.

**To Mr. James,**

I have read the syllabus and course description for this course. I understand my responsibilities in this course, the requirements to be successful, and that there will be more work than in a typical class. I will do my best to abide by class expectations.

---

**Student**

---

**Date**

I/we have read the course syllabus for this course. I/we understand the long-term benefits of the intellectual development offered by this course, and support my/our student's enrollment in this course. I/we have also read the class rules and will do my/our best to have our student abide by class expectations.

---

**Parent/Guardian**

---

**Date**

---

**Parent/Guardian**

---

**Date**

**Comments?**