

# AP World History: Modern



## Contact Information and Communication Codes:

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Mr. Phillips in [Carcassonne](#), France, November 2019

## **Google Classroom:**

- Join code: td2ra72
- Join invitation:  
<https://classroom.google.com/c/MTk3MTc5NDY2ODcw?cjc=td2ra72>

## **Google Meet:**

- 12:52-1:52 PM:  
<https://meet.google.com/lookup/f2ae3xs4gh>

**Remind:** text @ ffk982 to 81010

**Google Voice:** (919) 926-9596

## **Course Overview:**

AP World History: Modern is an introductory college-level survey of modern world history. It investigates significant events, individuals, developments, and processes from 1200 to the present.

The course focuses on cultural developments, political and economic systems, social interactions, technological innovation, and people and their environments.

Students develop and use skills used by historians, analyze sources, build arguments, make connections, and think about continuity and change over time. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

## **Goals:**

1. Learn the basic chronology of major events and trends in modern World History.
2. Construct a mental map of Earth in order to understand the role of geography in human history.
3. Understand the principal [themes](#) in modern World History.
4. Analyze and interpret historical evidence in order to understand the unique perspectives of people in space and time.
5. Construct historical arguments in [writing](#).

## **Units**

### **1. Global Regions, c. 1200-c. 1450**

- [Asia](#) – Religious Traditions, East Asian Civilizations, Civilizations of Southeast Asia & Oceania, Dar al-Islam, Mongol Empire
- [Africa](#) – African Civilizations
- [Europe](#) – Judeo-Christian Traditions, Feudal Europe, Manors & Burghers
- [The Americas](#) – American Civilizations
- [Regional Trade](#) – Commercial Innovations, Trade Routes, Mercantile City-States, Travelers

### **2. Global Interactions, c. 1450-c. 1750**

- [Discovery](#) – The Renaissance, The Scientific Revolution, Transoceanic Travel & Portuguese Empire, Spanish Conquest & Empire
- [Maritime Empires](#) – Great Britain, the Dutch Republic, Bourbon France, Ming & Qing China, Tokugawa Japan, African Kingdoms & Diaspora
- [Land Empires](#) – Gunpowder Empires; Mughals; Ottomans; Safavids; The Reformation & European Wars of Religion; Russia, Prussia, & Austria

### **3. Global Empires, c. 1750-c. 1900**

- [Revolutions](#) – The Enlightenment, The American Revolution, The French Revolution & Napoleonic Europe, Latin American Revolutions, Nationalism, Political Ideologies, Reform Movements
- [Industrialization](#) -The Factory System; The Second Industrial Revolution; Transportation, Communication, and Financial Networks; Social Class & Labor Movements
- [Imperialism](#) – The Civilizing Mission, New Imperialism in Africa, New Imperialism in Asia, Canadian & American Expansion, Latin American States, Migration, Modernization in the Late Ottoman Empire, Modernization in Late Romanov Russia, Modernization in Late Qing China, Modernization in Meiji Japan

#### 4. [Global Challenges, c. 1900-Today](#)

- [World Wars](#) – The Mexican Revolution, The Great War, Imperial Collapse, Soviet Modernization, The Great Depression, Fascism, The Second World War, Total War & Genocide
- [Postwar World](#) -The Iron Curtain; East Asia, 1945-present; South Asia, 1945-present; the Middle East, 1945-present; Africa, 1945-present; Latin America, 1945-present; Fall of Communism; The European Union & Russia
- [Globalization](#) – International Cooperation, Global Networks, The Green Revolution, Modern Medicine & Reproduction, Energy & Climate Change, Global Culture

#### [Texts](#)

We use [Traditions & Encounters: A Global Perspective on the Past, 6th Ed.](#) and primary source readings.

#### [Themes](#)

1. **Commercial** - As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.
2. **Cultural** - 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. **Environmental** - The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.
4. **Political** - 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.
5. **Social** - 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. **Technological** - 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.

#### [Historical Thinking Skills](#)

##### 1. **Chronological Reasoning**

- Events rarely have a single cause. Identify, analyze, and evaluate short- and long-term historical causes and effects. Differentiate between coincidence, causation, correlation.
- Recognize, analyze, and evaluate continuity and change over years, decades, or centuries. What is the same? What is different? Be able to relate these patterns to larger historical processes or themes.
- Describe, analyze, evaluate, and divide history into time periods. Identify turning points and split the grand historical narrative into manageable chapters. Recognize choices of specific dates favor certain narratives, regions, or groups.

##### 2. **Comparison and Contextualization**

- Describe, compare, and evaluate historical developments within a society, or between societies separated by time and/or space. Be able to analyze historical events from multiple perspectives.
- Connect historical developments to the specific circumstances of time and place and to broader regional, national, or global processes. How do unique local conditions influence events? How do events fit into the big picture?

### 3. Crafting Historical Arguments from Historical Evidence

- Address questions about the past by arguing. Do not report events. Instead use clues to form theories providing deeper insight. Present a theory in a thesis statement supported by relevant historical evidence.
- Analyze evidence from written documents, art, artifacts, maps, and statistics. Consider the source. How does its author, purpose, format, and audience shape it? Consider the context in which the evidence was produced and used. Who made it for whom, and why? Extract useful information, make inferences, and draw conclusions.
- Be able to pick apart others' arguments. Describe, analyze, and evaluate a theory's validity in light of available evidence.

### 4. Historical Interpretation

- Describe, analyze, evaluate, and construct different interpretations of the past. Be aware that the past is not neutral territory. Historians and historical actors are biased by their own social, political, religious, economic, and cultural circumstances. With all the centuries, lives and accumulated experiences of the past, the selection of what we study is a statement of current-day values. Interpretation requires analyzing evidence, reasoning, contexts, and points of view found in both primary and secondary sources.

### Rules and Expectations

1. **Communicate with me!** In an online learning environment, you must be willing to open up and share in order for us to build a good relationship. All I know about you is what you and your parents tell me.
2. **Be engaged!** This is an intense college-level course which moves quickly and deeply. Lengthy readings are assigned nightly. Students are expected to arrive at class daily prepared to discuss.
3. In an online learning environment, **your voluntary participation is essential to success!** This means:
  - a. logging into Google Classroom daily and following the latest directions in the classroom stream
  - b. adhering to the semester schedule without falling behind or working ahead
  - c. keeping up with readings, research, and projects; studying vocabulary; watching videos; and performing other asynchronous tasks on your own
  - d. participating in daily live instruction including joining online discussion threads and collaborating with classmates in small group work
  - e. reading *everything* thoroughly for detail!
  - f. submitting work in the proper location; if asked to turn something into Google Classroom, don't send it through Remind or email. Don't make me hunt your work down.
4. **Polite, civil behavior** is expected! Practice good netiquette. This includes but is not limited to:
  - a. **Use respectful language** in voice and text conversations. Profanity, racist, sexist, homophobic, and other offensive or judgmental comments will not be tolerated.
  - b. **Please mute your microphone** when joining meetings, unless asked to do otherwise. You are not required to have your camera on, although I would appreciate it if you did. Our communication will be greatly improved if I can read your facial expressions!
  - c. This is a school setting. **Use formal academic English language** when writing, including proper capitalization, punctuation, and spelling to ensure your message is communicated effectively. Avoid online slang and acronyms when typing messages.
  - d. **Answer messages within 24 hours or less.** If it you will take longer to compose a reply, send a brief response to the sender to tell them that.
  - e. **DO NOT TYPE IN ALL CAPS!** This is the online equivalent of screaming.
  - f. **Remember the human** and don't hide behind a screen! If you would not make a potentially offensive comment to someone in person, don't share it digitally. The people reading your messages are real people with real feelings.

- g. **Avoid toxic sarcasm.** Without the tone-of-voice or facial expressions that accompany it in person, sarcastic statements in text are easy to misinterpret.
- h. Attempt to **find your own answers** before asking others.
- i. Share, but **don't overshare**. All WCPSS rules regarding inappropriate content apply to remote learning.
- j. **Respect others' privacy.** Don't forward sensitive emails or share private pictures or videos. Use BCC (blind carbon copy) on large group emails to hide recipients' addresses.
- k. **Be mindful of posts you make public** and be inclusive. If you have a joke or comment for one or a few individuals, send a private message.
- l. **Fact-check** before reposting! Before you share controversial information, verify it with Politfact, Snopes, FactCheck.org, OpenSecrets.org, or another fact-checking website.

### **Grading Policies**

#### **Grading scale:**

- A: 100-90%
- B: 89-80%
- C: 79-70%
- D: 69-60%
- F: 59-0%

#### **Quarterly Grades:**

- Exams and Projects – 50%
- Quizzes – 25%
- Homework and Essays – 25%

#### **Course Grade:**

- Quarter 1 – 40%
- Quarter 2 – 40%
- Final Exam – 20%

### **Assignments**

1. Assignments that are submitted on time and meet minimum completion requirements will receive no less than a 50%.
2. Assignment submissions are timestamped digitally. Assignments will only be accepted late for 60% credit up to one week past the deadline.
3. All students will have the opportunity to recover grades by submitting late work and/or completing test makeups/retests.
4. Students with a score of 69% or below on a test may retest one time for a maximum test score of 70%.
5. Extra credit will not be offered.

### **Typed Assignments**

Typed assignments must conform to MLA standards.

- [MLA paper format](#)
- [MLA formatted essay example](#)
- [Microsoft Word directions MLA for formatting](#)

### **WCPSS Honor Code Policy**

Honor Code Policy (4310) states: “Academic honesty is essential to excellence in education and is directly related to the Board's educational objectives for students to promote integrity and self-discipline in students. As all schoolwork is a measure of student performance, academic honesty facilitates an accurate measurement of student learning.

Each student, parent, family and staff member has a responsibility to promote a culture that respects and fosters integrity and honesty. Academic integrity and honesty requires that all stakeholders share responsibility in the fulfillment of this policy.

In fulfilling these responsibilities:

- students will collaborate with their peers to foster a culture of academic integrity; refrain from participating, either directly or indirectly, in any form of cheating or plagiarism; and adhere to the honor code;
- parents and family will actively support the honor code by encouraging their child(ren) to foster and uphold a culture of academic integrity;
- staff will establish and annually teach expectations regarding academic integrity and honesty; and promote the honor code.

### **Prohibited Behaviors**

1. Cheating: Cheating is an academic deception where a student intends in some way to receive or attempt to receive credit for work not originated by the student, to give or receive unauthorized assistance, or to give or receive an unfair advantage on any form of academic work.
2. Plagiarism: Plagiarism is using passages, materials, words, ideas, and/or thoughts of someone or something else and representing them as one's own original work without properly crediting the source.
3. Falsification or Deceit: Intentional acts of falsification or serious deceitful misconduct that threaten the health, safety, or welfare of others, or that cause a substantial detrimental impact on school operations or other individuals are prohibited.