Course Title: AP World History 40SA

School Year and Semester: 2014-2015 – Semester II

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Course Description: AP World History is designed to be a college-credit course that prepares students for university. Skills will be developed in the areas of historical thinking, analysis of historical documents, and historical writing. At the same time, AP World History allows students to really live history!! Participate in the liberation of Haiti during the Haitian Revolution! Start a business in budding Latin America or Great Britain during the Industrial Revolution! Do your best to stabilize the government of China or the Ottoman Empire as a member of a government think tank! All this and much more! The content material used in discussion in AP World History will be histories from around the world (Africa, Europe, the Americas, Polynesia, Asia). AP World History is a great way for students to experience history as they develop their historical skills in preparation for university!

General Learning Outcomes:

- Students will develop skills in the process of research analysis, writing, presenting, and critical thinking.

- Students will be given an opportunity to interact on a variety of societal, philosophical, historical, political and religious issues.

- Students will develop their communication skills, and be challenged to respectfully engage in discussion and debate with those holding an opposing view.

- Students will develop an understanding and awareness of the role thoughts, beliefs and ideas in determining human behaviour, and influencing events (such as political, economic, and military events).

- Students will become well versed in the construction of logical argumentation, both verbal and written, and will develop the ability to differentiate between logic and sentiment.

- Students will increase their understanding of the attitudes and values of the society in which they live, and will understand how those attitudes and values came to be.

- Students will gain exposure to a variety of primary and secondary source materials, and will become proficient at the analysis of such sources

Course Evaluation Structure:

- Tests, assignments, projects 70%
- Final Exam: 30%

Course Final Standing:
The final mark for term work, within the respective categories, (tests, assignments, discussions and projects) will be cumulative.
Students actively engaged in their learning are the essence of the Brandon School Division’s mission of educating the whole child.

The assessment, evaluation and reporting of student learning and achievement involves students, teachers, principals, parents, superintendents and the Board of Trustees. It is the responsibility of professional educators to assess, evaluate, and report on each student’s degree of engagement and resulting learning outcomes. Such assessment, evaluation and reporting is a continuous and fundamental part of the student’s learning process. Students are responsible for:

- their own learning with the expertise, assistance and motivation of their teachers;
- engaging individually and collectively in school/community learning opportunities;
- improving their learning involvement
- playing an active role in assessing their own learning
- providing evidence of their learning within established timelines

The purpose of this document is to identify student responsibilities in assessment and evaluation practices, provide clear guidelines and consequences so students can make informed decisions, and to provide structures that improve the relationship between student learning and assessment.

All assessments and/or evaluations will be assigned a reasonable completion date by the classroom teacher.

When a student demonstrates negligence and/or disregard towards the assessment and/or evaluation due date, the teacher can assign a “0” grade for the incomplete assessment and/or evaluation.

For a “0” grade to remain permanent on the student’s record for that unit of study, a teacher’s records will demonstrate that he/she had advised the student and the parent/guardian that there was an opportunity to complete the original assessment or an alternate assessment, but that it would have been penalized in accordance to divisional guidelines.

Penalization for late assessments is as follows:

- Grade 9 – 10%
- Grade 10 – 15%
- Grade 11 – 20%
- Grade 12 – 25%

Example: Grade 10 student receives 80% for a late assessment. The penalty for the late assessment would be (80) (0.15)=12. The adjusted mark would be 80-12=68%.

Once the late assessment is marked, the penalized assessment mark will replace the “0” grade that was originally assigned to the student by the teacher.

If the original or alternate assessment is not submitted by the new completion date or if the student refuses to submit a required assessment, the “0” grade assigned to it will remain on the student’s evaluation records. The “0” grade(s) will be calculated into the student’s final mark for the unit of study and will be used in the calculation of the final grade of the course.
Unit Descriptions

Unit 1 Title: Chapter 16 – Religion and Science, 1450 - 1750

Approximate Instructional Time for Unit of Study: 10 hours

Essential Questions:
In what ways did the Protestant Reformation transform European society, culture, and politics?
How was European imperial expansion related to the spread of Christianity?
In what ways was European Christianity assimilated into the Native American cultures of Spanish America?
Why were missionary efforts to spread Christianity so much less successful in China than in Spanish America?
What accounts for the continued spread of Islam in the early modern era and for the emergence of reform or renewal movements within the Islamic world?
In what ways did Asian cultural changes in the early modern era parallel those of Europe, and in what ways were they different?
Why did the Scientific Revolution occur in Europe rather than in China or the Islamic world?
What was revolutionary about the Scientific Revolution?
In what ways did the Enlightenment challenge older patterns of European thinking?

Evaluation:
Chapter 16 Poster: 10
Chapter 16 Quiz: 10

Unit 2 Title: Chapter 17 – Atlantic Revolutions and Their Echoes, 1750 - 1914

Approximate Instructional Time for Unit of Study: 8 hours

Essential Questions:
In what ways did the ideas of the Enlightenment contribute to the Atlantic revolutions?
What was revolutionary about the American Revolution and what was not?
How did the French Revolution differ from the American Revolution?
What was distinctive about the Haitian Revolution, both in world history generally and in the history of Atlantic revolutions?
How were the Spanish American revolutions shaped by the American, French, and Haitian revolutions that happened earlier?
What accounts for the end of Atlantic slavery during the nineteenth century?
How did the end of slavery affect the lives of the former slaves?

Evaluation:
Revolution Comparisons: 20 marks
DBQ Outlines: 24 marks

Unit 3 Title: Chapter 18 – Revolutions of Industrialization, 1750 - 1914

Approximate Instructional Time for Unit of Study: 5 hours

Essential Questions:
In what respects did the roots of the Industrial Revolution lie within Europe? In what ways did that transformation have global roots?
What was distinctive about Britain that may help to explain its status as the breakthrough point of the Industrial Rev?
What were the differences between industrialization in the United States and that in Russia?
Why did Marxist socialism not take root in the United States?
What factors contributed to the making of a revolutionary situation in Russia by the beginning of the twentieth century?
In what ways and with what impact was Latin America linked to the global economy of the nineteenth century? Did Latin America follow or diverge from the historical path of Europe during the nineteenth century?

**Evaluation:**
- Industrial Revolution Comparisons: 20 marks
- DBQ – Indentured Servitude: 50 marks

**Unit 4 Title:** Chapter 19 – Internal Troubles, External Threats: China, the Ottoman Empire, and Japan, 1800 - 1914

**Approximate Instructional Time for Unit of Study:** 5 hours

**Essential Questions:**
- In what ways did the Industrial Revolution shape the character of nineteenth-century European imperialism?
- What contributed to changing European views of Asians and Africans in the nineteenth century?
- What accounts for the massive peasant rebellions of nineteenth-century China?
- How did Western pressures stimulate change in China during the nineteenth century?
- What strategies did China adopt to confront its various problems? In what ways did these strategies neglect China’s own history and culture as well as the new global order?
- What lay behind the decline of the Ottoman Empire in the nineteenth century?
- In what different ways did the Ottoman state respond to its various problems?
- In what different ways did various groups define the Ottoman Empire during the nineteenth century?
- How did Japan’s historical development differ from that of China and the Ottoman empire during the nineteenth century?
- In what respects was Japan’s nineteenth-century transformation revolutionary?
- How did Japan’s relationship to the larger world change during its modernization process?

**Evaluation:**
- China/Ottoman Empire/Japan Comparison: 20 marks
- DBQ – Mechanization of the Cotton Industry: 50 marks

**Unit 5 Title:** Chapter 20 – Colonial Encounters, 1750 - 1914

**Approximate Instructional Time for Unit of Study:** 5 hours

**Essential Questions:**
- Why might subject people choose to cooperate with the colonial regime? What might prompt them to rebel or resist?
- What was distinctive about European colonial empires of the nineteenth century?
- How did the power of colonial states transform the economic lives of colonial subjects?
- How did cash-crop agriculture transform the lives of colonized peoples?
- What kinds of wage labour were available in the colonies? Why might people take part in it? How did doing so change their lives?
- How were the lives of African women altered by colonial economies?
- Did colonial rule bring “economic progress” in its wake?
- What impact did Western education have on colonial societies?

**Evaluation:**
- Chapter 20 TBA: 10 marks
- DBQ – African Response to Imperialism: 50 marks
- Imperialism Comparisons: 20 marks
Unit 6 Title: Chapter 21 – The Collapse and Recovery of Europe, 1914 – 1970’s

Approximate Instructional Time for Unit of Study: 5 hours

Essential Questions:
What aspects of Europe’s nineteenth-century history contributed to the First World War?
In what ways did World War I mark new departures in the history of the twentieth century?
In what ways was the Great Depression a global phenomenon?
In what ways did fascism challenge the ideas and practices of European liberalism and democracy?
What was distinctive about the German expression of fascism? What was the basis of popular support for the Nazis?
How did Japan’s experience during the 1920s and 1930s resemble that of Germany, and how did it differ?

Evaluation:
Chapter 21 Presentations: 20 marks
Chapter 21 Tableaus: 10 marks
DBQ – Cricket and Politics: 50 marks
Chapter 21 Test: 20 marks

Unit 7 Title: Chapter 22 – The Rise and Fall of World Communism, 1917 - Present

Approximate Instructional Time for Unit of Study: 5 hours

Essential Questions:
When and where did communism exercise influence during the 20th C?
Identify the major differences between the Russian and Chinese revolutions
Why were the Bolsheviks able to ride the Russian Revolution to power?
What was the appeal of communism in China before 1949?
What changes did communist regimes bring to the lives of women?
What were the achievements of communist efforts at industrialization? What problems did these achievements generate?
Why did communist regimes generate terror and violence on such a massive scale?
In what different ways was the cold war expressed?
In what ways did the United States play a global role after World War II?
What were the strengths and weaknesses of the communist world by the 1970’s?
What explains the rapid end of the communist era?
How did the end of communism in the Soviet Union differ from communism’s demise in China?

Evaluation:
Soviet Union – China Comparison: 80 marks
DBQ?
Chapter 22 Test: 20 marks

Unit 8 Title: Chapter 23 – Independence and Development in the Global South, 1914 - Present

Approximate Instructional Time for Unit of Study: 5 hours

Essential Questions:
What was distinctive about the end of Europe’s African and Asian empires compared to other cases of imperial disintegration?
What international circumstances and social changes contributed to the end of colonial empires?
What obstacles confronted the leaders of movements for independence?
How did India’s nationalist movement change over time?
What was the role of Gandhi in India’s struggle for independence?
What conflicts and differences divided India’s nationalist movement?

Evaluation:
Board Game: 100 marks
Seminar: 20 marks
Unit 9 Title: Chapter 24 – Accelerating Global Interaction, Since 1945

Approximate Instructional Time for Unit of Study: 5 hours

Essential Questions:
What factors contributed to economic globalization during the twentieth century?
In what ways has economic globalization linked the world’s peoples more closely together?
What new or sharper divisions has economic globalization generated?
What distinguished feminism in the industrialized countries from that of the Global South?
In what respect did the various religious fundamentalisms of the twentieth century express hostility to
global modernity?
In what ways did Islamic renewal express itself?
How can we explain the dramatic increase in the human impact on the environment in the twentieth
century?
What differences emerged between the environmentalism in the Global North and the Global South?

Evaluation:
Scrapbook issue analysis: 20 marks
DBQ – Green Revolution: 50 marks
Chapter 24 Test: 40 marks

Additional Evaluations:

Beginning the first day after Spring Break, we will have regular review quizzes based on the 5 Steps
to a 5 Review Book. There will be 24 of these quizzes. Most quizzes will be 5-10 marks. These
quizzes will be valued at 5 marks each.

If the need arises, and if time allows, there may be additional assignments. These assignments would
specifically target areas of student need.