

UNO World History Since 1500 - HIST 1010

(Fulfills AP® World History Credit in High School)

Mrs. Barajas

Contact: Siobhan.barajas@ops.org

ONHS Room 263



This UNO course has been approved by UNO faculty to be offered for dual credit, and this syllabus meets disciplinary outcomes as reflected in UNO's master syllabus. **Students must submit a dual credit application and meet all registration, academic, and other institutional requirements according to established deadlines in order to receive UNO course credit.** Please visit dualenroll.unomaha.edu for additional information.

Course Description: An examination of selected societies since the beginning of the modern era. In addition to meeting all curricular requirements of the UNO course, this course meets all requirements of the advanced placement exam.

In AP® World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. (page 7 from the course and exam description(CED); a digital copy is posted in canvas)(For more detailed information, please review the CED in Canvas)

Course of Study (Details about each unit can be found in the CDE in Canvas)

- Unit 1: The Global Tapestry (approx. 3 weeks)
- Unit 2: Networks of Exchange (approx. 3 weeks)
- Unit 3: Land Based Empires (approx. 2.5 weeks)
- Unit 4: Transoceanic Interconnections (approx. 6 weeks)
- Unit 5: Revolutions (approx. 5 weeks)
- Unit 6: Consequences of Industrialization (approx. 3 weeks)
- Unit 7: Global Conflict (approx. 3 weeks)
- Unit 8: Cold War and Decolonization (approx. 3 weeks)
- Unit 9: Globalization (approx. 2 weeks)

Textbook and ResourcesBedford, Freeman, & Worth *Ways of the World for AP® 4E*

Additional primary and secondary sources will be provided through Canvas and AP® Classroom

AP® Exam: ALL students taking this course are still expected to take the AP® Modern World History Exam, regardless of their enrollment status with UNO, on **Wednesday May 15, 2024, at 8AM**. If you do not take the exam, an alternative final exam will be provided.

Course Work: Most days will have a new assignment – either practice or formative. These are designed to help you develop the skills needed to be successful on the AP® Exam and in higher education. You can find a breakdown of the skills in AP® Courses below or on pages 14 and 15 of the CDE.

Each unit will have 1-2 summative assessments. Generally, this will consist of a multiple-choice question component and a written component. Some summative assessments will also require research beyond the provided resources in the class.

Class Rules and Expectations:

- Students should be in their assigned seat when the bell rings and remain seated according to classroom expectations.
- Students will come to class prepared to learn with materials needed for class.
- Students will respect the other members of the class.
- Students will actively participate in the class assignments and discussions.
- Students will do their best in the classroom.
- Students will be responsible for following school and OPS expectations, particularly concerning use of electronic devices, requesting permission for hall passes, dressing appropriately and being respectful of school and classroom materials.

Turning Work in: We will be using Canvas and AP® classroom for our digital assignments. Please make sure you turn in your assignment, or I can't grade it. Most, but not all, assignments will have paper copies available. If you complete an assignment on paper, it can be turned into your class basket, or a clear picture can be uploaded in Canvas.

Feedback: I promise I am not trying to ruin your day when I am critical of your work. It simply means I am trying to help you improve. If you ever have questions about feedback or grades, please come talk to me and I will be more than happy to explain and help!

Academic Integrity: *“The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions.”* Via studentlife.unomaha.edu/integrity

Plagiarism is a serious breach of academic trust. In academic work, our words and ideas are the value of our work, so turning in someone else's work as if it were your own is a form of theft. When you use someone else's words and ideas--whether it's the work of a famous writer or a fellow student--without crediting the source or authorship of those words and ideas, you are plagiarizing. So, here's the bottom line: original work only, credit to ideas, writing, or words from someone other than you – including work from AI. Plagiarized work will automatically receive a “0” or “F” for the assignment. Redoing plagiarized work is at my discretion.

Further, do not share work, especially from summative with others. This includes taking pictures of assignments with the intent to share it online or with others.

UNO General Education Student Learning Outcomes (Humanities and Fine Arts / Global Diversity)

This course also fulfills a UNO General Education requirement and is aligned with the following General Education Student Learning Outcomes (SLOs). After completing the course, successful students shall be able to do the following:

- demonstrate an understanding of the theories, methods, and concepts used to comprehend and respond to the human condition.
- recognize, articulate, and explore how various humanists/artists have responded to the human condition;
- comprehend and evaluate how humanistic/artistic expression contributes to individual and/or socio-cultural understanding, growth, and well-being; and

- use relevant critical, analytic, creative, speculative and/or reflective methods.
- recognize the cultural, historical, social, economic, and/or political circumstances that produce different social and cultural systems.
- demonstrate specific knowledge of the cultural, historical, social, economic, and/or political aspects of one or more countries or nations other than the United States.
- explain the interrelations among global economic, political, environmental and/or social systems; and
- explain ways in which identity is developed and how it is transmitted within and by members of the group or groups.

College Board AP® Skills pages 14 and 15 of the CDE.

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
Developments and Processes 1 Identify and explain historical developments and processes.	Sourcing and Situation 2 Analyze sourcing and situation of primary and secondary sources.	Claims and Evidence in Sources 3 Analyze arguments in primary and secondary sources.	Contextualization 4 Analyze the context of historical events, developments, or processes.	Making Connections 5 Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.	Argumentation 6 Develop an argument.
SKILLS					
1.A Identify a historical concept, development, or process. 1.B Explain a historical concept, development, or process.	2.A Identify a source's point of view, purpose, historical situation, and/or audience. 2.B Explain the point of view, purpose, historical situation, and/or audience of a source. 2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source. 3.B Identify the evidence used in a source to support an argument. 3.C Compare the arguments of main ideas of two sources. 3.D Explain how claims or evidence support, modify, or refute a source's argument.	4.A Identify and describe a historical context for a specific historical development or process. 4.B Explain how a specific historical development or process is situated within a broader historical context.	5.A Identify patterns among or connections between historical developments and processes. 5.B Explain how a historical development or process relates to another historical development or process.	6.A Make a historically defensible claim. 6.B Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> • Describe specific examples of historically relevant evidence. • Explain how specific examples of historically relevant evidence support an argument. 6.C Use historical reasoning to explain relationships among pieces of historical evidence. 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> • Explain nuance of an issue by analyzing multiple variables. • Explain relevant and insightful connections within and across periods. • Explain the relative historical significance of a source's credibility and limitations. • Explain how or why a historical claim or argument is or is not effective.

Reasoning Process 1

Comparison

- 1.i: Describe similarities and/or differences between different historical developments or processes.
- 1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.
- 1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.

Reasoning Process 2

Causation

- 2.i: Describe causes and/or effects of a specific historical development or process.
- 2.ii: Explain the relationship between causes and effects of a specific historical development or process.
- 2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.
- 2.iv: Explain how a relevant context influenced a specific historical development or process.
- 2.v: Explain the relative historical significance of different causes and/or effects.

Reasoning Process 3

Continuity and Change

- 3.i: Describe patterns of continuity and/or change over time.
- 3.ii: Explain patterns of continuity and/or change over time.
- 3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

OPS Secondary Grading Practices*

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework*

- ***Practice*** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.
- ***Formative (35% of the final grade)*** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.
- ***Summative (65% of the final grade)*** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment student, will be able to earn an advanced (4).

A	3.26 – 4.00
B	2.51 – 3.25
C	1.76 – 2.50
D	1.01 – 1.75
F	0.00 – 1.00

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

Redoing/Revising Student Coursework*

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redoes and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.

*I reserve the right to change dates as needed. Any changes will be clearly communicated. *

Fall 2023

Week	Dates	Topics	Outside Readings (additional readings will be required and assigned in class)
Week 0	8/17+8/18	Syllabus	None
Week 1	8/21 – 8/25	Sourcing	None
Week 2	8/28 – 9/1	1.1 Developments in East Asia from c. 1200 to c. 1450 1.2 Developments in Dar al-Islam from c. 1200 to c. 1450 1.3 Developments in South and Southeast Asia from c. 1200 to c. 1450	<ul style="list-style-type: none"> • Pgs: 51-63 China and its neighbors (1.1) • Pgs: 63-69 The worlds of Islam: (1.2) Fragmented and Expanding • Pgs: 129-133 Connections across the Islamic World (1.2)
Week 3	9/4 – 9/8	1.4 State Building in the Americas 1.5 State Building in Africa 1.6 Developments in Europe from c. 1200 to c. 1450	<ul style="list-style-type: none"> • Pgs: 86-93 The Emergence of Aztecs in Mesoamerica (1.4) • Pgs: 133-137 Connections across the Americas (1.4) • Pgs: 124-129 Connections across the Sahara: The Sand Roads (1.5) • Pgs: 69-86 The worlds of Christendom (1.6)
Week 4	9/11 – 9/15	1.7 Comparison in the Period from c. 1200 to c. 1450 Summative: Unit Test with MCQ and SAQ	<u>Catch up on any past missed readings</u>
Week 5	9/18 – 9/22	2.1 The Silk Roads 2.2 The Mongol Empire and the Making of the Modern World 2.3 Exchange in the Indian Ocean	<ul style="list-style-type: none"> • Pgs: 107-114 Connections across Eurasia: The Silk Roads (2.1) Chapter 4: The Mongol Moment and the Re-making of Eurasia 1200-1450 (2.2) • Pgs: 153-161 Breakout: the Mongol Empire • Pgs: 161-170 Encountering the Mongols • Pgs: 170-179 The Mongol Empire as a Eurasian Network
Week 6	9/25 – 9/29	2.4 Trans-Saharan Trade Routes 2.5 Cultural Consequences of Connectivity	<ul style="list-style-type: none"> • Pgs: 114-124 Connections across the Indian Ocean: The Sea Roads (2.3) • Pgs: 124-129 Connections across the Sahara: The Sand Roads (2.4) • Pgs: 129-133 Connections across the Islamic World • Pgs: 133-137 Connections across the Americas
Week 7	10/2 – 10/6	Unit 2 Test with MCQ and LEQ 3.1 Empires Expand	<p>Chapter 5: Political Transformations 1450-1750</p> <ul style="list-style-type: none"> • Pgs: 219-223 The Steppes in Siberia: The Making of the Russian Empire

			<ul style="list-style-type: none"> Pgs: 223-233 Asian Empires
Week 8	10/9 – 10/13	3.2 Empires: Administration 3.3 Empires: Belief Systems	<p>Chapter 6: Economic Transformations 1450-1750</p> <ul style="list-style-type: none"> Pgs: 247-258 Europeans and Asian commerce Pgs: 258-266 Silver and Global commerce
Week 9	10/ 16 – 10/20	3.4 Comparison in Land-Based Empires Unit 3 Test MCQ and SAQ	<p>Chapter 7: Cultural Transformations 1450-1750</p> <p>Pgs: 307-312 Persistence and Change an Afro Asian Cultural Traditions</p>
Week 10	10/23 – 10/27	4.1 Technological Innovations from 1450 to 1750 4.2 Exploration: Causes and Events from 1450 to 1750	<p>Chapter 5: Political Transformations 1450-1750</p> <ul style="list-style-type: none"> Pgs: 199-209 European Empires in the Americas Pgs: 209-219 Comparing Colonial Societies in America
Week 11	10/30 – 11/3	4.3 Columbian Exchange 4.4 Maritime Empires Established	<p>Chapter 6: Economic Transformations 1450-1750</p> <ul style="list-style-type: none"> Pgs: 247-258 Europeans and Asian commerce Pgs: 258-266 Silver and Global commerce Pgs: 266- 277 Commerce and People: The Transatlantic Slave System
Week 12	11/6 – 11/10	4.5 Maritime Empires Maintained and Developed 4.6 Internal and External Challenges to State Power from 1450 to 1750	<p>Chapter 7: Cultural Transformations 1450-1750</p> <ul style="list-style-type: none"> Pgs: 293-307 The Globalization of Christianity Pgs: 307-312 Persistence and Change an Afro Asian Cultural Traditions Pgs: 312-335 New ways of thinking: The Birth of Modern Science
Week 13	11/13 – 11/17	4.7 Changing Social Hierarchies from 1450 to 1750 4.8 Continuity and Change from 1450 to 1750	<u>Catch up on any past missed readings</u>
Week 14	11/27 – 12/1	Unit DBQ	<u>Catch up on any past missed readings</u>
Week 15	12/4 – 12/8	Semester Review and Project	<u>Catch up on any past missed readings</u>
Week 16	12/11-12/15		
Week 17	12/18 – 12/21		

Spring 2024

Week	Dates	Topics	Outside Readings (additional readings will be required and assigned in class)
Week 1	1/8 – 1/12	5.1 The Enlightenment 5.2 Nationalism and Revolutions in the Period from 1750 to 1900	<ul style="list-style-type: none"> • Pgs: 345-349 Atlantic Revolutions in a Global Context • Pgs: 349-363 Comparing Atlantic Revolutions
Week 2	1/15 – 1/19	5.3 Industrial Revolution Begins 5.4 Industrialization Spreads in the Period from 1750 to 1900	<ul style="list-style-type: none"> • Pgs: 363-376 Echoes of Revolution • Pgs: 389-394 Industrialization: The Global Context • Pgs: 394-404 The First Industrial Society
Week 3	1/22 – 1/26	5.5 Technology of the Industrial Age 5.6 Industrialization: Government's Role from 1750 to 1900	<ul style="list-style-type: none"> • Pgs: 404-406 Europeans in Motion • Pgs: 406-413 Variations on a Theme: Industrialization in the United States and Russia • Pgs: 413-421 The Industrial Revolution in Latin America in the 19th century
Week 4	1/29 – 2/1	5.7 Economic Developments and Innovations in the Industrial Age Unit 5 Test – MCQ and LEQ	<u>Catch up on any past missed readings</u>
Week 5	2/5 – 2/9	6.1 Rationales for Imperialism from 1750 to 1900 6.2 State Expansion from 1750 to 1900 6.3 Indigenous Responses to State Expansion from 1750 to 1900	<ul style="list-style-type: none"> • Pgs: 435-440 Industry and Empire • Pgs: 440-445 A Second Wave of European Conquests • Pgs: 445-449 Under European Rule
Week 6	2/12 – 2/16	6.4 Global Economic Development from 1750 to 1900 6.5 Economic Imperialism from 1750 to 1900	<ul style="list-style-type: none"> • Pgs: 449-459 Ways of Working: Comparing Colonial Economies • Pgs: 459-467 Believing in Belonging: Identity and Cultural Change
Week 7	2/19 – 2/23	6.6 Causes of Migration in an Interconnected World 6.7 Effects of Migration	<ul style="list-style-type: none"> • Pgs: 481-492 Reversal of Fortune: China's Century of Crisis • Pgs: 492-498 The Ottoman Empire in the West in the 19th century • Pgs: 498-509 The Japanese Difference: The Rise of the New East Asian Power
Week 8	2/26 – 3/1	6.8 Causation in the Imperial Age Unit 6 DBQ	<u>Catch up on any past missed readings</u>
Week 9	3/4 – 3/8	7.1 Shifting Power After 1900 7.2 Causes of World War I 7.3 Conducting World War I 7.4 Economy in the Interwar Period	<ul style="list-style-type: none"> • Pgs: 527-540 The First World War: A European Crisis with a Global Impact, 1914 to 1918 • Pgs: 540-542 Capitalism Unraveling: The Great Depression
Week 10	3/18 – 3/22	7.5 Unresolved Tensions After World War I 7.6 Causes of World War II 7.7 Conducting World War II	<ul style="list-style-type: none"> • Pgs: 542-550 Democracy Denied: The Authoritarian Alternative • Pgs: 550-562 The Second World War, 1937 to 1945

		7.8 Mass Atrocities After 1900	
Week 11	3/25 – 3/29	7.9 Causation in Global Conflict Unit 7 DBQ	<u>Catch up on any past missed readings</u>
Week 12	4/1 – 4/5	8.1 Setting the Stage for the Cold War and Decolonization 8.2 The Cold War 8.3 Effects of the Cold War	<ul style="list-style-type: none"> • Pgs: 575-579 Recovering from the War • Pgs: 579- 583 Communism Chinese Style
Week 13	4/8 – 4/12	8.4 Spread of Communism After 1900 8.5 Decolonization After 1900 8.6 Newly Independent States	<ul style="list-style-type: none"> • Pgs: 583-591 East vs West: A Global divide and a Cold War • Pgs: 591-602 Toward freedom: Struggles for Independence
Week 14	4/15 – 4/19	8.7 Global Resistance to Established Power Structures After 1900 8.8 End of the Cold War	<ul style="list-style-type: none"> • Pgs: 602-610 The End of the Communist Era • Pgs: 685-696 Cultural Identity in an Entangled World
Week 15	4/22 – 4/26	8.9 Causation in the Age of the Cold War and Decolonization Unit 8 DBQ	<ul style="list-style-type: none"> • Pgs: 625-632 Technology: The Acceleration of Innovation • Pgs: 632-642 The Global Economy: The Acceleration of Entanglement • Pgs: 642-649 Producing and Consuming: The Shapes of Modern Societies • Pgs: 649-658 Getting Personal: Transformations of Private Life
Week 16	4/29 – 5/3	9.1 Advances in Technology and Exchange After 1900 9.2 Technological Advances and Limitations After 1900: Disease 9.3 Technological Advances: Debates About the Environment After 1900 9.4 Economics in the Global Age	<ul style="list-style-type: none"> • Pgs: 673-676 More people: Quadrupling Human Numbers • Pgs: 676-685 People in Motion: patterns of Migration • Pgs: 685-696 Cultural Identity in an Entangled World • Pgs: 696-706 Humankind in the Environment: Entering the Anthropocene Era
Week 17	5/6 – 5/10	9.5 Calls for Reform and Responses After 1900 9.6 Globalized Culture After 1900 9.7 Resistance to Globalization After 1900 9.8 Institutions Developing in a Globalized World	<u>Catch up on any past missed readings</u>
Week 18	5/13 – 5/17	9.9 Continuity and Change in a Globalized World Unit 9 LEQ AP ® Exam Wed. May 15 at 8AM	<u>Catch up on any past missed readings</u>
Week 19	5/20 -5/22	Make up final	