

AP World History - Modern  
Ivy Collegiate School  
2021-2022

Department: Social Sciences  
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Time: MTuW 13:00 – 13:55  
Place: 805

**Course References:** This is a list of various interesting and useful books and online resources that were used in the construction of the course. You are not required to purchase all of these, but they may be useful for occasional consultation. (Note: They are available in the restricted library.)

- Elizabeth Pollard, Clifford Rosenberg, Robert Tignor, et al, Worlds Together, Worlds Apart with Sources: From 1000 CE to the Present , W.W. Norton & Co., 2nd ed., 2019. **REQUIRED.**
- Elizabeth Pollard, Clifford Rosenberg, Robert Tignor, et al, Worlds Together, Worlds Apart: A Companion Reader, Vol. 2 , W.W. Norton & Co., 3rd ed., 2019.
- John P. Irish, and Barbara Ozuna, Historical Thinking Skills: A Workbook for World History, W.W. Norton & Co., 2016. Review, 2019.
- Chris Harman, A People's History of the World: From the Stone Age to the New Millennium, Verso, 2017.
- Cracking the AP World History: Modern Exam 2020 , The Princeton Review, 2019.

**Objectives:** This is an intensive survey course in the knowledge and themes of world history from 1000 CE to the present. This course further develops students' historical thinking skills and emphasizes a thematic and analytical approach to history. Students will learn to adopt different frameworks, including materialism and cultural perspectives, to interpret primary sources and better understand the connections between peoples, places, and periods. The course is heavy in both writing and reading, so students should enroll only if they can commit a significant portion of their time to investing in their individual learning outcomes. Successful learners will read beyond the syllabus and its requirements. The class puts a special focus on discussion and debate, encouraging students to "work it out" for themselves. It is expected that students taking this course have a background in world history from previous courses like World History I/II. Students successful in this course will be able to read and write about history, analyze it for changes and continuity, draw comparisons about events, and discover broad and specific trends in its patterns. This course is comprised of six "Big Ideas":

- BIG IDEA #1: Humans & the Environment
- BIG IDEA #2: Cultural Developments & Interactions
- BIG IDEA #3: Governance
- BIG IDEA #4: Economic Systems
- BIG IDEA #5: Social Interactions & Organization
- BIG IDEA #6: Technology & Innovation

**AP World History - Modern Outline:**

- Week One ..... Historical thinking skills
  - Overview of course structure
  - Causation, comparison, and continuity
  - Writing and analyzing history
- Week Two ..... Becoming “The World” (1000-1300 CE)
  - Islam in a Time of Political Fragmentation
  - Song China: Insiders versus Outsiders
  - The Mongol Transformation of Afro-Eurasia
- Week Three ..... Crisis and Recovery in Afro-Eurasia (1300-1500 CE)
  - Collapse & Consolidation
  - Western Christendom
  - **PROJECT: Interactions Presentation**
- Week Four ..... Contact, Commerce, & Colonization (1450-1600 CE)
  - The Atlantic World
  - The transformation of Europe
  - PRIMARY SOURCES DISCUSSION
- Week Five. .... Worlds Entangled (1600-1750 CE)
  - Economic & political effects of global commerce
  - The slave trade & Africa
- Week Six. .... REVIEW
- Week Seven ..... **PROJECT: Push for the New World**
- Week Eight ..... Cultures of splendor & power (1500-1780 CE)
  - Trade & culture
  - The Enlightenment in Europe
  - PRIMARY SOURCES DISCUSSION
- Week Nine ..... Reordering the world (1750-1850 CE)
  - Political reorderings
  - Economic reorderings
- Week Ten ..... Alternative visions of the 19th century (1800s CE)
  - Reactions to social & political change
  - Socialists & radicals in Europe
- Week Eleven. .... **PROJECT: Radical Thought**
- Week Twelve. .... Nations & empires (1850-1914 CE)
  - Consolidating nations and constructing empires
  - Industry, science, & technology
- Week Thirteen. .... An unsettled world (1890-1914 CE)
  - Discontent with imperialism
  - Cultural modernism
- Week Fourteen ..... REVIEW
  - **PROJECT: ???? (Presentation)**

Week Fifteen . . . . .	Of masses & visions of the modern ( 1910-1939 CE)
•	The Great War
•	Mass society: culture, production, consumption
•	PRIMARY SOURCES DISCUSSION
Week Sixteen . . . . .	The three-world order (1940-1975 CE)
•	World War II & its aftermath
•	Decolonization
•	PRIMARY SOURCES DISCUSSION
Week Seventeen . . . . .	Globalization (1970-2000 CE)
•	Global Integration
•	Unleashing globalization
Week Eighteen . . . . .	Towards the present (2000 CE - present)
•	The global economic crisis
•	Modern issues in human ecology
Week Nineteen . . . . .	REVIEW
Week Twenty . . . . .	<b>PROJECT: Modern Problems</b>
Week Twenty-one to Thirty . . . . .	SPRING REVIEW PERIOD
Week Thirty-one . . . . .	CAPSTONE RESEARCH
Week Thirty-two . . . . .	CAPSTONE PRESENTATIONS

**Co-/Prerequisites:** World History I or II

**Grading Policy:** Homework and quizzes (60%), Finals and Project (40%)

**Notes on AP courses:** AP courses culminate in an examination in May with scores ranging from 1 to 5 (5 - Extremely well-qualified; 4 - Well-qualified; 3 - Qualified; 2 - Somewhat qualified; 1 - Not qualified). Students are expected to devote additional time beyond their normal class and homework hours to preparing for this examination. While time for instructor-led review is always allotted during the Spring semester, it is important that students begin their review independently and early. At ICS, AP courses have an additional component in the requirement of the completion of a Capstone Project at the end of the year (in lieu of a traditional Final Examination). More details regarding the Capstone Project(s) may be found below.

**Capstone Project:** The Capstone projects are designed to give you the opportunity to showcase (beyond the examination) what you have learned and the skills you have mastered as part of the course. While every project assignment may be different in scope, target, grading, and type of organization, each is intended to require you to “dig deep” and impress us with your creativity. For this set of courses, you are required to submit a project that captures the full-depth of your knowledge of select topic(s) from the course. Examples may include writing an original research paper related to a topic you have learned in class, producing a 30-minute video tutorial on a select topic, or presenting on a well-researched topic. Rubrics will be available in the Spring semester.

**Important Dates:**

Final Examination, Semester I . . . . .Dec 13-16, 2021

AP Examination . . . . .May 12, 2022

Capstone Deadline . . . . . TBD

**Course Policy:**

- This course is reading-intensive and has many select and optional readings. You are expected to organize a reading schedule that works well for you.
- It is recommended that you invest in a personal study guide for review. See the instructor for suggestions.

**Class Policy:**

- Regular attendance is essential and expected.
  - All written assignments must be your own original work and will be checked for plagiarism.
- Academic Honesty: Students are expected to abide by the policies regarding Academic Honesty as laid out in the ICS Student Handbook. Any violations will be forwarded for administrative review and the possible imposition of academic penalties.