

AP World History Syllabus

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~~2012-2013~~
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AP World History is a comprehensive study of the development of civilizations and societies from the prehistory period (beginning 8,000 B.C.E.) to the present. This course is approached by looking at key concepts as opposed to memorization of facts, personalities, and events. This approach to the study of world history allows the student to master the patterns and themes found in the study of history. AP World History will be taught throughout a traditional school (~50 minute classes – 5 days a week) year. This course is built around five themes and nineteen key concepts organized in six different chronological periods. These concepts and themes will serve to organize the student's course of study and well as allow the student to recognize patterns which remain consistent across historical periods. The student will also develop the skills of analysis a historian uses when approaching the study of a world history. These thinking skills include but are not limited to crafting historical arguments using historical evidence, chronological reasoning, comparison and contextualization, historical interpretation, and synthesis. The themes which will guide the course of study are as follows:

- Theme One – Interaction between humans and the environment: demography and disease, migration, patterns of settlement, and technology
- Theme Two – Development and Interaction of cultures: development and interaction of cultures: Religions, belief systems, philosophies and ideologies, science and technology, the arts and architecture
- Theme Three – State-building, Expansion, and conflict: state: political structures and forms of governance, empires, nations and nationalism, revolts and revolutions, regional, trans-regional, and global structures and organizations
- Theme Four – Creation, expansion, and interaction of economic systems: agricultural and pastoral production, trade and commerce, labor systems, industrialization, capitalism, and socialism
- Theme Five – Development and transformation of social structures: gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes

Course Design

As AP World History is designed as a college level course a college level text is used as well a variety of additional primary and secondary resources. These resources allow the student to fine tune his/her skills as a historian. Among the analytical skills the students are expected to master are recognition of point of view, interpretation of primary resources (textual, pictorial, maps, graphs, political cartoons, etc.). These resources will be used to help train the students to develop historical thinking skills such as crafting historical arguments using historical evidence, chronological reasoning, comparison and contextualization, historical interpretation and synthesis.

An online platform is used to support mastery of the content and skills using wikis, discussion board, practice assessments, interactive games and study tools. Students will develop these skills through class activities including but not limited to class discussion, small and large group panel discussions, lecture, document analysis, and discussion board assignments. In addition, the students will be working on individual and group special assignments which are designed to broaden their thinking and writing skills as well as expand their content knowledge. The coverage of European history will cover the curricular requirements but in most cases will be taught as European affairs compare to or affect other regions around the world. This approach will limit the coverage of European history to the designated 20% of the course as well as supplying a stronger global context of the historical concepts.

Materials

College Level Text – Bentley, Jerry H. and Ziegler, Herbert F. *Traditions and Encounters: A Global Perspective Third Edition*. McGraw-Hill, 2006

Other Resources and Materials

Students will use (but not limited to) the following resources and materials throughout the course of study in various activities throughout the school year.

Note: As I use an online platform in addition to classroom instruction there are a variety of primary and secondary resources from the internet.

- Bentley, Jerry and Herbert Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. New York: McGraw-Hill. Several Editions
- Brinton, Crane. *The Anatomy of Revolution*. New Jersey: Prentice Hall
- Standage, Tom, *A History of the World in Six Glasses*, New York: Walker and Company, 2006
- McNeill and McNeill, *The Human Web: A Bird's Eye View of World History*, New York: W W Norton, 2003
- Jared Diamond, "The Worst Mistake in the History of the Human Race," *Discover Magazine*, May 1987

- Digital History, <http://www.digitalhistory.uh.edu/> American primary and secondary resources
- The History Guide, <http://www.historyguide.org/> Enrichment lectures for content as well as primary and secondary resources
- Museums Around the World, <http://www.exploringabroad.com/art/museums.htm> Samples of Art
- Thematic Maps found on <http://www.worldmapper.org>
- Population Graph (Year One to estimated 2050) <http://chartsbin.com/view/g7e>
- World History for Us All "Patterns of Interregional Unity 500 CE-1500CE – Project of San Diego State University – <http://worldhistoryforusall.sdsu.edu>
- K. N Chaudhuri, *Trade and Civilization in the Indian Ocean* (Cambridge: Cambridge UP, 1985), 3536
- K. N. Chaudhuri, "The Economy in Muslim Societies," in F. Robinson, ed., *The Cambridge Illustrated History of the Islamic World* (Cambridge: Cambridge UP, 1996), 124
- Map Resources – Trade Routes and Urbanization of AfroEurasia
- Child Labour in Britain – <http://www.spartacus.schoolnet.co.uk>
- Wilford Owen, "Dulce et Decorum Est"
- Siegfried Sasson, "How to Die"
- Herbert Read, "The Happy Warrior"
- Wilfred Gibson, "Back"
- Alfred Lloyd Tennyson, "The Charge of the Light Brigade"
- Cold War Unit Resources (graphs) Include but not limited to:
<http://www.systemicpeace.org/conflict.htm>
<http://www.mapworld.com.au/productDetail.aspx?id=760>
<http://thesocietypages.org/socimages/tag/immigrationcitizenship/page/7/>

REQUIREMENTS

This is a college-level course and will be treated as such in every respect. Students should be aware that college courses require inordinately more reading and writing than their high school counterparts. It is impossible to cover all the material for the AP test in the 150 some-odd-days we have this year. Consequently, it is imperative that you read all the assigned material. Class discussions and lectures are designed to compliment the text readings, *not* reinforce them. Please understand that ***you will be tested on reading material not covered in class and you will not be successful in this class without reading the assignments.*** It is my intent to create an atmosphere of relaxed alertness, intellectual freedom and analytic discussions within this class. This cannot be accomplished if you come to class unprepared.

All students must have an email account (see me if you need one.) Internet access is basically required as a number of assignments and readings are tied either to the Angel site or other internet source material. If you do not have access at home, you need to arrange another method of obtaining access to the internet, either at the school library or a public library or a peer's, neighbor's or relatives house.

Graded Activities:

Reading Quizzes: The most frequent grade in this class will be quizzes on assigned readings. These will count as formative assessments (25% of total grade).

Vocabulary: The second most frequent grade in this class will be vocabulary assignments. These will be given as lists of terms by unit and topic that are due on set dates combined with required review and edits. They will be composed together in an online Wiki on the Angel website so that all students may access them for review purposes. They, too, will count as formative assessments (25% of total grade).

Essays: Every one or two weeks you will write an essay in the format of the essays you will write on the APWH test in May. These will include both free-response style questions and document based questions. Students will be assigned several over the course of the year as we develop their essay and writing skills as related to historical topics and the AP exam in May. Two of these essays in the fall and two in the spring will count as summative assessments (75% of total grade). Students will need three highlighters (yellow, green and blue) for self-assessment of many of these assignments to help you better understand the underlying requirements of an APWH essay question.

Exams: The six Unit exams in this class will follow the format of the AP exam you will take in May. Each exam will be comprised of multiple-choice questions and as the year goes on one essay question. These count as summative assessments (75%). All unit tests will be curved using the square root of the percentile score (Example: a student scoring 50% of their multiple-choice questions correct would receive the square root of 0.50 or a 70% for their grade). **NOTE: Midterm and Final Exams:** The midterm exam will be one of eight summative assessments in the fall and will count as TWO summative grades. The final exam will be one of seven summative assessments in the spring and will count as 15% of the final course average. The final (only) may be exempted if the student has a 90% average or higher going in to the final exam period.

Projects: There will be two summative group projects over the first 4 units of study this fall, and two more in the spring. The class will be divided into groups and each group will research the APWH themes for the given period and present it to the class at a specified time. These assignments will count as summative assessments.

Additionally, there will be other small group and individual projects throughout the course designed to further develop the APWH themes and some specific content within the APWH units of study. They will include research, writing, oral arguments, and presentation components among others. These will count as formative assessments.

Notebook: Every student is also required to keep a notebook. The notebook will contain this syllabus, in addition to class notes, papers and handouts, readings, essay rubrics, and all documents used in class.

SFHS Mid-term/Final Exam Policy 2012-2013

South Forsyth High School will administer a mid-term/final exam at the end of first and second semester. For non-EOCT courses: the mid-term and final exam will be weighted as two test grades in the summative category. For EOCT Courses: the EOCT will count as 20% of the course average. The mid-term and final exam will be weighted as one test grade in the summative category in EOCT courses.

Grading Weights 2012-2013 - Gradebook/Semester Average

75% Summative/25% Formative
 Course Average (Composite Grade) Yearlong Courses
 Semester 1 = 50%
 Semester 2 = 50%

Summative	75%
Formative	25%
Mid-Term/Final Exam	Included in Summative (2 test Grades)

SFHS Social Studies AP Make-up and Retake Policy 2012-2013

Students have five class days following an absence to make up missed work. If they are absent on a day that homework is due, that work is due upon return to school. If they are absent the day before or day of a given test, they will make up the test upon return to school the next day. Students receiving a zero (0) for a missed assignment may make up that assignment as late as the end of the Unit that it was assigned during. The makeup grade for such an assignment will not exceed a 70. Due to the rigor of AP coursework students in AP classes will NOT be allowed to retake failed summative assignments such as tests, essays, etc.

It is the responsibility of the student on the day of his/her return to school to speak with me to arrange for make-up work, either before or after class. No make-up work will be done during class time. It is the student's responsibility to get class notes missed during an absence and the lack of notes due to absences will not excuse the student on test days.

Availability for Extra Help: I will be available for extra help sessions during Instructional Focus on Wednesdays and on Thursdays between 7:45 am - 8:15 am.

SFHS High School Social Studies ReTeach & ReAssess Policy:

AP Classes: No reassess/retake possibilities, due to "square root" curve applied to all summative exams in AP classes

Extra Credit

Students will be offered three opportunities each semester to view and critique a specific selection of historically relevant movies. Each such critique must be turned in by specified due dates (not the end of the semester) and counts as a +1%ile added to their current class average at the end of the semester. So, assuming a student completes all three "movie critiques" and turns them in over course of the semester, if their course average in December was an 86%, I would adjust their average up to a 89%. No other extra credit will be offered.

Cheating - Parents and Students please note:

Academic integrity is a cornerstone of the educational process at SFHS Any student caught cheating, which is any form plagiarism on submitted work, or, during quizzes and tests, any form of communication, including, but not limited to, talking, wandering eyes, the use of hand signals / gestures, the use of electronic devices or pre-written material will result in a zero on the assignment and an automatic disciplinary referral. If you are not sure what constitutes plagiarism, see me before submitting your work.

– **NO EXCEPTIONS.**

Work Habit Categories and Scoring – NEW High School Report Card Addition!!!!

1: Does not meet 2: Meets 3: Exceeds

Category 1: Responsibility (RE) - The student adapts to classroom practices.

1. Requires frequent redirection; strays off-task; disrupts learning environment; fails to follow class procedures.
2. **Is a self-starter; remains on-task; asks questions for clarifications when needed; applies strategies for meeting learning goals; follows class procedures.**
3. Displays independent initiative; maximizes opportunities; solves problems.

Category 2: Participation (PA) - The student pursues learning through active involvement.

1. Disengages from the learning environment; responds only to teacher prompts.
2. **Engages in activities and discussions.**
3. Leads others to participate; explores new class ideas and approaches.

Category 3: Assignment Completion (AC) - The student completes work by the designated time/date and according to directions.

1. Fails to complete assignments or submit work; struggles to follow directions.
2. **Produces completed work on a consistent basis by the designated time/date; follows directions.**
3. Demonstrates new applications and examples of standard; exceeds assignment expectations; extends personal learning.

Category 4: Interpersonal Skills (IS) - The student interacts with others to create a positive learning environment.

1. Lacks flexibility when working with peers; isolates self.
2. **Works well with peers; listens and speaks respectfully; questions ideas rather than the person.**
3. Adjusts to a variety of classroom roles; mediates; influences others to learn.

Unit Activities

The following activities (are included in the course but this list is not comprehensive) will be utilized at least once in each of the six units to ensure that the students have developed the skills and an analytical understanding of the unit content:

Note-taking and Class Discussion

Students will take notes on classroom lecture, readings, and group activities. These notes will support the student in mastering the content of the course as well as analytical thinking and writing skills.

Discussion Board Postings – Students will practice their skills on document analysis, literary and artistic interpretation through the discussion board process. Using a document, work of art, map, graph, text excerpt, political cartoon, etc. the students will complete a document analysis template which requires them to note the following information: document source, date/s, meaning, perspective, and where applicable at least two areas in which the document could be grouped with examples of a possible grouping.

Blackboard/Internet Readings & Postings – Students will be required to read excerpts of a minimum of two primary source documents (may choose among a number of tagged documents on Pinpoint blackboard), scholarly historical arguments (tagged questions), or other types of readings/resources. Required responses are unique to each assignment tag.

Thematic Group Activity – Throughout the year these students will have become the experts for their theme and will create an exam review from their yearlong efforts for the entire class to use at the end of the year. After the completion of each unit the students will be assigned to one of the five groups each representing one of the AP World history themes. Following the theme preparation the students will participate in a class fish bowl discussion to inform the class of the group's conclusions. A component of this instruction is to address the changes and continuities of the significance of the themes from period to period.

Sample Multiple Choice

Once a week the students will take a sample multiple choice quiz. This quiz consists of 10 "AP-style" multiple choice questions. The students will take the test, turn it in to be graded, the test is returned at which time the question/answers are discussed as a class. The student earns one formative grade for each quiz. The lowest quiz grade will be dropped each semester.

Writing Assignments

The students will write essays throughout the school year. These essays will be completed by the student both at home as well as in-class essays which will be written on a timed basis. Each student will be required to learn all three of the rubrics (DBQ, CC & T, and CC). In addition, class discussions will be held to explain the skills necessary to master in these rubrics. Thesis development exercises will be taught at the beginning of the year.

Cosmos Calendar

Upon the completion of each unit the students will complete a comprehensive cosmos calendar indicating the societies and empires presence. The calendar is designed to allow students to make comparisons of empires "at a glance". Cultures and states and their longevity as well as significant worldwide events, notation of historical periods as well as any significant innovations are indicated on a calendar template with dates and colors used to indicate

contemporary states and region identity, and periodization. These calendar pages will be kept in the student's notebook and in an online blackboard format to be compiled at the end of the year.

Virtual Museum

Upon the conclusion of each unit the students (working in their thematic groups) will find artifacts, examples of visual arts, music, movies, magazines, sculpture, photographs, literary works, or any other type of significant innovation of the period which will be contributed to the our AP World History virtual museum. Each culture and state as well as all five themes must be represented within the museum. Along with the artifact the students will write a brief overview of the artifact using a predesigned template (culture, dates, theme, brief description, significance to culture, analysis of how sample demonstrates cultural mores and values of the society). These artifacts will be housed within the Pinpoint online platform as well as a hardcopy format on the classroom walls.

Pinpoint WIKI Collaborate Vocabulary Study Guide

Students will be divided into groups each unit corresponding to the AP World History key concepts. The students will work to explore their key concept and focus questions across cultures in greater depth by utilizing the supplemental texts as well as other AP textbooks (Spielvogel, Bentley, Spodek, etc.).

Students will collaborate to compile comparative PERSIA charts and post them on Pinpoint Blackboard for other students to edit and improve. They will also analyze the different emphasis and periodization that they encounter in their sources and record their findings on the wiki. Students will identify continuities from previous units as well as, the nature and causes of change over time. Students are required to cite their sources, answer questions, and justify their work. Groups and assigned key concepts/focus questions will change with each new unit.

Unit Course Planner

Time Periods and Exam Dates: Chronologically, the course will be broken down into the following time periods with unit exams following each. All of the following dates are tentative except the **May 16** AP Exam.

Unit	Period Title	Date Range	Weight	Approx. Date for Test
1	Technological and Environmental Transformations	to c. 600 B.C.E.	5%	August 31
2	Organization and Reorganization of Human Societies	c. 600 B.C.E. to c. 600 C.E.	15%	September 28
3	Regional and Trans-regional Interactions	c. 600 C.E. to c. 1450	20%	November 16
4	Global Interactions	c. 1450 to c. 1750	20%	January 18
5	Industrialization and Global Integration	c. 1750 to c. 1900	20%	March 8
6	Accelerating Global Change and Realignment	c. 1900 to the Present	20%	May 3
AP	AP World History Exam	all	na	May 16

UNIT ONE: Technological and Environmental Transformations

PERIODIZATION: c. 8000 BCE to c. 600 BCE

MAIN FOCUS: ***Beginnings in History and Early Civilizations***

CLASS TIME: Two & ½ Weeks

Key Concepts

Key Concept 1.1: Big Geography and the Peopling of the Earth

1. Paleolithic migrations lead to the spread of technology and culture

Key Concept 1.2: The Neolithic Revolution and the Early Agricultural Societies

1. Neolithic Revolution leads to new and more complex economic and social systems

2. Agricultural and pastoralism begins to transform human society

Key Concepts 1.3: The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

1. Location of early foundational civilizations

2. State development and expansion

3. Cultural development in the early civilizations

Themes Covered in Unit

1. Theme 1 – Interaction Between Humans and the Environment

2. Theme 2 – Development and Interaction of Cultures

3. Theme 4 – Creation, Expansion and Interaction of Economic Systems

4. Theme 5 – Development and Transformation of Social Structures

Unit One Resources

1. Text Reading Assignment: Traditions and Encounters: A global Perspective on the Past. Chapters 1-6

2. Standage, Tom, *A History of the World in Six Glasses*, New York: Walker and Company. 2006

Unit One Major Assignments

1. Students will be assigned segments of *A History of the World in Six Glasses* to be read over a period of six weeks. Students will write a compare and contrast essay based on the reading. Class discussion in the form of a Socratic seminar will follow completion of reading will aid in tying together the six glasses important to historical connections.

2. Students will take notes and participate in class discussion over the following topics: human migration, development technology allowing human adaptation to environment (i.e. Fire, pottery, plows, textiles, metallurgy, wheels, etc.); early political and economic structures; Neolithic Revolution, pastoral (Afro-Eurasia) development; development of agricultural societies (domestication animals and crop production); Bantu migrations, early civilizations; advantages and disadvantages of both pastoral and agricultural societies, migrations of peoples in region of Oceania and Australia and their impact on neighboring regions. Development early civilizations and their technologies (weapons, transportation, architecture, art, communication and written systems, religion, literature

3. Discussion Board Assignment – “Who Are They?” The students will post a discussion board response on their determination of the characteristics, values, political, social and economic systems, as well as attitudes of gender by analyzing a series of artifacts from several of the Neolithic Revolution civilizations.

4. Students will complete a PERSIA (political, economic, religion, social, intellectual, arts) chart making comparisons on general pastoral and agricultural societies

5. Students will complete a PERSIA chart for Mesopotamian civilizations, Egypt, Indus Valley civilization, Shang, Olmecs, Chavin, Oceania and Australia

6. Thematic Group Activity – See above description

7. Pinpoint/Blackboard/Wiki – Students will read tagged excerpts from the *Epic of Gilgamesh*, and *the Rig Veda* and address the posted prompt. Student’s response will either be a new idea or expand on another student’s comments.

8. Cosmos Calendar Activity – The students will note on their first calendar page the broad-based range of dates of the following: Paleolithic Age. Neolithic Revolution, development Sumerian (Mesopotamian) civilization, Egypt in the Nile River Valley, Mohenjo-Daro and Harappa in the Indus Valley, Shang in the Yellow River, Olmecs in Mesoamerica, Chavin in Andean South America. The civilizations PERSIA chart should be attached to the Cosmos Calendar

9. Virtual Museum Assignment – See above description

10. Sample Multiple Choice Assignment – See above description

Assessments:

Unit One Test: 50 Multiple Choice Questions / 2 out of 3 Discussion questions

Unit Two: Organization and Reorganization of Human Societies

Periodization: c. 600 BCE to c. 600 CE

Main Focus: ***The Classical Era in World History***

Class Time: Four Weeks

Key Concepts:

Key Concept 2.1: The development and Codification of Religious and Cultural Traditions

1. Codifications and further developments of existing religious traditions

2. Emergence, diffusion, and adaptation of new religious and cultural traditions
3. Belief systems affect gender roles
4. Other religious and cultural traditions continue
5. Artistic expressions show distinctive cultural developments

Key Concept 2.2: The Development of States and Empires

1. Imperial societies grow dramatically
2. Techniques of imperial administration
3. Social and economic dimensions of imperial societies
4. Decline, collapse, and transformation of empires (Rome, Han, Maurya)

Key Concept 2.3: Emergence of Trans-regional Networks of Communication and Exchange

1. The geography of trans-regional networks, communication and exchange networks
2. Technologies of long distance communication and exchange
3. Consequences of long distance trade

Unit Two Themes

1. Theme 1 – Interaction Between Humans and the Environment
2. Theme 2 Development and Interaction of Cultures
3. Theme 3 – State-building, Expansion and Conflict
4. Theme 4 – Creation, Expansion and Interaction of Economic Systems
5. Theme 5 – Development and Transformation of Social Structures

Unit Two Resources

1. Textbook Reading Assignment: Traditions and Encounters: A Global Perspective on the Past. Chapters 7-12
2. <http://worldmapper.org> – map resources – Visual Population Year 1
3. <http://chartsbin.com/view/g7e> Population Chart Year 1 to Estimated 2050
4. <http://www.ccel.org/g/gibbon/decline/volume1/chap39.htm>
5. General Observations on the Fall of the Empire in the West – Gibbon to be used discussion and essay assignment
6. William J. Duiker and Jackson Spielvogel, *World History, Vol. 1 to 1800, 5th edition*, Wadsworth Publishing
7. Howard Spodek, *The World's History, 3rd Edition*, Pearson Publishing
8. Peter N. Stearns, Michael Adas, Stuart B Schwartz, Marc Jason Gilbert, *World Civilizations, The Global Experience, AP Edition*, Pearson Longman Publishing
9. John P McKay, Bennett D. Hill, John Buckler, Patricia Buckley Ebrey, Roger B. Beck, Clare Haru Crowston, Merry E Wiesner-Hanks, *A History of World Societies, Eighth Edition*, Bedford/St Martin Publishing
10. David Friedel and Linda Schele, *A Forest of Kings*
11. PBS Nova program, "Cracking the Maya Code"

Unit Two Major Assignments

1. Students will take notes and discuss verbally in the classroom setting content and concepts of the historical content found in the Key Concepts section in this unit including development and codification of religious and philosophic beliefs such as Judaism, Christianity, Vedic religions (Hinduism), Buddhism, Confucianism, Daoism, Greco-Roman philosophy, Shamanism and animism; Artistic and architectural accomplishments. The development of the following states and empires including political, social, and economic structures: Persian empires, Qin and Han China, Maurya and Gupta Indian empires, Mesopotamian empires, Greek city-states and colonies and rise and fall of the Roman Empire, Development of (political, social, economic including agriculture and trade) Mesoamerica (Teotihuacán and Mayan city-states) and Andean South America, and, the spread of Polynesian culture in Oceania, discussion on environmental consequences of the rise of political states, relationships and issues of security of aforementioned empires.
2. Pinpoint/Blackboard/Wiki Assignment – Using data found in interpretive maps found on site worldmapper.org in conjunction with data found in population chart found on chartsbin.com students will discuss in group format the following concepts: Is the data from both sources consistent? If not, Why? How do population numbers compare regionally? What are some of the factors which could explain these numbers?
3. Discussion Assignment: Using the link read the selection from Chapter XXXVIII of Edwin Gibbon's *The Decline and Fall of the Roman Empire*. Once you have completed your reading isolate the factors which Gibbons cites as reasons for the Roman Empire's fall and then in a compare and contrast these factors to the fall of the Han and Maurya empires.
4. Students will complete a comparative chart on world religions (key beliefs, impact on social, political, and economic characteristics of respective societies). Class discussion to follow. Class discussion will follow on the impact of these religions and philosophical beliefs as empires spread
5. Thesis Writing Workshop – students will practice writing effective thesis statements using a variety of prompts building on the World Religions Comparison Chart
6. Comparative Essay – Students will write a comparative essay with possible prompts including comparison of basic features of two classical empires (Roman, Han, Persian, Hellenistic, etc.), two religious beliefs and/or philosophies (Hinduism, Christianity, Confucianism, Daoism, etc.)

7. Cosmos Calendar Activity – The students will note on their 2nd calendar page the range of dates of the following: empires of Persia, Qin and Han dynasties of China, Greek city-states, Mauryan, Kushan, Gupta empires of India, Roman Empire
 8. Thematic Group Activity – See unit activity description for overview
 9. Virtual Museum Assignment – See unit activities for description
 10. Sample Multiple Choice Assignment – See unit activities for description
 11. Students will examine alternate textbooks for this course, and then debate why their textbook breaks the period at c. 500 BCE instead of c. 600 BCE as the AP breaks down their historical periods.
 12. Students will research examples of sculptures of people/or deities (listed above) produced by classical cultures, as well as subject matter, styles, materials, artists, and patrons typical to our four major classical cultures. Research must include reading at least two sources written by either art historians or archaeologists. Each student will then select one representative work from each culture and create a PowerPoint presentation explaining the similarities and differences that they observe.
 13. After reading excerpts from *A Forest of Kings* and watching “Cracking the Maya Code”, students will assess the impact that archaeology and iconography have had in the study of history
- Unit Assessment
- Unit Two Test: 70 multiple choice questions. In-class essay on analyzing comparisons and/or changes over time

Unit Three: Regional and Trans-regional Interactions

Periodization: 600 CE – 1450 CE

Main Focus: **Accelerating Connections**

Length of Class Time for Unit: Five Weeks

Key Concepts:

Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks

1. Improved transportation technologies and commercial practices and their influence on networks
2. Linguistic and environmental contexts for the movement of peoples
3. Cross-cultural exchanges fostered by networks of trade and communication
4. Continued diffusion of crops and pathogens throughout the Eastern Hemisphere

Key Concepts 3.2: Continuity and Innovation in State Forms and Their Interactions

1. Empires collapse and were reconstituted
2. Greater interregional contacts and conflict encourages technology and cultural transfer

Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences

1. Increasing productive capacity in agriculture and industry
2. Changes in Urban Demography
3. Changes and continuities in labor systems and social structures

Themes Covered in Unit Three

1. Theme 1 – Interaction Between Humans and the Environment
2. Theme 2 – Development and Interaction of Cultures
3. Theme 4 – Creation, Expansion and Interaction of Economic Systems
4. Theme 5 – Development and Transformation of Social Structures

Unit Three Resources

1. Text Reading Assignment: Traditions and Encounters: A Global Perspective on the Past. Chapters 13-17
2. World History for Us All “Patterns of Interregional Unity 500 CE-1500CE – Project of San Diego State University – <http://worldhistoryforusall.sdsu.edu>
3. K. N Chaudhuri, *Trade and Civilization in the Indian Ocean* (Cambridge: Cambridge UP, 1985), 3536
4. K. N. Chaudhuri, “The Economy in Muslim Societies,” in F. Robinson, ed., *The Cambridge Illustrated History of the Islamic World* (Cambridge; Cambridge UP, 1996), 124
5. Map Resources – Trade Routes and Urbanization of Afro-Eurasia
6. McNeill and McNeill, *The Human Web*, chapters 4-5
7. Henri Pirenne, *Mohammad and Charlemagne*

Unit Three Major Assignments

1. Students will take notes and participate in class discussion over the following topics: Trade routes including goods traded, interaction among trade participating states, effects of trade routes such as growth of cosmopolitan urban areas, development and impact of luxury goods, impact of trade routes on state-building, cultural, social, and environmental consequences of increased trade and interregional contact (Silk Road, Mediterranean Sea, Trans-Saharan, and Indian Ocean Basins). Cross-cultural exchanges will be discussed in the areas of trade, communication, diffusion of literacy, artistic, cultural traditions, foods and agricultural techniques, spread of diseases, scientific and technological traditions, religions such as Christianity in Ethiopia. Discussions will include the rise and fall of political states addressing both change and continuity. These states will include the Chinese dynasties Sui, Tang, and Song, the Byzantine Empire, Islamic states, the Mongol Khanates and feudalism in Europe and Japan, and the rise of city-states in East and West Africa and the Americas. A strong focus

will be placed on the influence of Islam in the Middle East, Africa, and Europe; and the impact, causes, and motivations of agricultural disasters and technologies of the era, as well as the influences of trade on Oceania, SE Asia, and the Indian Ocean Basin.

2. Pinpoint/Blackboard/Wiki Assignment – Students will read “Islamic Beliefs and Practices, The Five Pillars” Many Dimensions, and the Spread of Islam (Islam Unit of Study). Students will address individual “tagged” terms, people, and questions within the activity.

3. Discussion Assignment – Students read “Chronology of the Spread of Islam” and “Graphing Rates of Conversion to Islam by Region”. Using oversized outline map and graph “Spread of Islam in Different Regions by Conversions over Time” students will transfer the following information from the graph: geographical spread, chronological order, and number of conversions. Upon conclusion of activity students will write an essay comparing the motivations, factors contributing to, and success of the spread of Islam to the spread of Buddhism.

4. Impact of Islam in Afro-Eurasia 632-1000 CE – Series of activities designed to allow students to locate important cities in Muslim regions during the period before 1000 CE; evaluate the growth of cities as a factor in the expansion of Muslim rule and spread of Islam; assess the impact of urbanization in Muslim regions on change in Afro-Eurasia; identify social, economic, political, and cultural aspects of the impact of Islam in Afro-Eurasia. Activities include reading excerpts from published articles, map references, and handouts discussing influence and innovations of Muslims (both private and political) in regional trade.

5. Students will complete a PERSIA (political, economic, religion, social, intellectual, arts) chart making comparisons on aforementioned empires and states

6. DBQ Workshop – Students will study the various skills necessary to succeed in writing the document based question through various activities and exercises including grouping of household and office objects into various groups based on different criteria. Old DBQ documents will be used for practice in interpretation, perspective, and grouping, and thesis writing.

7. Writing Assignments – Students will write one DBQ using past World History DBQs as well as a compare and contrast essay taken from past AP essays. Possible topics include comparing European and sub-Saharan African contacts with Islamic world, comparing Aztec with Incan society, Japanese versus European feudalism, Impact of diseases such as the Bubonic Plague to regions such as Europe and China as spread through the trade routes.

8. Thematic Activity – See unit activities descriptions for overview

9. Cosmos Calendar Activity – The students will note on their calendar pages the broad-based range of dates of the period. The calendar pages will include the empires, city-states, and significant events of the period. See unit activities descriptions for overview.

10. Sample Multiple Choice – see unit activities for description

11. Virtual Museum – See unit activities for description

12. After reading chapters 4-5 of *The Human Web* and excerpts from Pirenne, students will analyze and outline justifying arguments for alternate periodization schemes.

Why, for example, do some prefer 200-1000 CE and 1000-1500 CE instead of 600-1450 CE?

Unit Four Assessments

Unit Four Test: 70 multiple choice question essay (either compare and contrast of DBQ format)

Unit Four: Global Interactions

Periodization: 1450 to 1750

Main Focus: ***The Early Modern World***

Class Time: Six Weeks

Key Concepts:

Key Concept 4.1: Globalizing Networks of Communication and Exchange

1. Intensification of regional trade networks (Mediterranean trans-Saharan, overland Eurasian, and Siberian trade routes)

2. Transoceanic maritime reconnaissance

3. New maritime commercial patterns

4. Technological developments enabling transoceanic trade

5. Environmental exchange and demographic trends: Columbian Exchange

6. Spread and reform of religion

7. Global and regional networks and the development of new forms of art and expression

Key Concept 4.2: New Forms of Social Organization and Modes of Production

1. Labor systems and their transformation

2. Changes and continuities in social hierarchies and identities

Key Concept 4.3: State Consolidation and Imperial Expansion

1. Techniques of state consolidation

2. Imperial expansion

3. Competition and conflict among and within states

Unit Four Themes

1. Theme 1 – Interaction Between Humans and the Environment
2. Theme 2 Development and Interaction of Cultures
3. Theme 3 – State-building, Expansion and Conflict
4. Theme 4 – Creation, Expansion and Interaction of Economic Systems
5. Theme 5 – Development and Transformation of Social Structures

Unit Four Resources:

1. Text Reading Assignment: Traditions and Encounters: A Global Perspective on the Past. Chapters 23-28
2. World History in Documents: A Comparative Reader; Edited by Peter Stearns

Unit Four Major Assignment

1. Students will take notes and participate in class discussion on the following topics:

- Interconnection of the Eastern and Western hemisphere as a result of new naval technological innovations
 - Introduction of eastern cultures to western cultures and its effects (new markets, spread of religion, Columbian Exchange, destruction of peoples due to disease, global consequences of new crops and agricultural techniques)
 - Intensification of all existing trade networks and consequences to merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia
 - European technological developments in cartography and navigation
 - Chinese maritime activity into the Indian Ocean region
 - Portuguese focus on the development of navigational skills and technology
 - Spanish entry into exploration leading to New World
 - European influence in the Americas – including North American settlements and European attempts to find route to Asia
 - The interaction of peoples in Oceania, Polynesia, and Australia
 - Impact of global circulation of goods and the beginnings of European worldwide dominance
 - The impact globalization had on the reform of existing religions and the creation of some belief systems and practices
 - Changing role of visual and performing arts as well as literary achievement
 - Increase in traditional peasant agriculture, plantations developed resulting in intensification of coerced labor in colonial economies
 - Creation new social and political elites with restructuring of society into a new ethnic, racial, and gender hierarchies (Native Americans and Africans)
 - Creation of new and expansion of European empires and the social, political, and economic effects as a result
 - Gender and family restructuring, demographic changes in the Americas
 - The methods rulers used to glorify, legitimize, and consolidate their power
 - Expansion of land empires and maritime empires – use of gunpowder weapons
2. Discussion Board Assignment – Students will read two primary source documents: “The Slave Trader’s View” by John Barbot and “The African Slave Experience” by Olaudah Equiano and a series of questions requiring them to compare and contrast the accounts on the basis of perspective. Class discussion will follow postings.
 3. Students will research and prepare a comparative visual of various products and processes involved in the Columbian Exchange.
 4. Discussion Board Assignment Students will read Issue Fourteen in Taking Sides: Clashing Views on Controversial Issues in World Civilizations, Vol I and discuss the prompt focused on analysis on China’s role in global maritime activity. Class discussion on the historian’s analysis will follow posting assignment.
 5. Students will complete a comparative chart on the global trade routes of the period. The chart will require the students to compare the globalization of this period to earlier periods (Why were the events set off in 1450 a turning point in the progression of history? The beginning of globalization?). This comparison will address social, political, cultural, intellectual, as well as economic changes.
 6. Change and Continuity Writing Workshop – Students will practice the skills of writing the change and continuity essay. This work shop will culminate with the students writing a change and continuity essay with a prompt based on the significance of the Columbian Exchange to the economic and social global community
 7. Wiki Assignment – Students will read primary resources on the Gunpowder Empire from World History in Documents: A Comparative Reader, 2nd Edition: Peter Stearns and will write a collective article on the development and expansion of these empires and the European perspective of the empires.
 8. Thematic Activity – See unit activities descriptions for overview

9. Cosmos Calendar Activity – The students will note on their calendar pages the broad-based range of dates of the period. The calendar pages will include the empires, city-states, and significant events of the period. See unit activities descriptions for overview.

10. Sample Multiple Choice Assignment – See unit activities for description

11. Virtual Museum – See unit activities for description

Assessment

Unit Four Test: 70 multiple choice questions – essay question (either DBQ or Change and Continuity format)

Unit Five: Industrialization and Global Capitalism

Periodization: 1750-1900

Main Focus: **Industrialization and Imperialism**

Class Time: Six Weeks

Key Concepts:

Key Concept 5.1: Industrialization and Global Capitalism

1. Industrialization
2. New Patterns of global trade and production
3. Transformation of capital and finance
4. Revolutions in transportation and communication: Railroads, steamships, canals, telegraph
5. Reactions to the spread of global capitalism
6. Social transformations in industrialized societies

Key Concept 5.2: Imperialism and Nation-State Formation

1. Imperialism and colonialism of transoceanic empires by industrializing powers
2. State formation and territorial expansion and contraction
3. Ideologies and imperialism

Key Concept 5.3: Nationalism, Revolution, and Reform

1. The rise and diffusion of Enlightenment thought
2. 18th century peoples develop a sense of commonality
3. Spread of Enlightenment ideas propels reformist and revolutionary movements
4. Enlightenment ideas spark new transnational ideologies and solidarities

Key Concept 5.4: Global Migrations

1. Demography and urbanization
2. Migration and its motives
3. Consequences of and reactions to migration

Unit Five Themes

1. Theme 1 – Interaction between Humans and the Environment
2. Theme 2 Development and Interaction of Cultures
3. Theme 3 – State-building, Expansion and Conflict
4. Theme 4 – Creation, Expansion and Interaction of Economic Systems
5. Theme 5 – Development and Transformation of Social Structures

Unit Five Resources:

1. Text Reading Assignment: Traditions and Encounters: A Global Perspective on the Past. Chapters 29-33
2. Taking Sides: Clashing View of Controversial Issues in World Civilization, Volume II, edited by Helen and Joseph Mitchell, New York, McGraw Hill; 5th edition., 2007
3. Brinton, Crane. *The Anatomy of Revolution*, New Jersey: Prentice Hall
4. John Foran, published in Taylor and Francis e-library, 2005
5. Marx, Karl and Engels, Frederick, *The Communist Manifesto*, 1849
6. Thematic Maps found on <http://www.worldmapper.org>
7. Child Labour in Britain – <http://www.spartacus.schoolnet.co.uk>

Unit Five Major Assignments

1. Students will take notes and participate in class discussion on the following topics:
 - Factors leading to the rise of Industrial production such as location, distribution of resources, Europe's demographic changes, urbanization, improved agricultural production, protection of private property, availability of waterways (natural and artificial), need for foreign raw resources, and accumulation of capital
 - Demographic consequences (urbanization and social ramifications)
 - New Patterns of global trade (both as catalyst and consequence)
 - Production development (cottage industry to factory system)

- Facilitate investments at all levels of industrial production (government attitudes and actions, capitalism and classical liberalism associated with Adam Smith and John Stuart Mill. Development of large-scale transnational businesses
 - Developments in transportation and communication such as canals, railroads, telegraphs, etc.
 - Worker conditions and responses such as labor unions and protest groups, emergence of philosophies such as Utopian Socialism
 - Responses of states such as Qing China and the Ottoman Empire
 - Development of new class structure and its impact on the traditional state, changes in family values and structure
 - Establishment of transoceanic empires by industrialized states (strengthening established colonies and creating new throughout Asia and the Pacific
 - Use of warfare and diplomacy to establish new and maintain existing territories within empires
 - Types of colonies such as settler colonies
 - Imperialism influenced state formation and contraction around the world (western influence on eastern regions, anti-imperialism improvements both externally and internally, development of new states from existing empire, development of nationalism
 - How new racial ideologies such as Social Darwinism fostered and justified imperialism
 - The rise of the Enlightenment period and how its ideas challenged and changed existing social, political, cultural and economic systems
 - Development of revolutionary movements as a consequence of the Enlightenment
 - American Declaration of Independence, French Declaration of the Rights of Man and Citizen, Bolivar's Jamaica Letter
 - Revolutions in the Americas, development of independent American states
 - Anticolonial movements and reforms in imperialistic policies
 - The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities (socialist and other radical movements, women's suffrage
 - How migration influenced industrialized and unindustrialized societies resulting in a challenge to the existing social, political, and economic structure
 - Reasons for migration (difference between voluntary, seasonal, coerced and semi-coerced migrations)
 - Consequences and reactions to large-scale 19th century migrations (social, cultural, demographic, economic, and political) – impact of multiculturalism
2. Discussion Board Assignment – Students will read Issue Five in Taking Sides: Clashing Views on Controversial Issues in World Civilizations, Vol II and discuss the prompt focused on the factors which prompted global imperialism. Class discussion to follow will be based on the role that Social Darwinism played in the escalation of European, American, and Japanese Empire building of the period. How was the New Imperialism (ca.1800-1900) different from the first age of Imperialism (ca.1492-1700).
What factors of periodization account for these differences?
3. Students will complete a chart to compare and contrast the nature of imperialism as it was represented in Africa, East Asia, South Asia, Oceania and Australia, Southwest Asia, Latin America. Timeline will be completed to indicate how Imperialism as a system changed from the early 1700s to 1900 in each area. Class discussion will follow asking the students to connect the imperialism and long distance migration across geographic regions and the consequences of those migrations.
4. Writing Workshop – using the website Spartacus UK the students will complete a diary "A Week in the Life of a Child Laborer". The students will use the graphs and primary resources as the basis for their diary entries.
5. Writing Workshop – Students will complete a DBQ based on the social issues in Europe which emerged as a result of industrialization
6. The students will read The Communist Manifesto and prepare a Socratic Seminar discussion of the book. Students will then participate in a Tag Team Group Discussion on the nature and process of revolution based on their readings from Brinton's *Anatomy of the Revolution* and John Foran's *Theorizing Revolutions*. The students will focus on the validity of the theories presented using the American, French, and Latin American
7. Thematic Activity – See unit activities descriptions for overview
8. Cosmos Calendar Activity – The students will note on their calendar pages the broad-based range of dates of the period. The calendar pages will include the empires, city-states, and significant events of the period. See unit activities descriptions for overview.
9. Sample Multiple Choice Assignment – See unit activities for description
10. Virtual Museum – See unit activities for description
- Assessment: Unit Five Test – 70 Multiple Choice Questions – Essay Compare and Contrast format

Unit Six: Accelerating Global Change and Realignments

Periodization: 1900 to Present

Main Focus: ***The Most Recent Century***

Class Time: **Six Weeks**

Key Concepts

Key Concept 6.1: Science and the Environment

1. Rapid advances in science spread assisted by new technology
2. Humans change their relationship with the environment
3. Disease, scientific innovations, and conflict led to demographic shifts

Key Concept 6.2: Global Conflicts and Their Consequences

1. Europe's domination gives way to new forms of political organization
2. Emerging ideologies of anti-imperialism contribute to dissolution of empires
3. Political changes accompanied by demographic and social consequences
4. Military conflicts escalate

5. Individual and groups oppose, as well as, intensify the conflict

Key Concept 6.3: New Conceptualizations of Global Economy, Society, and Culture

1. States, communities and individuals become increasingly interdependent
2. People conceptualize society and culture in new ways
3. Popular and consumer culture become global

Themes Covered in Unit

1. Theme 1 – Interaction between Humans and the Environment
2. Theme 2 Development and Interaction of Cultures
3. Theme 3 – State-building, Expansion and Conflict
4. Theme 4 – Creation, Expansion and Interaction of Economic Systems
5. Theme 5 – Development and Transformation of Social Structures

Unit Six Resources

1. Text Reading Assignment: Traditions and Encounters: A Global Perspective on the Past. Chapters 34-40
2. Wilford Owen, "Dulce et Decorum Est"
3. Siegfried Sasson, "How to Die"
4. Herbert Read, "The Happy Warrior"
5. Wilfred Gibson, "Back"
6. Alfred Lloyd Tennyson, "The Charge of the Light Brigade"
7. Cold War Unit Resources Include but not limited to:

<http://www.systemicpeace.org/conflict.htm>

Graph Global Trends in Arms Conflict

<http://www.mapworld.com.au/productDetail.aspx?id=760>

Major Events of the Cold War Map

<http://users.erols.com/mwhite28/coldwar1.htm>

Map Cold War Alliances

<http://www.teachingamericanhistory.org/library/index.asp?document=176>

Text "Kitchen Debate" – 1959

<http://www.designerdaily.com/10amazingcoldwarpropagandaposters2901>

Cold War Posters

Christine E Gudorf and James E Huchingson, *Boundaries: A Casebook in Environmental Ethics*

Mark R Amstutz, *International Ethics: Concepts, Theories, and Cases in Global Politics*, 2nd ed.

Richard M Pious, *The War on Terrorism and the Rule of Law*

Jeffrey Olen and Julie C Van Camp, *Applying Ethics: A Text with Readings*, 9th edition

Elaine Dewar, *The Second Tree: Stem Cells, Chimeras, and Quests for Immortality*

James E. White, *Contemporary Moral Problems*, 8th edition

Unit Six Assignments

1. Students will take notes and participate in class discussion over the following topics:

- Advances in science that spread throughout the world, assisted by the development of new technology (how communication and transportation systems created the concept of a "small world")
- New scientific paradigms that transformed human understanding of the world (such as genetics, medical breakthroughs, nuclear capability, etc.)
- The impact a growing population has had on its environment (depletion of limited resources, global warming, pollution, deforestation, desertification, extinction of plant and animal species)
- Role of disease in modern society in terms of epidemics, those who are affected (poor v wealthy; Third World v Industrialized Nations, etc.)

- Impact of improved nutrition and medical care in terms of longer life span and quality of life, impact on world resources, etc.
- Women's social, political, and economic role in society and its global impact (where has it changed and where has it remained the same?)
- Impact of modern weaponry in conflicts
- The transformation of European domination of the global political order (both land-based and trans-oceanic empires). Independence of colonies through negotiation and/or armed conflict
- Collapse of the Ottoman, Qing and Russian empires
- Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states (colonial nationalism, religious and ethnic movements challenged imperial rule as transnational movements sought to unite people across national boundaries).
- Global impact of World War I and World War II – European and African Theater and Pacific Theater
- Rise of Communist states – Russia, China, North Vietnam, Korea, Cuba, etc.
- Redistribution of land and resources developed within states in Africa, Asia, and Latin America resulting in rise of socialism and communism
- Political changes were accompanied by major demographic and social consequences including redrawing of boundaries, population resettlements, human migration, ethnic violence, and displacement of peoples
- Reasons for global military conflicts – shift of global power and its political and economic consequences – voices (political, artistic, and intellectual) opposing trend of conflict and impact on global popular culture.
- Bipolar world – The Cold War and its social, political, diplomatic, economic, and cultural impact – spread of communism in western hemisphere (Cuba, South and Central America)
- Reasons for and impact of the dissolution of the Soviet Union and the Eastern Block
- Rise of “terrorism” – reason for and consequences of the rise of groups whose policies are to use violence against civilians to achieve means
- Policies of states to economic challenges of the 20th century (communism, capitalism, depression, European Union, etc.).
- Impact of worldwide depression of the 1930s (social, political, and economic). How did governments respond to economic crisis?
- Government policies of economic policies in newly independent states and changes to policies of existing states
- Growth of economic and political interdependency resulting in new international organizations to foster international cooperation, economic welfare, humanitarian efforts, trade agreements, etc.)
- Conceptualization of society and culture in new ways, challenging old assumptions about race, class, gender, and religion resulting in the idea of human rights, development of new cultural identities, exclusionary reactions, and new forms of religious belief
- Popular and consumer culture became global (sports, entertainment, arts, communication and transportations

2. Discussion Board – Students will read four poems representing a reaction to World War I.

The discussion prompt will require the students to interpret the poet's attitude toward the war. Students will participate in a follow-up class discussion comparing the attitudes of the poets of the Realist era to the picture of war Alfred Lloyd Tennyson portrays in “The Charge of the Light Brigade” as representative of the romantic side of war. Focus of discussion is the role that technology played in the changing attitudes of war.

3. Students will complete a comparative chart on the global causes, process of, and consequences of the two world wars

4. Students will complete a unit on the Cold War. Within this unit students will utilize various resources (graphs, maps, primary and secondary textual excerpts designed to give the student a comprehensive understanding of the social, cultural, intellectual, political, and economic issues and impacts of the Cold War Period (including the concept of proxy wars)

5. Pinpoint/Blackboard/Wiki assignment – students will use tagged terms to create an analysis of the concept of the “Small world v the large world” to increase their understanding of a “world community” where no state can remain in isolation; the rise of international organizations, etc. The “Butterfly Effect”.

6. Cosmos Calendar – For the last unit students will include in their calendar the creation of new nations from colonial holdings, major wars and conflicts, political issues which have global ramifications, scientific and artistic achievements, international agreements, social and cultural milestones.

7. Sidewalk Chalk Timeline – students will complete a comprehensive sidewalk chalk outline (on the school parking lot) using the pages of their Cosmos Calendar (yearlong Accumulation). The finished product will be a beginning to end accounting of the significant events and trends studied throughout this course. [we will also provide a an overview of all unit key concepts and key focus questions for review];

8. Sample Multiple Choice Assignment – See unit activities for description
 9. Virtual Museum – See unit activities for description
 10. Thematic Activity – See unit activities descriptions for overview
 11. Students will debate the AP's periodization choice of 1900 CE versus their textbook's preference for 1914 CE.
 12. Each student will select one modern ethical issue raised by recent advances in technology, and read at least three scholarly articles written by moral philosophers or scientists (such as those listed in resources) on their chosen topic. Sample topics might include: cloning, civil rights in times of terrorism, privacy in the Internet Age, and the ethics of consumption. After each student presents their topic, the class will discuss more broadly the benefits and negative consequences of the rapid advances in science during the 20th and 21st centuries, including their environmental impact and the new ethical issues that they raise
- Assessment
- Unit Six Test – 70 Multiple Choice Questions – Essay Change and Continuity format