

AP World History: Modern

This course is designed to act similar to a college level survey course in Modern World History. The purpose is to broaden students' understanding of the ever-changing global processes and contacts between and among the various civilizations of the world. The scope of the course spans from 1200 to the present. With this in mind, it must be stated that the traditional political narrative history course model does not apply for this class. This class highlights the nature of changes in human societies over time by focusing on significant events, individuals, developments, and processes. The course will have six repeating themes throughout the units of study which will enable students to create meaningful connections.

Time Periods / Units of Study

1	The Global Tapestry	c.1200 to c.1450
2	Networks of Exchange	c.1200 to c.1450
3	Land-Based Empires	c.1450 to c.1750
4	Transoceanic Interconnections	c.1450 to c.1750
5	Revolutions	c.1750 to c.1900
6	Consequences of Industrialization	c.1750 to c.1900
7	Global Conflict	c.1900 to the present
8	Cold War & Decolonization	c.1900 to the present
9	Globalization	c.1900 to the present

Themes in AP World History

Throughout this course we will continuously revisit the six themes below as we analyze change over time in World History. These themes will serve as our reference points as we analyze the different world regions, or the world collectively, through the four different periods/nine units of the **AP World History: Modern** course.

- **HUMANS & THE ENVIRONMENT (ENV)** – The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.
- **CULTURAL DEVELOPMENTS & INTERACTIONS (CDI)** – the development of religions (regional and world religions), philosophies, ideas, and beliefs illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications..
- **GOVERNANCE (GOV)** – A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.
- **ECONOMIC SYSTEMS (ES)** – As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.
- **SOCIAL INTERACTIONS & ORGANIZATIONS (SIO)** -- The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.
- **TECHNOLOGY & INNOVATION (TEC)** -- Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

Revisiting these themes and applying them in a variety of contexts helps students to develop a deeper conceptual understanding.

We will examine a variety of primary and secondary sources and be able to explain significant historical change for each theme in each of the nine units of AP World History: Modern.

Geographic Literacy

Identifying the regions, locations, and places of what we are studying in world history requires a college level of geographic literacy. The regions of study:

- Africa
- Americas
- Asia
- Australia/Oceania
- Europe

We will be required to know the sub-regions within the regions listed above. Geographic literacy is a key component to this course.

Student Responsibilities

- Heavy emphasis on writing and historical thinking skills: expect to read and write a great deal over the course of the school year.
- Homework will be assigned 1-2 times per week – during the virtual school schedule. Once we resume face-to-face instruction, the homework load will change.
- Check your email regularly. Students are expected to be present online for class each week, following the Royal Oak High School Learning Schedule for Phases 3 and 4.
- Expect 50 – 60 pages of text to read a week. Numerous handouts from many sources are distributed, in addition to the textbook readings. You are responsible for all of it.
- Be engaged and participate in discussion. Many class sessions are dedicated to discussion on the material we've read – and the class that is the most engaged is the most valuable for all students. Class Participation will factor into your marking period grade.
- Participation must be constructive and contribute positively to the class.

Resource Materials

Main Text:

Robert Strayer and Eric Nelson. *Ways of the World: A Global History with Sources* Third Edition. Boston: Bedford/St. Martin's Press, 2016.

Online Textbook Access

[Click on this link](#)

If you have any questions regarding the eTextbook, please let me know.

Primary Sources will be used from the following texts and/or websites:

Alfred J. Andrea, James Overfield, eds. *The Human Record: Sources of Global History* Fifth edition, volumes I & II, Boston: Houghton Mifflin. 2005.

Kevin Reilly, ed. *Worlds of History: A Comparative Reader Third Edition*. Boston: Bedford/St. Martin's Press, 2007.

Dennis Sherman, A. Tom Grunfeld, Gerald Markowitz, David Rosner, Linda Heywood, eds. *World Civilizations: Sources, Images, and Interpretations Third Edition*. Boston: McGraw Hill, 2002.

Peter Stearns, ed. *World History in Documents: A Comparative Reader*. New York: New York University Press, 1998.

Organization and Supplies

Due to the volume of material covered in this class your organization is crucial. You must have the following everyday in class:

- 1.) Pens **and** highlighters are all needed for this class. Pencils are needed only one day in the school year -- AP Exam Day (May 10, 2021).
- 2.) Primary sources/supplementary readings given to you regularly in this class. These extra readings will be referenced many times throughout the school year. It is recommended that each student have a binder and a notebook for the class.
- 3.) Your textbook.

Grading

Your grade will be done on a point system. Total points will be added at the end of each marking period and will be broken down as follows:

- 100%-90 = A
- 89%-- 80 = B
- 79%-- 70 = C
- 69%-- 60 = D
- 59% or less = E

Grade Weighting/Categories

There are two categories for determining Marking Period grades for this course:

- "Notes, Review & Map Assignments" = 30%
- "Assessments" = 70%

Your average for two marking periods will be worth 80% of your first semester grade. Your midterm exam will account for 20%. Second semester marking periods are worth 80%; final project is worth 20%. If a student opts out the AP Exam their marking periods are worth 80% in the second semester and they will take a 2nd Semester Exam worth 20%.

Chapter Outlines (Category: "Notes, Review & Map Assignments")

This is the most tedious, time-consuming, arduous and necessary task of the class; note-taking is the most helpful skill in terms of preparing for tests and the AP Exam. You are responsible for the material covered in the textbook chapters for our quizzes and tests. The chapters will be divided into installments; each installment of notes is equal to **10 points, or 30 points per chapter**. Grades lower than 10 out of 10 for notes reflect the poor quality and effort given. Simply "doing the notes" in the hour before class will be apparent in most instances and will earn lower grades. Notes completed in class, during discussion, will be regarded as taboo and will result in half credit – at best.

Review Assignments (Category: "Notes, Review & Map Assignments")

These assignments are designed to prepare students for the different types of essay questions that will appear on the AP World History exam. They are either collaborative or individual in nature; most of the time these assignments are completed in class. Map assignments are to assist students with their development of geographic literacy.

Quizzes and Tests (Category: "Assessment")

Tests – will occur once per unit. **Points 40-60**

Quizzes –will average about 3-4 per unit. **Points: 15-20.**

Supplemental Reading Quizzes (Category: "Assessment")

On occasion, we will have supplemental reading assignments out of the "Primary Source Booklet" (8 or 9 per marking period). These readings are in addition to the textbook. They will be either Primary or Secondary sources – and there will be a reading quiz on the content the day after the reading was assigned. **Points: 10-15 each.**

DBQs (Category: "Notes, Review & Map Assignments")

You will have at least 3 Document Based Questions before the exam in May. More information on these assignments later (the first DBQ will be in late October; rubric will be explained at that time.) **Points: 20.**

Late assignments will be accepted. Any assignment turned in late will result in the assignment earning half credit.

AP Exam ☐ **Monday, May 10, 2021 8am**

Exam Format:

Section I –	Part A: Multiple Choice – 55 Questions in 55min.	40%
	Part B: Short Answer Questions – 3 Questions in 40min.	20%
Section II --	Part A: Document-Based Question – 1 Question in 60min.	25%
	Part B: Long Essay Question – 1 Question (chosen from a pair) in 40 min.	15%

The exam takes 3 hours and 15 minutes to complete. The exam assesses the thematic learning objectives, the student's use of historical thinking skills, and the student's understanding of all nine units of AP World History: Modern – all of which are listed on the first page of this course description.

Class Expectations

- Engage in class -- both virtual and face-to-face (when we return to building). It is important to stay current with our readings and our skill development learning activities. This is especially significant for our use with primary sources; we must be proficient with making historical arguments by using source evidence as support.
- The Midterm is comprehensive and equals 20% of your semester grade. The midterm exam is meant to give the feel of the format of the actual AP Exam. However, if face-to-face instruction does not occur in the first semester, the midterm will be adjusted accordingly, based on the school schedule. More information on the midterm in December.
- The Final Exam at the end of the Second Semester is worth 20% of the semester grade. Students who take the AP World History Exam will have an alternate assignment that will take the place of a traditional exam. Non-AP Exam students will take a semester exam comparable to the actual AP World History Exam.

The goal is to engage students intellectually, academically and prepare them for post-secondary education. The class is designed for students to succeed on the AP Exam in May. I will expect everyone to take the exam [and do well]; I cannot require it, however. It is my hope that you will find this class challenging and rewarding – and see it through to the exam in May and the end of the school year.

AP Exam Registration

College Board changed the registration date for taking the AP Exam to the Fall. Students will register by the first week in November. Deadline for registration will be communicated to us by the Counseling Department.

The cost is \$95 for the AP Exam.

Note to Student: *This may appear to be overwhelming – but remember that someone has recommended you for this class, which means they know you are capable of handling it. I am excited for this class and if you have any concerns **do not hesitate to talk to me.***

Please use the Teacher-Student Conference Time to communicate with me if you have any questions or concerns.

AP World History**Course Syllabus – Fall Semester 2020**

AP World History is organized into 6 time periods. The chapter numbers correspond to the “*Ways of the World: A Global History*” (3rd Ed.) textbook coverage of each time period.

Unit	Unit Title & Chapters in Stayer Text	Date Range
1	The Global Tapestry Chapters 8, 9 & 10	c.1200 to c.1450
2	Networks of Exchange Chapters 7, 11 & 12	c.1200 to c.1450
3	Land-Based Empires Chapter 13	c.1450 to c.1750
4	Transoceanic Interconnections Chapters 14 & 15	c.1450 to c.1750
5	Revolutions Chapter 16	c.1750 to c.1900
6	Consequences of Industrialization Chapters 17, 18 & 19	c.1750 to c.1900
7	Global Conflict Chapter 20	c.1900 to the present
8	Cold War and Decolonization Chapters 21 & 22	c.1900 to the present
9	Globalization Chapter 23	c.1900 to the present

Themes in AP World HistoryModern

These themes will serve as our reference points as we analyze the different world regions, or the world collectively, through the nine units of AP World History: Modern.

- **Humans & the Environment (ENV)**
- **Cultural Developments & Interactions (CDI)**
- **Governance (GOV)**
- **Economic Systems (ECN)**
- **Social Interactions & Organization (SIO)**
- **Technology & Innovation (TEC)**

Historical Thinking Skills and Reasoning Processes

- **Developments and Processes**
 - Identify and explain historical developments and processes
- **Sourcing and Situation**
 - Analyze sourcing and situation of primary and secondary sources
- **Claims and Evidence in Sources**
 - Analyze arguments in primary and secondary sources
- **Contextualization**
 - Analyze the context of historical events, developments, or processes
- **Making Connections**
 - Using *historical reasoning processes*, analyze patterns and connections between and among historical developments and processes.
- **Argumentation**
 - Develop an argument

Historical Reasoning Processes

1. Comparison

- a. Describe similarities and/or differences between different historical developments or processes.
- b. Explain relevant similarities and/or differences between specific historical developments and processes.
- c. Explain the relative historical significance of similarities and/or differences between different historical developments or processes.

2. Causation

- a. Describe causes and/or effects of a specific historical development or process.
- b. Explain the relationship between causes and effects of a specific historical development or process.
- c. Explain the difference between primary and secondary causes and between short- and long-term effects.
- d. Explain how a relevant context influenced a specific historical development or process.
- e. Explain the relevant historical significance of different causes and/or effects.

3. Continuity & Change

- a. Describe patterns of continuity and/or change over time.
- b. Explain patterns of continuity and/or change over time.
- c. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Task Verbs Used in Free-Response Questions

Compare: Provide a description or explanation of similarities and/or differences.

Describe: Provide the relevant characteristics of a specific topic.

Evaluate: Judge or determine the significance or importance of information, or the quality of or accuracy of a claim.

Explain: Provide information about how and why a relationship, process, pattern, position, situation, or outcome occurs, using evidence and/or reasoning. Explain “how” typically requires analyzing the relationship, process, pattern, position, situation, or outcome, whereas explain “why” typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.

Identify: Indicate or provide information about a specified topic, without elaboration or explanation.

Support an argument: Provide specific examples and explain how they support a claim.

Syllabus -- Unit Sequence, Unit Questions, Textbook Chapters & Notes Installments

The next several pages of the syllabus provide guiding questions for each unit. They are not required questions to be answered, but they are designed to help students to think critically about each time period in World History. The textbook installments are designed to indicate sections of the textbook that will be our homework assignments.

A weekly agenda will be articulated each Monday (as per the [“Royal Oak High School Learning Schedule 2020-2021”](#)) -- adjustments will be made depending on the changes to our school schedule.

Units 1 & 2: The Global Tapestry and Networks of Exchange (c.1200 to c.1450)

- Expansion and Intensification of Communication and Exchange Networks – *Explain the increase of trade contact in Afro-Eurasia; Identify the previously existing trade routes:*

- *The Silk Roads*
- *The Mediterranean Basin*
- *The Trans-Sahara*
- *The Indian Ocean Basins*

Explain the growth of interregional trade of luxury items. To what extent did new trade routes develop in Mesoamerica and the Andes? To what extent was the Australian continent, Oceania, and Southeast Asia connected in trade? What impact did empires (China, Byzantine Empire, Muslim Caliphates, the Mongols) have on Eurasia trade networks? What were the effects of human migration in the Postclassical Era on the environment, belief systems, political centralization, and the development/expansion of belief systems?

- Continuity and Innovation of State Forms and Their Interactions – *Explain the process/characteristics for reconstituted empires such as the Byzantine Empire and the Chinese dynasties of the 1200-1450 time period (Tang, Song). What were the significant technological and cultural transfers stemming from interregional contacts and conflicts: Tang China and the Abbasids, the expansion of the Mongols, during the Crusades?*
- Increased Economic Productive Capacity and Its Consequences – *What were the innovations that led to increased agricultural production and new manufacturing practices? What changed in the urbanization of the time period, taking into consideration the following factors: disease, invasion, climate change? What changed over time in the 1200-1450 time period in social, gender, and familial relations?*

Skill Development and Activities

- Continued focus on SOAPSTONE for primary sources.
- Analyze “Change and Continuity Over Time” essay questions – Explain the changes and continuities in the interactions along the Silk Roads, 1200 to 1450.
- Analyze “Comparative” essay questions – Compare the impact of nomadic peoples on the political, economic, and cultural development of Afro-Eurasia during the 1200-1459 time period.

Textbook Installments for Units 1 & 2

***These chapters are intentionally out of sequential order.**

Unit 1

Chapter 9 The Worlds of Islam: Afro-Eurasian Connections, 600-1450

9.1 – pgs. 363-380 stop at “Women and Men in Early Islam”

9.2 – pgs. 380-396

Chapter 8 China and the World: East Asian Connections, 600-1300

8.1 – pgs. 323-337 stop at “Coping with China: Comparing Korea, Vietnam, and Japan”

8.2 – pgs. 337-353

Chapter 10 The World of Christendom: Contraction, Expansion, and Division, 600-1300

10.1 – pgs. 409-426 stop at “Society and the Church”

10.2 – pgs. 426-445

Unit 2

Chapter 7 Commerce and Culture, 600-1450

7.1 – pgs. 281-295 stop at “Sea Roads as a Catalyst for Change: Southeast Asia”

7.2 – pgs. 295-310

Chapter 11 Pastoral Peoples on the Global Stage: The Mongol Movement, 1200-1450

11.1 – pgs. 457-472 stop at “Encountering the Mongols: Comparing Three Cases”

11.2 – pgs. 473-485

Chapter 12 The Worlds of the Fifteenth Century

12.1 – pgs. 499-515 stop at “Civilizations of the Fifteenth Century: The Islamic World”

12.2 – pgs. 515-533

Assessments for Period 3

Quiz after each chapter.

TEST #1 after Chapter 10 (chapters 8, 9, 10)

TEST #2 after Chapter 12 (chapters 7, 11, 12)

DBQ Practice after Chapter 12

Units 3 & 4 -- c.1450 to c.1750

- Globalizing Networks of Communication and Exchange – *Why did new trans-oceanic maritime reconnaissance occur in this time period? Explain the impact of these maritime expeditions: Ming China in the Indian Ocean region; Portugal in West Africa and South America; Spain in the Atlantic and Pacific; Northern Europeans in the North Atlantic; Oceanic and Polynesian exchange networks in the South Pacific. Explain the impact of the “Columbian Exchange” on the Eastern and Western hemispheres. To what extent did the increase of interactions between Eastern and Western hemispheres, as well as the intensified connections within hemispheres, impact the development of belief systems in this time period?*
- New Forms of Social Organization and Modes of Production – *Why did peasant labor intensify while the rise of slave labor increased in this time period? Why did new social and political elites take rise in this time period in places like China, Western Europe, the Americas, and sub-Saharan Africa?*
- State Consolidation and Imperial Expansion – *How did rulers use a variety of methods to centralize and legitimize their power: religiously, artistically, politically, economically, and socially? To what extent was imperial expansion linked to technological innovation in this time period? Identify the location of the European maritime empires of the time period.*

Skill Development and Activities

- Continued SOAPSTONE analysis of primary sources.
- Students will examine visual displays of power in one of the land or sea-based empires that developed in this time period and draw conclusions about how art was used to convey political power
- Comparative Essay – the process of building an empire: compare the Spanish to either the Ottoman or Russian empires.
- Change and Continuity Essay – How did the “Columbian Exchange” of the Atlantic world impact the global economy from 1492 to c.1750?

Textbook Installments for Units 3 & 4

Unit 3

Chapter 13 Political Transformations: Empires and Encounters, 1450-1750

13.1 – pgs. 553-567 stop at “Colonies of Sugar”

13.2 – pgs. 567-586

Unit 4

Chapter 14 Economic Transformations: Commerce and Consequence, 1450-1750

14.1 – pgs. 601-615 stop at “The World Hunt: Fur in Global Commerce

14.2 – pgs. 616-630

Chapter 15 Cultural Transformations: Religion and Science, 1450-1750

15.1 – pgs. 643-659 stop at “Persistence and Change in Afro-Eurasian Cultural Traditions”

15.2 – pgs. 659-676

Assessments for Units 3 & 4:

Quiz after each Chapter

TEST #3 after Chapter 15

Units 5 & 6-- c.1750 to c.1900

- Industrialization and Global Capitalism – *Explain the impact of the following factors on the rise of industrial production: Europe’s location on the Atlantic Ocean; the geographical distribution of coal, iron and timber; European demographic changes; urbanization; improved agricultural productivity; legal protection of private property; an abundance of rivers and canals; access to foreign resources; the accumulation of capital. What were the new patterns of global trade that arose in this time period and how did these new patterns further integrate the global economy? Describe the technological significance of railroads, steamships, telegraphs, and canals, on global economic development. What were the alternative visions that were developed as a response to the growing global capitalism of the time period?*
- Imperialism and Nation State Formation – *How closely linked was industrialization to imperial expansion? How did imperialism influence political development around the globe? What were the justifications/rationalizations for imperialism?*
- Nationalism, Revolution, and Reform – *Why did the European ideological fermentation of the time period have a global impact? What forms did this ideological impact take in the different regions of the world in this time period? To what extent were the revolutionary documents of the time period, in particular the American Declaration of Independence, French Declaration of the Rights of Man and of the Citizen, and Simon Bolivar’s Jamaica Letter, a rejection of existing political authority as compared to new ideas in political power? In what ways and to what extent did the rebellions in America, France, Haiti, and Latin America impact their people’s sense of identity?*
- Global Migration -- *What were the reasons for increased human migration in this time period? What impact did human migration of this time period have on social relations in both industrialized and unindustrialized societies?*

Skill Development and Activities

- Continue SOAPSTONE analysis of Primary Sources.
- Change and Continuity essay – What were the changes and continuities in social structures in Western Europe and Sub-Saharan Africa as a result of European imperialism, c.1850 to 1945?
- Comparative Essay – Compare the social and cultural reactions to industrialization in Japan with that of Russia in the late-19th and early-20th centuries.

Textbook Installments for Units 5 & 6

Unit 5

Chapter 16 Atlantic Revolutions, Global Echoes, 1750-1900

16.1 – pgs.697-714 stop at “Echoes of Revolution”

16.2 – pgs. 714-727

End of 1st Semester -- Midterm Exam on Chapters 7 through 16.

Unit 6

Chapter 17 Revolutions of Industrialization, 1750-1900

- 17.1 – pgs. 737-755 stop at “Europeans in Motion”
- 17.2 – pgs. 755-772

Chapter 18 Colonial Encounters in Asia, Africa, and Oceania, 1750-1900

- 18.1 -- pgs. 787-804 stop at “Economies of Cash-Crop Agriculture: The Pull of the Market”
- 18.2 – pgs. 804-822

Chapter 19 Empires in Collision: Europe, the Middle East, and East Asia, 1800-1900

- 19.1 – pgs. 833-846 stop at “Reform and Its Opponents”
- 19.2 – pgs. 846-860

Assessments for Units 5 & 6

- Quiz after each chapter.
- TEST #4 after Chapter 19 (Chapters 17-19)

Units 7, 8, & 9 -- 1900 to the Present

- Science and Environment – *What impact did science have on human understanding of the natural world in the 20th century? How did human population trends in the 20 century fundamentally change their relationship with the environment? What were changes to demographic trends in the 20th century as a result of scientific innovations, disease and conflict?*
- Global Conflicts and Their Consequences – *Why did European political dominance at the beginning of the 20th century dramatically change by the end of the 20th century? Why did non-European empires (Ottoman, Russia, Qing) collapse in the early 20th century? Why were the political changes in the latter half of the 20th century in Africa, Asia, and Latin America have major demographic and social consequences? Explain the extent to which the following were sources of global conflict in the 20th century: imperialist expansion by European power, Japan and US; competition for resources; ethnic conflict; “Great Power” rivalries between Great Britain and Germany; nationalist ideologies; the economic crisis known as the Great Depression. What were the examples of individuals and/or groups that attempted to reject violence in the 20th century – and to what extent were they successful?*
- New Conceptualizations of Global Economy, Society, and Culture -- *What individuals and/or groups promoted alternatives to the existing economic, political, and social orders? How did states respond to the economic challenges of the 20th century? What did the perceived need for institutions of global governance take rise in the 20th century? How did the new conceptualizations of society and culture challenge the old assumptions about race, class, gender, and religion in the 20th century? In what ways did popular and consumer culture become global by the end of the 20th century (considering music, movies, sports)?*

Skill Development and Activities

- Continue primary source analysis -- SOAPSTONE
- Comparisons with earlier time periods – based upon the five themes of World History

Textbook Installments for Units 7, 8, & 9

Unit 7

Chapter 20 Collapse at the Center: World War, Depression, and the Rebalancing of Global Power, 1900-1970s

- 20.1 – pgs. 881-891 stop at “Capitalism Unraveling: The Great Depression”
- 20.2 – pgs. 891-906 stop at “A Second World War”

20.3 – pgs. 906-919

Unit 8

Chapter 21 Revolution, Socialism, and Global Conflict: The Rise and Fall of World Communism, 1917-present

21.1 – pgs. 930-947 stop at “East vs West: A Global Divide and a Cold War”

21.2 – pgs. 947-964

Chapter 22 The End of Empire: The Global South on the Global Stage, 1900-present

22.1 – pgs. 975-993 stop at “Experiments with Freedom”

22.2 – pgs. 993-1010

Unit 9

Chapter 23 Capitalism and Culture: The Acceleration of Globalization, since 1945

23.1 – pgs. 1023-1036 stop at “The Globalization of Liberation: Focus on Feminism”

23.2 – pgs. 1036-1050 stop at “Religious Alternatives to Fundamentalism”

23.3 – pgs. 1050-1060

Assessments for Units

Quiz after each chapter.

TEST #5 after Chapter 22 (Chapters 20-22)

MAY, 2021

Revisit DBQ rubric; review

DBQ practice

Review significant characteristics of each period of World History

Review of themes in World History:

Timelines for each of the four time periods: 1200-1450; 1450-1750; 1750-1900; 1900 to the present

May 10, 2021 (Monday) --- AP World History Exam --- 8am

Post AP Exam

- o Course Survey – appraisal of course preparation for AP Exam
- o The Non-Aligned Movement Simulation – historical context: 1979
- o African Union Simulation – conflict and economic development in contemporary Africa* (time permitting)

School Phone # -- 248 435-8500 x1108 (use only during time of face-to-face instruction)

Email – alec.snyder@royaloakschools.org

Print Student Name: _____

This class is a part of the Royal Oak High School Advanced Placement Program, which encourages the students in the program to work toward taking the AP Exam. The exam is strongly encouraged, and the class is designed to prepare students to take the exam, however it is not mandatory.

There is a cost of \$95 to take the exam, which is given on May 10th . If there are any questions or concerns, please contact me by telephone and/or email.

After they have read this course description, please have your parent/guardian sign this sheet.

Sign here : _____

Date: _____