

San Dieguito Academy
AP World History
Course Syllabus – Fall 2016
 Instructor: Eli Cameron

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 course website: sdaworldhistory.edublogs.org

Course Description

As it is impossible to cover all events in all of world history since the advent of agriculture, this course will focus with six thematic *lenses* of study across our *entire* timeline of human development:

- **Social** structures: family, race and ethnicity, gender, social classes
- **Environmental**: demography, migration, disease, settlement patterns, technology
- **Cultural**: development and interactions of beliefs (philosophy and religion), science and technology, arts and architecture.
- **Statehood**: political structures and forms of governance, empires, nations and nationalism, revolts and revolutions, regional, trans-regional, and global structures and organizations.
- **Economic**: agricultural and pastoral production, trade and commerce, labor systems, industrialization.

It is through these lenses we will look at specific *themes* of human history along our timeline, beginning in approx. 8000 BCE:

- Early technological and environmental transformation **thru 600 BCE**
- (Re) Organization of human society **thru 600 CE**
- (Trans) Regional interactions **thru 1450**
- Global interactions **thru 1750**
- Industrialization and global integration **thru 1900**
- Accelerating global change and realignment **thru present**

Academic skill sets to **connect historical content to student coursework** will include:

- Blending influences of different lenses and themes
- Comparing and contrasting these lenses and themes
- Composing cogent arguments based in historical fact
- Applying existing bodies of knowledge to analyze and synthesize new information.
- Annotating primary source text, interpreting one's own notes, developing a keener understanding through original authorship, and working to revise all work prior to final submission.

One 19-week-semester-long project will attempt to make sense of the complexity that is inherent in this course. To tackle this tough task, our class will split into six groups, representing each of the six chronological periods: Mr. Cameron is the first group, as he'll model the information for Unit 1, and students will divide themselves into 2 groups for each remaining Unit – ten total student groups. Each 'group' is responsible for three of the available six *themes* spanning their chronological time period. Students will serve their post with duties that include resident expert and wall space curator mapping the influence of their theme across the world.

*A much more detailed syllabus can be found on the "Logistics" page of the course website.

Assessment

There are not weighted grade categories in this class, but students could expect the amount of work totaling to about 40% Homework; 20% Participation & Classwork; 40% Quizzes, Tests, and Exams. Assessments and Rubrics for specific assignments can be found on the course website.

The standard grading scale applies in this class:
 (90-100% = A, 80-89.9% = B, 70-79.9% = C, 60-69.9% = D, 59.9 & lower = F

Required Materials

- Your text for AP World History is [Traditions and Encounters](#) ISBN#: 978-0-07-320483-3
- A spiral notebook or a 3-ringed binder to take notes in and keep completed work.
- *Student Webpage*: we will spend time at the beginning of the semester polishing any blogs that are already built, or building one up from scratch. Blogs will be used throughout the semester as a place to house ultra-final draft work, and be visible from the homepage of the Course website.

Supplemental Materials:

- Strayer, Robert W. *Ways of the World: A Global History*. Boston: Bedford/St. Martin's, 2009.
- SDA APWH Course Reader, available on the Course Website, and printed at the beginning of the semester for each student. Do not lose your copy of the Course Reader!

Classroom Rules, Regulations, and Requirements

We will practice old fashion courtesy, cooperation, and respect. In the interest of creating a safe learning environment, I have a zero tolerance policy for disparagements, especially those related to race, gender, religion, ethnicity, sexual orientation, and/or socio-economic status. If you are caught engaging in any such disparagements, expect to fill out this [Respect 101](#) sheet. In addition, all students should know, understand, and follow SDA's school rules with regard to dresscode and other regulations. Unless otherwise specified, electronic devices will be confiscated if they are used for out-of-class purposes.

Plagiarism & Academic Integrity

Plagiarism defined: The "use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." It is incredibly easy for a teacher to check to see if a student has plagiarized. Don't even try it. When using quotations or ideas that belong to someone else's published or submitted work, please use [MLA citation](#). Unsure of what constitutes plagiarism? [Here](#) is a great tutorial. **Cheating and Plagiarism results in a zero for the assignment, referral to the school administration, and parent contact.** Working 'together' with peers should not involve submitting identical work.

No late work. The only way students can turn in late work is if they have a doctors note and/or a with a brief e-mail or phone call from your folks explaining how incredibly ill you were. If a student is absent for any other reason, I expect an e-mail of your work by the time our class is scheduled to end. Out of town...? Find a computer with internet. Deadlines are deadlines. These expectations are uniform across all college-level courses. **Students choose to take this class**; therefore, if they are unable or unwilling to dedicate myself to the rigor and routine of the course, they will accept the academic consequences. Students are responsible for checking in about missed assignments. Check the website or contact Mr. Cameron if you have any burning questions. **If a student is absent for a quiz or test, they must make it up within three school days. Students are responsible to communicate the time of the make-up.**

Pursuant to the California State Constitution, the instructor will provide equal access to educational tools for all students. I.e.: if you need a computer, see Mr. Cameron!

***** Please sign and return this page by Thursday, September 1st *****

Final Note & Academic Permission

Mr. Cameron will be at SDA every day during his 2nd period prep, lunch, and usually after school. *Please* see him if you need anything. If you cannot find what you need on the course website, contact him as soon as possible.

Mr. Cameron's e-mail address is eli.cameron@sduhsd.net. He checks his e-mail way too much, and it is a great way to contact him. Students: when you e-mail him, please write something in the subject bar he will recognize, like "Homework question." Parents: if you have any questions or concerns please contact him via e-mail.

I, _____ have read and understand this course syllabus.
(Student signature)

I, _____ have read and understand this course syllabus.
(Parent or Guardian signature)

Date: _____

*****Parents and Students*****

If you have any questions, please write it below and include your contact information as well as the best time to reach you.

Students, please respond:

What do you typically do after school? What's your typical after school schedule?

What kind of person are you when you are outside on a sunny San Diego day?

What was your motivation for enrolling in this class?