

Admissions, Academic Standards, and Student Honors Committee

August 13, 2020

Minutes

The Admissions, Academic Standards, and Student Honors Committee conducted a WebEx electronic organizational meeting on August 13, 2020. Members include:

Completing Last Year of 2 Year Term:

Dr. Justin Moss (AH)

Dr. John Narcum (BA)

Dr. Debra Murphy (ED)

Newly Elected for 2 Year Term:

Dr. John O'Connor (ED)

Dr. Rejina Manandhar (EAS)

Dr. Jeremy Schwehm (SN)

Ms. Tammy Weaver, Registrar

Ms. Jessica Brock, Admissions

I. APPROVAL OF MINUTES

A. No minutes to approve

II. NEW BUSINESS

A. Dr. Charles Mebi volunteered to serve as Chair for the 2020-21 Committee. Motion approved.

III. ANNOUNCEMENTS

A. Members agreed to conducting business via email vote.

B. Advanced Placement (AP)

A request has been submitted to the Department of History & Political Science to review the course description and exam for the AP World History Modern exam.

Admissions, Academic Standards, and Student Honors Committee

November, 2020

Agenda

The Admissions, Academic Standards, and Student Honors Committee includes the following members:

Completing Last Year of 2 Year Term:

Dr. Justin Moss (AH)

Dr. John Narcum (BA)

Dr. Debra Murphy (ED)

Newly Elected for 2 Year Term:

Dr. John O'Connor (ED)

Dr. Rejina Manandhar (EAS)

Dr. Jeremy Schwehm (SN)

Ms. Tammy Weaver, Registrar

Ms. Jessica Brock, Admissions

I. APPROVAL OF MINUTES

- A. Approve August 13, 2020 Minutes

II. NEW BUSINESS

A. Advanced Placement (AP)

1. A request to approve acceptance of the AP exam for the AP World History Modern exam to be equivalent to HIST 1513: World History since 1500; and
2. A request to approve acceptance of the AP exam for the AP European History exam to satisfy 3 hours of social sciences in the general education social science requirements.

Admissions, Academic Standards, and Student Honors Committee
November 10, 2020
Minutes

The Admissions, Academic Standards, and Student Honors Committee conducted an electronic meeting on November 10, 2020. Members include:

Completing Last Year of 2 Year Term:

Dr. Justin Moss (AH)
Dr. John Narcum (BA)
Dr. Debra Murphy (ED)

Newly Elected for 2 Year Term:

Dr. John O'Connor (ED)
Dr. Rejina Manandhar (EAS)
Dr. Jeremy Schwehm (SN)

Ms. Tammy Weaver, Registrar
Ms. Jessica Brock, Admissions

I. APPROVAL OF MINUTES

A. The minutes from the August 13, 2020 meeting were approved unanimously.

II. NEW BUSINESS

- A. The following proposals regarding Advanced Placement (AP) were approved unanimously:
1. A request to approve acceptance of the AP exam for the AP World History Modern exam to be equivalent to HIST 1513: World History since 1500; and
 2. A request to approve acceptance of the AP exam for the AP European History exam to satisfy 3 hours of social sciences in the general education social science requirements.

Tammy Weaver

From: Justin Moss
Sent: Tuesday, November 10, 2020 11:45 AM
To: Tammy Weaver
Cc: Alexis Scrimshire; Brandi Tripp; Charles Mebi; Jeremy Schwehm; john narcum; John O'Connor; Rejina Manandhar; Karen Riddell; Jessica Brock
Subject: Re: Admissions, Academic Standards, Student Honors Email Vote

Minutes - YES

AP Exam Proposals – YES

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Justin Moss, PhD
Assistant Professor of Psychology
Department of Behavioral Sciences
Arkansas Tech University

Tammy Weaver

From: john narcum
Sent: Tuesday, November 10, 2020 3:08 PM
To: Jeremy Schwehm; Tammy Weaver
Cc: Alexis Scrimshire; Brandi Tripp; Charles Mebi; John O'Connor; Justin Moss; Rejina Manandhar; Karen Riddell; Jessica Brock
Subject: Re: Admissions, Academic Standards, Student Honors Email Vote

Minutes - YES
AP Exam Proposals – YES

Best,
John

John Narcum, Ph.D.
Assistant Professor of Marketing
Arkansas Tech University

From: Jeremy Schwehm <jschwehm@atu.edu>
Sent: Tuesday, November 10, 2020 12:01 PM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Alexis Scrimshire <ascrimshire@atu.edu>; Brandi Tripp <btripp@atu.edu>; Charles Mebi <cmebi@atu.edu>; john narcum <jnarcum@atu.edu>; John O'Connor <joconnor1@atu.edu>; Justin Moss <jmoss12@atu.edu>; Rejina Manandhar <rmanandhar@atu.edu>; Karen Riddell <kriddell@atu.edu>; Jessica Brock <jbrock15@atu.edu>
Subject: RE: Admissions, Academic Standards, Student Honors Email Vote

Minutes - YES
AP Exam Proposals – Yes

From: Tammy Weaver <tweaver@atu.edu>
Sent: Tuesday, November 10, 2020 10:24 AM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Alexis Scrimshire <ascrimshire@atu.edu>; Brandi Tripp <btripp@atu.edu>; Charles Mebi <cmebi@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; john narcum <jnarcum@atu.edu>; John O'Connor <joconnor1@atu.edu>; Justin Moss <jmoss12@atu.edu>; Rejina Manandhar <rmanandhar@atu.edu>; Karen Riddell <kriddell@atu.edu>; Jessica Brock <jbrock15@atu.edu>
Subject: Admissions, Academic Standards, Student Honors Email Vote

The Admissions, Academic Standards, and Student Honors Committee includes the following members:

Completing Last Year of 2 Year Term:
Dr. Justin Moss (AH)
Dr. John Narcum (BA)
Dr. Debra Murphy (ED)

Newly Elected for 2 Year Term:

Tammy Weaver

From: Debra Murphy
Sent: Tuesday, November 10, 2020 12:10 PM
To: Tammy Weaver
Subject: Re: Admissions, Academic Standards, Student Honors Email Vote

Minutes - YES
AP Exam Proposals – YES

Dr. Debra D Murphy

*Arkansas Tech University
Director of Elementary Education
Associate Professor of Curriculum & Instruction
Crabaugh 207
1310 North El Paso Ave.
Russellville, AR 72801
dmurphy7@atu.edu
(479)964-0883
ATU*

From: Tammy Weaver <tweaver@atu.edu>
Sent: Tuesday, November 10, 2020 12:06 PM
To: Debra Murphy <dmurphy7@atu.edu>
Subject: FW: Admissions, Academic Standards, Student Honors Email Vote

Dr. Murphy

I apologize. I left you off my address book for the committee. Please see below.

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Brown Building, Suite 307
105 West O Street
Russellville, AR 72801-2222

Telephone: 479.968.0643
Fax: 479.968.0683
Email: tweaver@atu.edu

Please take a minute to complete this survey on the service you received.
<http://www.atu.edu/registrar/survey.php>



Tammy Weaver

From: Rejina Manandhar
Sent: Tuesday, November 10, 2020 11:57 AM
To: Tammy Weaver
Cc: Alexis Scrimshire; Brandi Tripp; Charles Mebi; Jeremy Schwehm; john narcum; John O'Connor; Justin Moss; Karen Riddell; Jessica Brock
Subject: Re: Admissions, Academic Standards, Student Honors Email Vote

Minutes - YES
AP Exam Proposals – YES

Rejina Manandhar, Ph.D.

Assistant Professor
Department of Emergency Management
Arkansas Tech University
Dean Hall, Room 107 A
402 West O Street
Russellville, AR 72801

Office: 479-356-2014
Fax: 479-356-2091
Email: rmanandhar@atu.edu

From: Tammy Weaver <tweaver@atu.edu>
Sent: Tuesday, November 10, 2020 10:24 AM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Alexis Scrimshire <ascrimshire@atu.edu>; Brandi Tripp <btripp@atu.edu>; Charles Mebi <cmebi@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; john narcum <jnarcum@atu.edu>; John O'Connor <joconnor1@atu.edu>; Justin Moss <jmoss12@atu.edu>; Rejina Manandhar <rmanandhar@atu.edu>; Karen Riddell <kriddell@atu.edu>; Jessica Brock <jbrock15@atu.edu>
Subject: Admissions, Academic Standards, Student Honors Email Vote

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Dr. Jeremy Schwehm (SN)

Tammy Weaver

From: Jeremy Schwehm
Sent: Tuesday, November 10, 2020 12:01 PM
To: Tammy Weaver
Cc: Alexis Scrimshire; Brandi Tripp; Charles Mebi; john narcum; John O'Connor; Justin Moss; Rejina Manandhar; Karen Riddell; Jessica Brock
Subject: RE: Admissions, Academic Standards, Student Honors Email Vote

Minutes - YES
AP Exam Proposals – Yes

From: Tammy Weaver <tweaver@atu.edu>
Sent: Tuesday, November 10, 2020 10:24 AM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Alexis Scrimshire <ascrimshire@atu.edu>; Brandi Tripp <btripp@atu.edu>; Charles Mebi <cmebi@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; john narcum <jnarcum@atu.edu>; John O'Connor <joconnor1@atu.edu>; Justin Moss <jmoss12@atu.edu>; Rejina Manandhar <rmanandhar@atu.edu>; Karen Riddell <kriddell@atu.edu>; Jessica Brock <jbrock15@atu.edu>
Subject: Admissions, Academic Standards, Student Honors Email Vote

The Admissions, Academic Standards, and Student Honors Committee includes the following members:

Completing Last Year of 2 Year Term:
Dr. Justin Moss (AH)
Dr. John Narcum (BA)
Dr. Debra Murphy (ED)

Newly Elected for 2 Year Term:
Dr. John O'Connor (ED)
Dr. Rejina Manandhar (EAS)
Dr. Jeremy Schwehm (SN)

Ms. Tammy Weaver, Registrar
Ms. Jessica Brock, Admissions

In our August meeting, we agreed to review any proposals presented to the committee in electronic format and complete an online vote. Please cast an email vote to approve the attached minutes and two (2) requests for approval of the following two Advanced Placement (AP) exams.

If you have questions regarding the minutes or proposals, I can research and reply to all with an answer to any questions. For your vote, you can reply all to this email in the below format:

Minutes - YES or NO
AP Exam Proposals – YES or NO

Tammy Weaver

From: Charles Mebi
Sent: Tuesday, November 10, 2020 11:51 AM
To: Justin Moss; Tammy Weaver
Cc: Alexis Scrimshire; Brandi Tripp; Jeremy Schwehm; john narcum; John O'Connor; Rejina Manandhar; Karen Riddell; Jessica Brock
Subject: RE: Admissions, Academic Standards, Student Honors Email Vote

Minutes: Yes
AP Exam Proposals: Yes

Charles Mebi

From: Justin Moss <jmoss12@atu.edu>
Sent: Tuesday, November 10, 2020 11:45 AM
To: Tammy Weaver <tweaver@atu.edu>
Cc: Alexis Scrimshire <ascrimshire@atu.edu>; Brandi Tripp <btripp@atu.edu>; Charles Mebi <cmebi@atu.edu>; Jeremy Schwehm <jschwehm@atu.edu>; john narcum <jnarcum@atu.edu>; John O'Connor <joconnor1@atu.edu>; Rejina Manandhar <rmanandhar@atu.edu>; Karen Riddell <kriddell@atu.edu>; Jessica Brock <jbrock15@atu.edu>
Subject: Re: Admissions, Academic Standards, Student Honors Email Vote

Minutes - YES
AP Exam Proposals – YES

--

Justin Moss, PhD
Assistant Professor of Psychology
Department of Behavioral Sciences
Arkansas Tech University

Tammy Weaver

From: David Blanks
Sent: Tuesday, August 25, 2020 3:41 PM
To: Tammy Weaver
Subject: Re: AP European History

Tammy,

We don't have a two-semester sequence at the introductory level in European history. So, yes, we're going to have to go with the 3 hours of social science general education credit option.

Yours,

David

From: Tammy Weaver <tweaver@atu.edu>
Sent: Tuesday, August 25, 2020 1:51 PM
To: David Blanks <dblanks@atu.edu>
Cc: Brandi Tripp <btripp@atu.edu>
Subject: AP European History

Dr. Blanks

Another new course has been added to the AP exam. Attached is the course description. I didn't see a lower-level European history in the course descriptions. If there isn't a course equivalent, you could recommend 3 hours of social science general education credit. If you would recommend a Tech equivalent or social science gen ed, I can take the recommendation to the Admissions, Academic Standards, and Student Honors Committee.

Thanks.

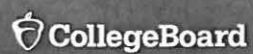
Tammy

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Brown Building, Suite 307
105 West O Street
Russellville, AR 72801-2222

Telephone: 479.968.0643
Fax: 479.968.0683
Email: tweaver@atu.edu

Please take a minute to complete this survey on the service you received.
<http://www.atu.edu/registrar/survey.php>



 CollegeBoard AP**INCLUDES**

- ✓ Course framework
- ✓ Instructional section
- ✓ Sample exam questions

AP[®] European History

COURSE AND EXAM DESCRIPTION

**Effective
Fall 2020**

AP[®] European History

COURSE AND EXAM DESCRIPTION

Effective
Fall 2020

AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY

Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent course and exam description is available.

About the AP European History Course

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

College Course Equivalent

AP European History is designed to be the equivalent of an introductory college or university survey of modern European history.

Prerequisites

There are no prerequisites for AP European History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP EUROPEAN HISTORY

Course Framework

Introduction

The AP European History course outlined in this framework reflects a commitment to what history teachers, professors, and researchers have identified as the main goal of a college-level modern European history survey course: learning to analyze and interpret historical evidence to achieve understanding of major developments in European history.

The *AP European History Course and Exam Description* defines what representative colleges and universities have said students should know and be able to do in order to earn college credit or placement. Students practice the thinking skills used by historians by studying primary and secondary source evidence, analyzing a wide array of historical evidence and perspectives, and expressing historical arguments in writing.

Although the course framework is designed to provide a clear and detailed description of the course content and skills, it is not a complete curriculum. Teachers create their own local curriculum to meet the needs of their students and any state or local requirements.

Course Framework Components

Overview

This course framework provides a description of what students should know and be able to do to qualify for college credit or placement.

The course framework includes two essential components:

1 HISTORICAL THINKING SKILLS AND REASONING PROCESSES

The historical thinking skills and reasoning processes are central to the study and practice of European history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

1

AP EUROPEAN HISTORY

Historical Thinking Skills and Reasoning Processes

This section presents the historical thinking skills and reasoning processes that students should develop during the AP history courses and that form the basis of the tasks on the AP history exams.

Historical Thinking Skills

The AP historical thinking skills describe what students should be able to do while exploring course concepts. The table that follows presents these skills, which students should develop during the AP European History course.

The unit guides later in this publication embed and spiral these skills throughout the course, providing teachers with one way to integrate the skills in the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Exam.

More detailed information about teaching the historical thinking skills can be found in the Instructional Approaches section of this publication.



AP Historical Thinking Skills

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
<p>Developments and Processes 1</p> <p>Identify and explain historical developments and processes</p>	<p>Sourcing and Situation 2</p> <p>Analyze sourcing and situation of primary and secondary sources.</p>	<p>Claims and Evidence in Sources 3</p> <p>Analyze arguments in primary and secondary sources.</p>	<p>Contextualization 4</p> <p>Analyze the context of historical events, developments, or processes.</p>	<p>Making Connections 5</p> <p>Using historical reasoning processes (comparison, causation, continuity and change) analyze patterns and connections between and among historical developments and processes.</p>	<p>Argumentation 6</p> <p>Develop an argument.</p>

SKILLS

1.A Identify a historical concept, development, or process.

1.B Explain a historical concept, development, or process.

2.A Identify a source's point of view, purpose, historical situation, and/or audience.

2.B Explain the point of view, purpose, historical situation, and/or audience of a source.

2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.

3.B Identify the evidence used in a source to support an argument.

3.C Compare the arguments or main ideas of two sources.

3.D Explain how claims or evidence support, modify, or refute a source's argument.

4.A Identify and describe a historical context for a specific historical development or process.

4.B Explain how a specific historical development or process is situated within a broader historical context.

5.A Identify patterns among or connections between historical developments and processes.

5.B Explain how a historical development or process relates to another historical development or process.

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.

6.C Use historical reasoning to explain relationships among pieces of historical evidence.

6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.



Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
<i>Comparison</i>	<i>Causation</i>	<i>Continuity and Change</i>
<ul style="list-style-type: none">1.i: Describe similarities and/or differences between different historical developments or processes.1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	<ul style="list-style-type: none">2.i: Describe causes and/or effects of a specific historical development or process.2.ii: Explain the relationship between causes and effects of a specific historical development or process.2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.2.iv: Explain how a relevant context influenced a specific historical development or process.2.v: Explain the relative historical significance of different causes and/or effects.	<ul style="list-style-type: none">3.i: Describe patterns of continuity and/or change over time.3.ii: Explain patterns of continuity and/or change over time.3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Course Content

Influenced by the Understanding by Design® (Wiggins and McTighe) model, this course framework provides a description of the course requirements necessary for student success.

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

The nine units in AP European History, and their approximate weighting on the AP Exam, are listed on the following page.

Pacing recommendations at the unit level and in the Course at a Glance provide suggestions for how to teach the required course content and administer the Personal Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

TEACHING EARLIER PERIODS

AP European History focuses on topics in modern European history from the mid-15th century through the 21st century, and the AP European History Exam assesses understanding of only those topics. However, to gain a deeper appreciation of the themes and patterns in European history, many teachers find it useful to introduce the course with elements of earlier periods, such as ancient, classical, or medieval history. Information on Greek and Roman attitudes, for example, would help students understand the significance of how Renaissance artists and scholars made use of ancient thought in their work. Similarly, a discussion of Catholic theology from Augustine through the late middle ages would help students appreciate the impact of such thought on later European intellectual, cultural, social, and political beliefs as well as religious conflicts during the Reformation and the wars of religion. Exposure to primary and secondary sources in these periods would also give students more practice with the skill of analyzing historical evidence. Using earlier periods to establish the thematic foundations of the course can help students deepen their understanding of modern Europe's history.

TOPICS

Each unit is broken down into teachable segments called topics. The topic pages (starting on p. 38) contain all required content for each topic. Although most topics can be taught in one or two class periods, teachers are again encouraged to pace the course to suit the needs of their students and school.

In order for students to develop an understanding of these topics, teachers select specific historical figures, groups, and events—and the primary and secondary source documents through which they can be examined—that enable students to investigate them. In this way, AP teachers create their own local curricula for AP European History.

Units	Chronological Period*	Exam Weighting
Unit 1: Renaissance and Exploration	c. 1450 – c. 1648	10–15%
Unit 2: Age of Reformation		10–15%
Unit 3: Absolutism and Constitutionalism	c. 1648 – c. 1815	10–15%
Unit 4: Scientific, Philosophical, and Political Developments		10–15%
Unit 5: Conflict, Crisis, and Reaction in the Late 18th Century		10–15%
Unit 6: Industrialization and Its Effects	c. 1815 – c. 1914	10–15%
Unit 7: 19th-Century Perspectives and Political Developments		10–15%
Unit 8: 20th-Century Global Conflicts	c. 1914 – present	10–15%
Unit 9: Cold War and Contemporary Europe		10–15%

*Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit and/or topic.

Themes

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting the themes and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

THEME 1: INTERACTION OF EUROPE AND THE WORLD (INT)

Motivated by a variety of factors, Europe's interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies.

THEME 2: ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD)

Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects.

THEME 3: CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID)

The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.

THEME 4: STATES AND OTHER INSTITUTIONS OF POWER (SOP)

European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.

THEME 5: SOCIAL ORGANIZATION AND DEVELOPMENT (SCD)

Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society.

THEME 6: NATIONAL AND EUROPEAN IDENTITY (NEI)


Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe.

THEME 7: TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI)

Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.

Spiraling the Themes

The following table shows how the themes spiral across units.

Themes	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
 Renaissance and Exploration Age of Reformation Absolutism and Constitutionalism Scientific, Philosophical, and Political Developments Conflict, Crisis, and Reaction in the Late 18th Century Industrialization and Its Effects 19th-Century Perspectives and Political Developments 20th-Century Global Conflicts Cold War and Contemporary Europe									
Interaction of Europe and the World INT	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Economic and Commercial Developments ECD	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cultural and Intellectual Developments CID	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
States and Other Institutions of Power SOP	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social Organization and Development SCD	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
National and European Identity NEI				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Technological and Scientific Innovation TSI	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP European History curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the themes and historical thinking skills across units.

Teach

HISTORICAL THINKING SKILLS

Historical thinking skills spiral across units.

- | | |
|---|-----------------------------|
| 1 Developments and Processes | 4 Contextualization |
| 2 Sourcing and Situation | 5 Making Connections |
| 3 Claims and Evidence in Sources | 6 Argumentation |

THEMES

Themes spiral across units.

- | | |
|---|--|
| INT Interaction of Europe and the World | SOP States and Other Institutions of Power |
| ECD Economic and Commercial Developments | SCD Social Organization and Development |
| CID Cultural and Intellectual Developments | NEI National and European Identity |
| | TSI Technological and Scientific Innovation |

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT
1

Renaissance and Exploration
c. 1450 – c. 1648

~15 Class Periods

10–15% AP Exam Weighting

UNIT
2

Age of Reformation
c. 1450 – c. 1648

~15 Class Periods

10–15% AP Exam Weighting

4	1.1 Contextualizing Renaissance and Discovery
CID 1	1.2 Italian Renaissance
CID 5	1.3 Northern Renaissance
TSI 1	1.4 Printing
SOP 1	1.5 New Monarchies
TSI INT 3	1.6 Technological Advances and the Age of Exploration
ECD 3	1.7 Rivals on the World Stage
ECD INT 3	1.8 Colonial Expansion and Columbian Exchange
INT 4	1.9 The Slave Trade
ECD SCD 3	1.10 The Commercial Revolution
6	1.11 Causation in the Renaissance and Age of Discovery

4	2.1 Contextualizing 16th- and 17th-Century Challenges and Developments
CID 3	2.2 Luther and the Protestant Reformation
CID 1	2.3 Protestant Reform Continues
SOP 6	2.4 Wars of Religion
CID 2	2.5 The Catholic Reformation
SCD 3	2.6 16th-Century Society and Politics
CID 5	2.7 Art of the 16th Century: Mannerism and Baroque Art
6	2.8 Causation in the Age of Reformation and the Wars of Religion

Personal Progress Check 1

Multiple-choice: ~20 questions

Short-answer: 2 questions

- Primary source (partial)
- Primary source (partial)

Free-response: 1 question

- Long essay (partial)

Personal Progress Check 2

Multiple-choice: ~15 questions

Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

**UNIT
3**

**Absolutism and
Constitutionalism**

c. 1648 – c. 1815

~15 Class
Periods

10–15% AP Exam
Weighting

4	3.1 Contextualizing State Building
SOP 1	3.2 The English Civil War and the Glorious Revolution
ECD 3	3.3 Continuities and Changes to Economic Practice and Development
ECD 1	3.4 Economic Development and Mercantilism
SOP 2	3.5 The Dutch Golden Age
SOP TSI 3	3.6 Balance of Power
SOP 5	3.7 Absolutist Approaches to Power
6	3.8 Comparison in the Age of Absolutism and Constitutionalism

Personal Progress Check 3

Multiple-choice: ~20 questions

Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

**UNIT
4**

**Scientific,
Philosophical,
and Political
Developments**

c. 1648 – c. 1815

~15 Class
Periods

10–15% AP Exam
Weighting

4	4.1 Contextualizing the Scientific Revolution and the Enlightenment
TSI 3	4.2 The Scientific Revolution
SCD CID 5	4.3 The Enlightenment
SCD 2	4.4 18th-Century Society and Demographics
CID 4	4.5 18th-Century Culture and Arts
SOP NEI 2	4.6 Enlightened and Other Approaches to Power
6	4.7 Causation in the Age of the Scientific Revolution and the Enlightenment

Personal Progress Check 4

Multiple-choice: ~15 questions

Short-answer: 2 questions

- Primary source
- Secondary source

Free-response: 1 question

- Long essay (partial)

**UNIT
5**

**Conflict, Crisis,
and Reaction
in the Late
18th Century**

c. 1648 – c. 1815

~15 Class
Periods

10–15% AP Exam
Weighting

2	5.1 Contextualizing 18th-Century States
ECD 1	5.2 The Rise of Global Markets
SOP 3	5.3 Britain's Ascendancy
SOP 3	5.4 The French Revolution
SCD 6	5.5 The French Revolution's Effects
SOP NEI 5	5.6 Napoleon's Rise, Dominance, and Defeat
SOP 3	5.7 The Congress of Vienna
CID 4	5.8 Romanticism
5	5.9 Continuity and Change in 18th-Century States

Personal Progress Check 5

Multiple-choice: ~20 questions

Short-answer: 2 questions

- Secondary source
- No stimulus

Free-response: 1 question

- Document-based (partial)

**UNIT
6**

**Industrialization
and Its Effects**
c. 1815 – c. 1914

~15

Class
Periods

10–15%

AP Exam
Weighting

4	6.1 Contextualizing Industrialization and Its Origins and Effects
ECD 1	6.2 The Spread of Industry Throughout Europe
TSI ECD 5	6.3 Second Wave Industrialization and Its Effects
SCD 3	6.4 Social Effects of Industrialization
SOP 5	6.5 The Concert of Europe and European Conservatism
SOP 6	6.6 Reactions and Revolutions
CID 2	6.7 Ideologies of Change and Reform Movements
SCD 2	6.8 19th-Century Social Reform
SOP 4	6.9 Institutional Responses and Reform
5	6.10 Causation in the Age of Industrialization

Personal Progress Check 6

Multiple-choice: ~25 questions

Short-answer: 2 questions

- No stimulus
- Primary source

Free-response: 1 question

- Document-based (partial)

**UNIT
7**

**19th-Century
Perspectives
and Political
Developments**
c. 1815 – c. 1914

~15

Class
Periods

10–15%

AP Exam
Weighting

4	7.1 Contextualizing 19 th -Century Perspectives and Political Developments
NEI 5	7.2 Nationalism
NEI SOP 2	7.3 National Unification and Diplomatic Tensions
TSI 3	7.4 Darwinism, Social Darwinism
TSI 5	7.5 The Age of Progress and Modernity
INT TSI 6	7.6 New Imperialism: Motivations and Methods
INT 5	7.7 Imperialism's Global Effects
CID 2	7.8 19th-Century Culture and Arts
1	7.9 Causation in 19th-Century Perspectives and Political Developments

Personal Progress Check 7

Multiple-choice: ~20 questions

Short-answer: 2 questions

- Secondary source
- No stimulus

Free-response: 1 question

- Document-based

**UNIT
8**

**20th-Century
Global Conflicts**
c. 1914 – present

~15

Class
Periods

10–15%

AP Exam
Weighting

5	8.1 Contextualizing 20 th -Century Global Conflicts
SOP TSI INT 4	8.2 World War I
SOP 1	8.3 The Russian Revolution and Its Effects
SOP 3	8.4 Versailles Conference and Peace Settlement
ECD 3	8.5 Global Economic Crisis
SOP ECD 2	8.6 Fascism and Totalitarianism
SOP 5	8.7 Europe During the Interwar Period
TSI 4	8.8 World War II
NEI 3	8.9 The Holocaust
CID 6	8.10 20th-Century Cultural, Intellectual, and Artistic Developments
6	8.11 Continuity and Changes in an Age of Global Conflict

Personal Progress Check 8

Multiple-choice: ~25 questions

Short-answer: 2 questions

- No stimulus
- Primary source

Free-response: 1 question

- Long essay

UNIT
9

Cold War and
Contemporary
Europe

c. 1914 – present

~17 Class
Periods

10–15% AP Exam
Weighting

4	9.1 Contextualizing Cold War and Contemporary Europe
ECD 4	9.2 Rebuilding Europe
INT 1	9.3 The Cold War
ECD 1	9.4 Two Super Powers Emerge
NEI 5	9.5 Postwar Nationalism, Ethnic Conflict, and Atrocities
ECD 2	9.6 Contemporary Western Democracies
SOP 3	9.7 The Fall of Communism
SCD 3	9.8 20th-Century Feminism
INT 6	9.9 Decolonization
ECD NEI 3	9.10 The European Union
SCD 5	9.11 Migration and Immigration
TSI 5	9.12 Technology
TSI 2	9.13 Globalization
CID 3	9.14 20th- and 21st-Century Culture, Arts, and Demographic Trends
6	9.15 Continuity and Change in the 20th and 21st Centuries

Personal Progress Check 9

Multiple-choice: ~35 questions

Short-answer: 2 questions

- Secondary source
- No stimulus

Free-response: 1 question

- Document-based

Tammy Weaver

From: David Blanks
Sent: Wednesday, August 19, 2020 1:45 PM
To: Tammy Weaver
Subject: Re: AP World History: Modern

Tammy,

This would be the equivalent of Hist 1513: World History since 1500.

David

From: Tammy Weaver <tweaver@atu.edu>
Sent: Wednesday, August 12, 2020 4:16 PM
To: David Blanks <dblanks@atu.edu>
Subject: FW: AP World History: Modern

Dr. Blanks

A new course has been added to the AP exam. Attached is the course description. I didn't see a lower-level modern world history in the course descriptions. If there isn't a course equivalent, you could recommend 3 hours of social science general education credit. If you would recommend a Tech equivalent or social science gen ed, I can take the recommendation to the Admissions, Academic Standards, and Student Honors Committee.

Below are the tests we articulate now:

AP (Advanced Placement) Program

High school students who participated in The College Board's AP Program may receive college credit by attaining Tech's AP qualifying score. Credit earned through AP may satisfy general education requirements. Following are the AP examinations that Tech will accept, the corresponding qualifying score required, and credit awarded.

AP Examination	Qualifying Score	Credit Awarded
Art History	3	<u>ART 2123 Experiencing Art</u>
Biology	3	<u>BIOL 1014 Introduction to Biological Science</u>
Biology	4	<u>BIOL 1114 Principles of Biology</u>
Calculus AB	3	<u>MATH 2914 Calculus I</u>
Calculus BC	3	<u>MATH 2914 Calculus I & MATH 2924 Calculus II</u>
Chemistry	3	<u>CHEM 1113 A Survey of Chemistry,</u> <u>CHEM 1111 Survey of Chemistry Laboratory &</u> <u>CHEM 2204 Organic Physiological Chemistry or</u> <u>CHEM 2124 General Chemistry I &</u> <u>CHEM 2134 General Chemistry II</u>
Chinese Language & Culture	3	<u>CHIN 2013 Intermediate Chinese I</u>

Computer Science Principles	3	<u>COMS 1403 Orientation to Computing, Information, and Technology &</u> <u>COMS 1411 Computer and Information Science Lab</u>
Computer Science A	3	<u>COMS 2104 Foundations of Computer Programming I</u>
Computer Science A	4	<u>COMS 2104 Foundations of Computer Programming I &</u> <u>COMS 2203 Foundations of Computer Programming II</u>
English Lang/Comp or Lit/Comp	3	<u>ENGL 1013 Composition I</u>
English Lang/Comp or Lit/Comp	4	<u>ENGL 1013 Composition I & ENGL 1023 Composition II</u>
Environmental Science	3	<u>BIOL 1004 Principles of Environmental Science, ENVS 1004 Principles of Environmental Science or</u> <u>PHSC 1004 Principles of Environmental Science</u>
French Language	3	<u>FR 2013 Intermediate French I</u>
German Language	3	<u>GER 2013 Intermediate German I</u>
Government & Politics: Comparative	4	<u>POLS 2403 Comparative Government</u>
Government & Politics: US	3	<u>POLS 2003 American Government</u>
Human Geography	3	<u>GEOG 2023 Human Geography</u>
Japanese Language & Culture	3	<u>JPN 2013 Intermediate Japanese I</u>
Macroeconomics	3	<u>ECON 2003 Principles of Economics I</u>
Music Theory	3	<u>MUS 2003 Introduction to Music</u>
Music Theory	4 or 5	<u>MUS 2003 Introduction to Music & MUS 1713 Music Theory I</u>
Physics B	3	<u>PHYS 2014 Algebra-Based Physics I & PHYS 2024 Algebra-Based Physics II</u>
Physics C: Electricity & Magnetism	3	<u>PHYS 2024 Algebra-Based Physics II</u>
Physics C: Electricity & Magnetism	4	<u>PHYS 2124 Calculus-Based Physics II</u>
Physics C: Mechanics	3	<u>PHYS 2014 Algebra-Based Physics I</u>
Physics C: Mechanics	4	<u>PHYS 2114 Calculus-Based Physics I</u>
Physics 1	3	<u>PHYS 2014 Algebra-Based Physics I</u>
Physics 2	3	<u>PHYS 2024 Algebra-Based Physics II</u>
Psychology	3	<u>PSY 2003 General Psychology</u>
Spanish Language	3	<u>SPAN 2013 Intermediate Spanish I</u>
Spanish Literature	4	<u>SPAN 4213 Spanish Literature</u>
Statistics	3	<u>STAT 2163 Introduction to Statistical Methods</u>
Studio Art Design 2-D	4	<u>ART 1403 Two-dimensional Design</u>
Studio Art Drawing	4	<u>ART 1303 Introduction to Drawing</u>
United States/American History	3	<u>HIST 2003 United States History to 1877 &</u> <u>HIST 2013 United States History since 1877</u>
World History	3	<u>HIST 1503 World History to 1500 &</u> <u>HIST 1513 World History since 1500</u>

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Brown Building, Suite 307
105 West O Street
Russellville, AR 72801-2222

Telephone: 479.968.0643
Fax: 479.968.0683
Email: tweaver@atu.edu

Please take a minute to complete this survey on the service you received.
<http://www.atu.edu/registrar/survey.php>



From: Jamison Hall
Sent: Wednesday, July 22, 2020 12:07 PM
To: Tammy Weaver <tweaver@atu.edu>
Subject: RE: AP World History: Modern

AP World History: Modern

Important: We're now offering free, live AP online classes and review lessons for AP World History: Modern to help you prepare for your exam even if your school is closed due to COVID-19. See the course schedule or browse the YouTube playlist. We'll also offer at-home testing for 2020 AP Exams. Note that any related adjustments to 2020 AP Exams, such as length or content covered, may not be reflected on all AP Students pages.

Study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

Skills You'll Learn

- Evaluating primary and secondary sources
- Analyzing the claims, evidence, and reasoning you find in sources
- Putting historical developments in context and making connections between them
- Coming up with a claim or thesis and explaining and supporting it in writing

Equivalency and Prerequisites

College Course Equivalent

An introductory college course in modern world history

Recommended Prerequisites

None

The AP World History: Modern Exam will test your understanding of the historical concepts covered in the course units, as well as your ability to analyze primary and secondary sources and identify patterns and connections that can support a historical interpretation.

Exam Duration

3hrs 15mins

Exam Components

[Expand All](#) [Collapse All](#)

Section 1A: Multiple Choice

55 questions 55mins 40% of Score

The questions in the multiple-choice section come in sets of usually 3–4 questions based on the same stimulus. The questions will include one or more sources to respond to such as primary and secondary texts, images (for example, artwork, photos, posters, cartoons), charts, and maps.

You'll be asked to:

- Analyze the provided sources
- Analyze the historical developments and processes described in the sources

Section 1B: Short Answer

3 questions 40mins 20% of Score

In the short-answer section, you'll write answers to questions in your test booklet. Some questions include texts, images, graphs, or maps.

- Question 1 is required, includes 1 or 2 secondary sources, and focuses on historical developments or processes between the years 1200 and 2001.
- Question 2 is required, includes 1 primary source, and focuses on historical developments or processes between the years 1200 and 2001.
- You can choose between Question 3 (which focuses on the period from 1200 to 1750) and Question 4 (which focuses on the period from 1750 to 2001) for the last question. No sources are included for either Question 3 or Question 4.

You'll be asked to:

- Analyze the provided sources
- Analyze historical developments and processes described in the sources
- Put those historical developments and processes in context
- Make connections between those historical developments and processes

Section 2: Free Response

2 questions 1hr 40mins 40% of Score

In the free-response section, you'll write answers to questions in your test booklet. There are two questions: one document-based question and one long essay.

Document-Based Question

60 minutes | 25% of Score

The 60-minute time limit for this section includes a 15-minute reading period. You'll be presented with seven documents that give various perspectives on a historical development or process. You'll be asked to develop and support an argument based on these documents and other evidence from your own knowledge. The topic of the document-based question will include historical developments or processes between the years 1450 and 2001.

Long Essay Question

40 minutes | 15% of Score

You'll have a choice of three questions; you'll pick one to answer. Each tests the same skills but the questions focus on different historical time periods (either the period from c. 1200–1750, from c. 1450–1900, or from c. 1750–2001). You'll be asked to develop and support an argument based on evidence.

Course Content

[Expand All](#) [Collapse All](#)

Unit 1: The Global Tapestry

You'll explore how states formed, expanded, and declined in areas of the world during the period c. 1200–c. 1450 and the related political, social, and cultural developments of that time.

Topics may include:

- States in:
 - Africa
 - Afro-Eurasia
 - East Asia
 - Europe
 - South and Southeast Asia
 - The Americas
- Global and regional religions and belief systems

On The Exam

8%–10% of exam score

Unit 2: Networks of Exchange

As you continue your study of the period c. 1200–c. 1450, you'll learn how areas of the world were linked through trade and how these connections affected people, cultures, and environments.

Topics may include:

- The Silk Roads
- The Mongol Empire
- The Indian Ocean trading network
- The trans-Saharan trade routes
- The effects of cross-cultural interactions

On The Exam

8%–10% of exam score

Unit 3: Land-Based Empires

You'll begin your study of the period c. 1450–c. 1750 with an exploration of the empires that held power over large contiguous areas of land.

Topics may include:

- The development of the Manchu, Mughal, Ottoman, and Safavid empires
- How rulers of empires maintained their power
- Religious developments in empires

On The Exam

12%–15% of exam score

Unit 4: Transoceanic Interconnections

Continuing your study of the period c. 1450–c. 1750, you'll learn about advances in ocean exploration, the development of new maritime empires, and the effects of new cross-cultural encounters.

Topics may include:

- The influence of scientific learning and technological innovation
- The Columbian Exchange
- Development and expansion of maritime empires
- Internal and external challenges to state power
- Changes to social hierarchies linked to the spread of empires

On The Exam

12%–15% of exam score

Unit 5: Revolutions

You'll start your study of the period c. 1750–c. 1900 by exploring the new political ideas and developments in technology that led to large-scale changes in governments, society, and economies.

Topics may include:

- The Enlightenment
- Revolutions against existing governments and the birth of new nation-states
- The Industrial Revolution
- Trade policies
- The development of industrial economies

On The Exam

12%–15% of Score

Unit 6: Consequences of Industrialization

You'll continue to investigate the period c. 1750–c. 1900 and learn how the different states acquired and expanded control over colonies and territories.

Topics may include:

- State expansion in the 18th and 19th centuries
- Resistance to imperialism
- The growth of the global economy
- Economic imperialism
- Causes and effects of new migration patterns

On The Exam

12%–15% of exam score

Unit 7: Global Conflict

You'll begin your study of the period c. 1900–present by learning about the global conflicts that dominated this era.

Topics may include:

- Changes in the global political order after 1900
- World War I: its causes and how it was fought
- The interwar period
- World War II: its causes and how it was fought
- Mass atrocities after 1900

On The Exam

8%–10% of exam score

Unit 8: Cold War and Decolonization

As you continue exploring the period c. 1900–present, you'll learn about colonies' pursuits of independence and the global power struggle between capitalism and communism.

Topics may include:

- The causes and effects of the Cold War
- The spread of communism
- How colonies in Asia and Africa achieved independence
- The creation of new states after decolonization
- The end of the Cold War

On The Exam

8%–10% of exam score

Unit 9: Globalization

You'll continue your study of the period c. 1900–present by investigating the causes and effects of the unprecedented connectivity of the modern world.

Topics may include:

- Advances in technology and their effects
- Disease
- Environment
- Economic change
- Movements for reform