

# QUEEN CREEK HIGH SCHOOL

## AP WORLD HISTORY SYLLABUS

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### Instructor Information

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### Course Overview

The AP World History is a college-level course based on a global perspective of the world and human interactions from c. 8000 BCE to present day. While the class progresses through five eras in chronological order, there are five overarching themes that provide a way to organize comparisons as well as analyze change and continuity over time. All study of history in this class will be tied back to these themes.

Students refine their analytical abilities and critical thinking skills in order to:

- Understand historical and geographical context
- Make comparisons across cultures
- Use documents and other primary sources
- Recognize and discuss different interpretations and historical frameworks.

The course imposes a **heavy reading and writing load** throughout the year, and the demands on students are equivalent to a full-year introductory college course.

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### Course Text and Other Reading

The basic text for students in this course is: Bentley, Jerry and Herbert Ziegler. *Traditions and Encounters*. 5<sup>th</sup> ed. New York: McGraw-Hill, 2011. Print.

This textbook is widely considered one of the best AP texts available as it presents in a clear chronological order framework in connection to the five AP World History Themes. The fifth edition also offers the first truly interactive program for students.

Students will also use selected primary and secondary sources (documents, images and maps) from our textbook and in a variety of other classroom resources.

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### Course Goals/Requirements and/or Major Student Outcomes

This course will prepare students to take and successfully pass the College Board's Advanced Placement World History exam. In addition, this course will help students prepare for the rigor of a college and university education.

- Prepare to take the **AP Exam in May 2015**.
- Actively participate in class and complete all assignments thoroughly and promptly.
- Attend class daily *and* on time.
- Make up work when absent, make prior arrangement when possible for planned absences.
- Keep a well-organized and complete notebook for the entire year; bring to class daily. Use the charts, lecture and reading notes in your notebook to study for tests. Seek assistance if the notebook is incomplete.
- Form and use study groups for test and large assignments; such as study cards, vocabulary tools and practice multiple choice questions.

**Grading Policy:**

Grades will be based on points and added up to a final quarterly grade based on the following:

90 percent and above = A

80 – 89 percent = B

70 – 79 percent = C

60 – 69 percent = D

Below 60 percent = F and no credit for the course.

*Keep in mind that the course grade only relates to QCHS and is separate from the score you achieve on the AP Exam.*

**Assignments and missed work:**

Assignments are to be complete, legible, and turned in on their assigned date. Homework will regularly be used to supplement class discussion. All work is to have your name, class period, and date in the upper right-hand corner. Projects and homework must be ready at the beginning of class on the day they are due. I follow the Student Handbook's policy regarding absences and missed work. Students with excused absences will have the same number of days they were absent, plus one day, to make up homework without penalty. Late work will be accepted for up to 50% credit as long as the assignment is turned in during that assignment's unit of study. Please see the course calendar to identify units of study.

**Missed Tests and Extra help:**

Every day of instruction is important. Students may not make up missed tests or quizzes *during class time*; I am available before school, during the Achievement Hour, after school, during lunch or during my prep period to make up work and/or meet with me. Students need to check Student Vue or email me if they are absent to check on missed work. I am here to help students be successful.

**Classroom Management Plan:**

The student handbook contains our school's code of conduct; I will uphold and enforce the rules of conduct outlined there. As High School students, you have many years of experience knowing how to conduct yourselves at school. I think the Golden Rule is a good rule of thumb: Do to others as you would have them do to you. That being said, here are some specifics for my classes:

Basic Classroom rules:

- Be on time, in your seat, and prepared to start when the bell rings.
- Respect all people, their space and all property.
- Listen to instructions the first time they are given.
- Be polite and courteous at all times.
- Follow all school rules.

Consequences:

- First Offense: Warning/Conference with student
- Second Offense: Notification of Parent/Guardian
- Third Offense: Conference/Meeting with Parent/Guardian
- Fourth Offense: Written referral

**Severe offense: Security or administrator escort to office.**

**Major Offense: Student sent immediately to office.**

The student handbook states that electronic devices such as cell phones, iPods, mp3 players, CD players, etc. are not to be used during class time.

**Please refer to the STUDENT HANDBOOK for school policies and consequences for the above.**

## Themes and AP World History

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

### Five AP World History Themes:

- **Social** - Development and transformation of social structures
  - Gender roles and relations
  - Family and kinship
  - Racial and ethnic constructions
  - Social and economic classes
- **Political** – State-building, expansion, and conflict
  - Political structures and forms of governance
  - Empires
  - Nations and nationalism
  - Revolts and revolutions
  - Regional, trans-regional, and global structures and organizations
- **Interaction between humans and the environment**
  - Demography and disease
  - Migration
  - Patterns of settlement
  - Technology
- **Cultural** – Development and interaction of cultures
  - Religions
  - Belief systems, philosophies, and ideologies
  - Science and technology
  - The arts and architecture
- **Economic** – Creation, expansion, and interaction of economic systems
  - Agricultural and pastoral production
  - Trade and commerce
  - Labor systems
  - Industrialization
  - Capitalism and socialism

# Course Schedule

## UNIT 1: Technological and Environmental Transformations to c. 600 B.C.E.

### Key Concepts:

- Big Geography and the Peopling of the Earth
- Neolithic Revolution and Early Agricultural Societies
- Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

### Topics for overview include:

- Prehistoric Societies
- From Foraging to Agricultural and Pastoral Societies
- Early Civilizations: Middle East, South Asia, East Asia, the Americas, Africa and Oceania

### Special Focus:

- Issues regarding the use of the concept of civilization

## UNIT 2: Organization and Reorganization of Human Societies – c. 600 B.C.E. to c. 600 C.E.

### Key Concepts:

- Development and Codification of Religious and Cultural Traditions
- Development of States and Empires
- Emergence of Trans-regional Networks of Communication and Exchange

### Topics for overview include:

- Classical Civilizations
- Major Belief Systems: Religion and Philosophy
- Early Trading Networks

### Special Focus:

- World Religions
  - Animism focusing on Australia and Sub-Saharan Africa
  - Judaism and Christianity
  - Hinduism and Buddhism
  - Daoism and Confucianism
- Developments in Mesoamerica and Andean South America: Moche and Maya
- Bantu Migration and its impact in Sub-Saharan Africa
- Trans-regional Trade: The Silk Road and the Indian Ocean
- Developments in China: Development of the Imperial Structure and Confucian Society

## Unit 3: Regional and Transregional Interactions – c. 600 to c. 1450

### Key Concepts:

- Expansion and Intensification of Communication and Exchange Networks
- Continuity and Innovation of State Forms and their Interactions
- Increased Economic Productive Capacity and its Consequences

### Topics for Overview:

- Byzantine Empire, Dar-al Islam, and Germanic Europe
- Crusades
- Sui, Tang, Song, and Ming Empires
- Delhi Sultanate
- The Americas

- The Turkish Empires
- Italian City-States
- Kingdoms and Empires in Africa
- The Mongol Khanates
- Trading Networks in the Postclassical World

Special Focus:

- Islam and the Establishment of an Empire
- Polynesian Migration
- Empires in the Americas: Aztecs and Inca
- Expansion of Trade in the Indian Ocean – the Swahili Coast of East Africa

#### **Unit 4: Global Interactions – c. 1450 to c. 1750**

Key Concepts:

- Globalizing Networks of Communication and Exchange
- New Forms of Social Organization and Modes of Production
- State Consolidation and Imperial Expansion

Topics for Overview include:

- Bringing the Eastern and Western Hemispheres Together into One Web
  - Ming and Qing Rule in China
  - Japanese Shogunates
  - The Trading Networks of the Indian Ocean
  - Effects of the Continental Spread of Belief Systems

Special Focus:

- Three Islamic Empires: Ottoman, Safavid, and Mughai
- Cross-Cultural Interactions: the Columbian Exchange
- The Atlantic Slave Trade
- Changes in Western Europe – Roots of the “Rise of the West”

#### **Unit 5: Industrialization and Global Integration – c. 1750 to c. 1900**

Key Concepts:

- Industrialization and Global Capitalism
- Imperialism and Nation-State Formation
- Nationalism, Revolution, and Reform
- Global Migration

Topics for Overview include:

- The Age of Revolutions: English Revolutions, Scientific Revolution and Enlightenment, American Revolution, French Revolution and its fallout in European, Haitian,, and LaTIN American Revolutions
- Global Transformations: Demographic changes, the end of The Atlantic Slave Trade, Industrial Revolution and its impact, Rise of Nationalism, Imperialism and its impact on the world

Special Focus:

- Decline of Imperial China and the rise of Imperial Japan
- 19<sup>th</sup> Century Imperialism: Sub-Saharan Africa and South and Southeast Asia
- Comparing the French and Latin American Revolutions
- Point/Counterpoint Debate: “Was the French Revolution Worth its Human Cost?”
- Changes in production in Europe and the global impact of those changes

#### **Unit 6: Accelerating Global Change and Realignment – c. 1900 to the Present**

### Key Concepts:

- Science and the Environment
- Global Conflicts and their Consequences
- New Conceptualizations of Global Economy and Culture

### Topics for Overview include:

- Crisis and Conflict in the Early 20<sup>th</sup> Century: Anti-Imperialist Movements, World War I, Russian, Chinese, and Mexican Revolutions, Depression, Rise of Militaristic and Fascist Societies, World War II
- Internationalization: Decolonialization, the Cold War World, International Organizations, the Post-Cold War, World Globalization

### Special Focus:

- World War I and World War II: Global Causes and Consequences
- Point/Counterpoint Debate: “Were German Militarism and Diplomacy Responsible for World War I?”
- Activity – Essay Skill Development
  - Students will identify and analyze the causes and consequences of the global economic crisis in the 1930’s
  - Development of Communism in China, Russia, and Cuba
  - Responses to Western involvement in Sub-Saharan Africa: Imperialism, the Cold War, and International Organizations

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## Purpose and Organization of Course Activities:

AP World History is the equivalent of a college-level survey course in World History. Students are expected to read the assigned pages in the textbook listed in the unit calendars, complete notes and fill out the charts and various graphic organizers provided by the teacher. This course is designed to help you gain higher-order thinking skills you will need to be successful in college.

Almost every day in class we will analyze primary or secondary sources, both texts and visuals. The daily use of historical materials will help you learn how to make thesis statements and practice using evidence to make plausible arguments which are a key part of the essay writing portion of the AP exam. This skill development and analysis will help you directly with the tasks required for the Document-Based Question (DBQ) essay, the Comparison Essay (CC), and the Continuity and Change Over Time (CCOT) essay on the AP World History Exam. You will work to become expert at interpretation by identifying point of view and context in the sources we will study. You will also develop an important skill assessing issues of change and continuity over time, including the capacity to deal with change as a process and with questions of causation.

About two or three times in each unit, we will conduct whole-class seminars where you will discuss diversity of interpretations that historians present in your textbook and in other secondary sources such as articles given to you by the teacher. We also will do simulations and debates that challenge you to address questions about human commonalities and differences and the historical context of culturally diverse ideas and values. You will improve the skill of comparison by practicing comparing within and among societies, including comparing societies’ reactions to global processes.

### 2014 – 2015 WHAP Planning Calendar – Mr. Hunsaker

Date	Chapters	Topics	Misc.
July 23 – 25	1	Class introduction, procedures, WHAP Boot Camp	
<b>Period 1: Technological &amp; Environmental Transformations, to 600 B.C.E.</b>			
July 28 – Aug 1	2	World Geography, Peopling of the Earth; Neolithic Revolution and Early Agricultural Societies	
Aug 4 - 8	8	Development and Interactions of Early Agricultural, Pastoral, and Urban Societies; Unification of China	<b>Unit Test</b>
<b>Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.</b>			
Aug 11 - 15	9	The Development and Codification of Religious and Cultural Traditions; Development of States and Empires; Early India	13 – Early Release
Aug 18 - 22	10	The Development of States and Empires; Mediterranean Society – The Greek Phase	
Aug 25 - 29	11	The Development of States and Empires; Mediterranean Society – The Roman Phase	
Sept 1 - 5	12	The Emergence of Transregional Networks of Communication and Exchange; The Silk Roads	<b>Unit Test</b>
<b>Period 3: Regional and Transregional Interactions, c. 600 C.E. to c. 1450</b>			
Sept 8 - 12	13 14	Expansion and Intensification of Communication and Exchange Networks; Islam; Sui, Tang, Song Dynasties	
Sept 15 - 19	14 15	Expansion and Intensification of Communication and Exchange Networks; Sui, Tang, Song Dynasties; India	17 – Early Release
Sept 22 - 26	16 19	Continuity and Innovation of State Forms and their Interactions; The Development and Influence of Europe	
Sept 29 – Oct 3	17	Continuity and Innovation of State Forms and their Interactions; The Mongol Empires	3 – Early Release
<b>Oct 6 - 17</b>	<b>Fall Break</b>		
Oct 20 - 24	18	Increased Economic Productive Capacity and its Consequences; States & Societies of Sub-Saharan Africa	22 – Early Release
Oct 27 – 31	20	Increased Economic Productive Capacity and its Consequences; The Americas and Oceania	<b>Unit Test</b>
<b>Period 4: Global Interactions, c. 1450 to c. 1750</b>			
Nov 3 – 7	21	Globalizing Networks of Communication and Exchange; Expanding Horizons of Cross-Cultural Exchange	5 – Early Release
Nov 10 - 14	22	Globalizing Networks of Communication and Exchange; Transoceanic Encounters and Global Connections	11 – Veterans Day
Nov 17 – 21	23 24	New Forms of Social Organization and Modes of Production; Reformation; Enlightenment; Colonial Americas	
Nov 24 - 28	25	New Forms of Social Organization and Modes of Production; The African Slave Trade	27&28 Thanksgiving
Dec 1 - 5	26	State Consolidation and Imperial Expansion; Ming and Qing Dynasties; Unification of Japan	3 – Early Release
Dec 8 - 12	27	State Consolidation and Imperial Expansion; The Islamic Empires	
Dec 15 - 19		Semester Review and Semester Exam	18&19 – Early

			Release
Dec 22 – Jan 2	<b>Winter Break</b>		

<b>Period 5: Industrialization and Global Interaction, c. 1750 to c. 1900</b>			
Jan 5 - 9	29	Industrialization and Capitalism; The Industrial Revolution; Global Migrations	
Jan 12 - 16	28	Nationalism, Revolution and Reform; American Revolution, French Revolution, Nations and Nationalism in Europe	14 – Early Release
Jan 19 - 23	30	Nationalism, Revolution and Reform; Independence and Expansion in the Americas; Global Migrations	19 – Civil Rights Day
Jan 26 – 30	32	Imperialism and Nation-State Formation; Global Imperialism and its Legacy	
Feb 2 - 6	31	Imperialism and Nation-State Formation; Societies at Crossroads: Ottoman, Russian, Chinese and Japanese Empires	<b>Unit Test</b>
<b>Period 6: Accelerating Global Change and Realignments, c. 1900 to Present</b>			
Feb 9 - 13	33	Global Conflicts and their Consequences; World War I	11 Early Release
Feb 16 - 20	35	New Conceptualizations of Global Economy, Society and Culture; Nationalism in Asia, Africa and Latin America	16 President's Day
Feb 23 – 27	34	Global Conflicts and their Consequences; The Age of Anxiety Between the Wars	
March 2 -6	36	Global Conflicts and their Consequences; World War II, The Cold War	6 – Early Release
March 9 - 20	<b>Spring Break</b>		
March 23 - 27	37	New Conceptualizations of Global Economy, Society and Culture; Decolonization and Independence in Asia & Africa	
Mar 30 – April 3	38	New Conceptualizations of Global Economy, Society and Culture; A World Without Borders	3 – April Break
April 6 – 10		Review Periods 1 and 2	
April 13 – 17		Review Period 3	
April 20 – 24		Review Period 4	22 – Early Release
Apr 27 - May 1		Review Period 5	
May 4 - 8		Review Period 6	
May 11 - 15		AP World History Exam on May 14	
May 18 - 22		Final Exams	20&21 Early Release



## Parent and Student Acknowledgement

July 23, 2014

### Students:

I acknowledge that I have read and understand the classroom syllabus for Mr. Hunsaker's AP World History class and I agree to abide by it. If I choose not to comply with any of those policies or procedures, I also understand the consequences.

Student Printed Name: \_\_\_\_\_

\_\_\_\_\_  
Student Signature Date \_\_\_\_\_

### Parents:

I acknowledge that I have read the classroom syllabus and I also understand that my son/daughter needs my full support and guidance in school attendance, completion of assignments, and maintenance of good health through nutrition, rest and emotional support.

Also, please note that during the course of the year, videos/films may be shown in this history class. All films will be relevant to the content of the course. Your signature on this page grants your permission to show your child films with ratings of "NR" and/or "PG" only.

\_\_\_\_\_  
Parent signature Date \_\_\_\_\_

**Parents, for better communication, please provide your daytime number and your email address.**

\_\_\_\_\_  
Please print one parent/guardian name

\_\_\_\_\_  
Please print other parent/guardian name

\_\_\_\_\_  
Daytime Phone

\_\_\_\_\_  
Daytime Phone

\_\_\_\_\_  
Parent e-mail

\_\_\_\_\_  
Parent e-mail

Student Email: \_\_\_\_\_

Please return this form to your teacher by Friday, July 25<sup>th</sup> 2014.

### **Voluntary Supply Donation**

Most teachers are in need of basic classroom materials to last throughout the academic year.  
If you can donate any of the following items, it will be appreciated.

– Kleenex      – Copy Paper      – Construction paper      – Colored Pencils