

Advanced Placement World History

Syllabus

COURSE OVERVIEW:

The Advanced Placement World History course is a challenging course that develops an understanding of the evolution of global processes and contacts including interactions over time. This course will look at the common threads of the human world—trade, religion, politics, society, and technology—and investigates how each have changed and continued over time. The studies in this course will begin with the emergence of Neolithic cultures and continue throughout the events of human history ending with the 21st Century, C.E. The emphasis of this class will include mastery of factual knowledge, demonstration of an understanding of historical chronology, use of historical data to support an argument or position, differentiating between historical schools of thought, interpreting primary sources, and effectively using analytical skills of evaluation, cause and effect, and compare and contrast at the level of a college freshman history course. **[CR2]**

COURSE DESIGN:

This course is designed to explore the history of world events over a year long study and will balance its discussion of these events by looking at Africa, Asia, Europe and the Americas equally.

Five themes will be used as a frame of reference in the chronological study of our world's history. These themes set out by the College Board are: **[CR2]**

1. Interaction between humans and the environment (demography and disease, migration, patterns of settlement, technology);
2. Development and interaction of cultures (religions, belief systems, philosophies and ideologies, science and technology, the arts and architecture);
3. State-building, expansion, and conflict (political structures and forms of governance, empires, nations and nationalism, revolts and revolution, regional, trans-regional, and global structures and organizations);
4. Creation, expansion, and interaction of economic systems (agricultural and pastoral production, trade and commerce, labor systems, industrialization, capitalism and socialism);
5. Development and transformation of social structures (gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes);

Students will explore these themes by developing thinking and investigation skills rather than memorizing of names, places, and dates. The class will use these skills to build knowledge and relationships of events throughout the history of mankind.

THE FOUR HISTORICAL THINKING SKILLS

History is a sophisticated quest for meaning about the past, beyond the effort to collect information. Analysis of historical information requires awareness of names, chronology, facts and events. Devoid of factual and detailed information, historical thinking is not likely. The four Historical Thinking Skills listed below provide a solid foundation for thinking historically.

1. Crafting Historical Arguments from Historical Evidence
2. Chronological Reasoning
3. Comparison and Contextualization
4. Historical Interpretation and Synthesis

COURSE OUTLINE

The course will have six basic units:

Note: *All the following information given is approximate time. The teacher can adjust the schedule as he sees fit at any time.*

1. Foundations- 600 B.C.E. (Technological and environmental transformations) 5% - 2 weeks
2. 600 B.C.E. - 600 C.E. (Organization and reorganization of societies) 15% - 3 weeks
3. 600-1450 (Regional and Trans-regional interaction) 20% - 7 weeks
4. 1450-1750 (Global interactions) 20% - 7 weeks
5. 1750-1900 (Industrialization and Global Integration) 20% - 7 weeks
6. 1900- Present (Accelerating Global change and Re-alignment) 20% - 7 weeks

TEXTBOOK AND SUPPLEMENTAL MATERIALS:

Main Text:

Bentley, Jerry H., and Herbert F. Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. 5th ed. Boston: McGraw-Hill, 2000. [CR1a]

Study Guides:

Will, Anne M., and Barbara Mobury. *Traditions and Encounters: A Global Perspective on the Past*. Volume I and II. 2nd ed. Boston: McGraw-Hill, 2002. [CR1]

Document Readers:

Andrea, Al and Overfield, James. *The Human Record: Sources of Global History*, 4th ed. Vols 1&2. Boston: Houghton Mifflin, 2001. [CR1a-c, CR5a-e, CR7, CR8]

Holt, Rinehart, and Winston. *Readings in World History*. New York: Harcourt Brace and Company. [CR1a-c, CR5a-e, CR7, CR8]

Reilly, Kevin. *Worlds of History: A Comparative Reader*, 3rd ed. Boston: Bedford/ St. Martin's Company, 2009. [CR1a-c, CR5a-e, CR7, CR8]

Additional Supplemental Materials and Resources:

Bulliet, Richard, et al. *The Earth and Its Peoples: A Global History, 4th ed.* Boston: Houghton Mifflin Company, 2008. [CR1a-c, CR5a-e, CR7, CR8]

Stearns, Peter N., Michael Adas, Stuart B. Schwartz, and Marc Jason Gilbert. *World Civilizations: The Global Experience.* 4th ed. New York: Pearson and Longman, 2005. [CR1a-c, CR5a-e, CR7, CR8]

Strayer, Robert F., *Ways of the World: A Brief Global History.* 1st ed. Boston: Bedford/St. Martin's; 2010. [CR1a-c, CR5a-e, CR7, CR8]

Duiker, William J., Jackson J. Spielvogel. *World History, 5th ed.* United States: Wadsworth/ Thomson Learning, 2006. [CR1a-c, CR5a-e, CR7, CR8]

Boggis, Jay. *The Western Tradition: Administrative Handbook and Faculty Guide.* Vol. I & II. New York: MacMillan Publishing Company, 1989. [CR1b-c, CR5a-e, CR7, CR8]

Beck, Roger B., Linda Black, Larry S. Krieger, Phillip C. Naylor, Dahia Ibo Shabaka. *World History: Patterns of Interaction.* McDougal Littell, 2005. [CR b-c, C5a-e, CR7]

Ebrey, Patricia Buckley. *Chinese Civilization.* 2nd ed. New York: The Free Press, 1993. [CR1b, CR5e, CR7]

Martin, Thomas R. *Herodotus and Sima Qian: The First Great Historians of Greece and China (A Brief History with Documents).* Boston: Bedford/ St. Martin's Company. 2010. [CR1b-c, CR5c, CR5e, CR7]

Rubenstein, James M. *The Cultural Land-Scape: An Introduction to Human Geography,* 10th ed. Boston: Pearson/Prentice Hall, 2010. [CR1b-c, CR5a-e, CR8, CR10, CR11, CR12, CR13, 15]

2002 AP World History Released Exam (College Board)

2003-2006 AP World History Essay Questions, Rubrics and Student Samples (AP Central)

Cracking the AP World History Exam: Students Study Guide (Princeton Review, 2010).

AP World History: Student Study Guide (Barron's Test Preparation, 4th ed).

Guns, Germs and Steel by Diamond (Norton, 1999) [CR5d]

Document-Based Assessment Activities for Global History Classes by Noonan (J., Weston Walach, 1999) [CR4], [CR6], [CR7], [CR8], [CR10], [CR14]

DBQ Practice: 10 AP-Style DBQs, Williams, ed., (Social Studies School Services, 2004) [CR4], [CR6], [CR7], [CR8], [CR10], [CR14]

Rand McNally Historical Atlas of the World (2003) [CR8]

Readings in Ancient History: From Gilgamesh to Diocletian by Bailkey (DC Heath, 1992) [CR1b], [CR1c], [CR4], [CR5a]

The World That Trade Created by Pomeranz and Topik (A.E. Sharpe, 1999) [CR1b], [CR1c], [CR4], [CR5], [CR11]

Standage, Tom. *A History of World in 6 Glasses.* New York: Walker and Company, 2005. [CR1b], [CR1c], [CR4], [CR5], [CR11]

Standage, Tom. *An Edible History of Humanity*. New York: Walker and Company, 2009. [CR1b], [CR1c], [CR4], [CR5], [CR11]

Various other textbooks and review books are also available for use by the students.

Assessments:

1. *Homework*- Assigned reading, map analysis, essay writing [C6,C7]

2. *Quizzes*- From readings in Bentley, Jerry H., and Herbert F. Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. 2nd ed. Boston: McGraw-Hill, 2000.

3. *Tests*- After the completion of units.

4. *DBQ, Change-Over Time/ Continuity, Comparison Essays and projects* [C7]

Final Examination- Student will take a time final exam modeled after, and congruous to, the National AP World History Examinations given for college credit

Course Schedule

Period 1: Technological and Environmental Transformations to 600 B.C.E. (2 weeks)

Key Concepts: [CR3]

1.1- Big Geography and the Peopling of the Earth

1.2- The Neolithic Revolution and Early Agricultural Societies

1.3- The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

Topic for Discussion[CR4], [CR5a-e], [CR7-15]

*Comprehend factors contributing to formation of complex societies including role of Geography, migration, agricultural technologies and metallurgy.

*Understand the impact of the formation of complex societies on social structure, writing systems and political structure.

* Compare the rise of complex societies in different areas and change and continuities in major world belief systems.

* Understand the impact of migration including but not limited to Indo-European, Bantu, and Polynesian peoples.

Supplemental Readings (such as but not limited to):

- Epic of Gilgamesh
- The Judgment of Hammurabi
- Popol Vuh
- Late Shang Divination Records
- Advice to a Egyptian —Be a Scribel

Special Focus and student activities:

Students will identify and analyze the causes and consequences of the Neolithic Revolution in the major river valleys as well as in Sub-Saharan Africa

Collaborative Group Work:

Students will analyze how geography affected the development of political, interactions, belief systems, arts/architecture, technology, and social structure in the earliest civilizations in:

- Mesopotamia
- Egypt
- South Asia
- East Asia
- Mesoamerica
- Andes

Each group will examine a different civilization then compare findings with a new group where each student examined a different civilization.

• Activity: using the textbook and the internet, students will explore how the findings of archeologists have contributed to our knowledge of one of the following cultures: Harappan, Shang, or Mesopotamia. [CR15]

**Period 2: Organization and reorganization of Human Societies, 600 B.C.E to 600 C.E.
(3 weeks)****Key Concepts:**

2.1- The Development and Codification of Religious and Cultural Traditions

2.2- The Development of States and Empires

2.3- Emergence of Trans-regional Networks of Communication and Exchange

Topic for Discussions [CR5a], [CR5c] and [CR5e]

- Codification of laws
- Gender Roles in Classical Societies
 - Similarities and Differences and Reasons
- Impact of Trade and Trade Routes
- Changes/Continuities in belief system
- Techniques in imperial administration
- Reasons for decline of empires- internal and external
- Reflection of cultural values/beliefs as expressed in art

Supplemental Readings (such as but not limited to):

- Ban Zhao
- Book of Ruth- Old Testament
- Penal Servitude in Qin Law
- Asoka- Edicts

Special Focus

World Religions

Animism focusing on Australasia and Sub-Saharan Africa

Judaism and Christianity

Hinduism and Buddhism

Daoism and Confucianism

Developments in Mesoamerica and Andean South America: Moche and Maya

Bantu Migration and its Impact in Sub-Saharan Africa

Transregional Trade: the Silk Road and the Indian Ocean

Developments in China—development of imperial structure and Confucian society

Student Activities

- Writing a Comparison Essay - Methods of political control in the Classical period, student choice of two Han China, Mauryan/Gupta India, Imperial Rome, Persian Empire
- Writing a Change and Continuity over Time Essay -- Political and Cultural Changes in the Late Classical Period, students choose China, India, or Rome
- Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires
- Students will map the changes and continuities in long-distance trade networks in the Eastern Hemisphere: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean sea lanes

Period 3: Regional and Trans-regional Interactions, c. 600 C.E. to 1450 (7 weeks)

Key Concepts: [CR3]

3.1- Expansion and Intensification of Communication and Exchange Networks

3.2- Continuity and Innovation of State Forms and Their Interactions

3.3- Increased Economic Capacity and Its Consequences

Topics for Discussion [CR5a], [CR5b], [CR5d], and [CR5e]

- Empires
- Survival from classical period vs. rise of new empires
- Impact of migration and nomadic invasion
- Revival of trade routes
 - Spread of technology, goods, religion, disease
- Changes in urbanization
- Change and continuities in labor systems
- Impact of trans-regional conflict
- Cultural syncretism
- The Americas

Supplemental Readings (such as but not limited to):

- The Koran and the Family
- Feudalism: Contemporary Descriptions and the Magna Carta
- East Africa and Arab Traders

- Tribute Under the Aztecs
- Merchants and Trade: Sources and Comparisons
- The Crusades: Christians and Muslim Views
- Genghis Khan: The Rise of the Mongols
- The Rise of the Samurai
- Valor and Fair Treatment

Special Focus

- Islam and the establishment of empire
- Polynesian Migrations
- Empires in the Americas: Aztecs and Inca
- Expansion of Trade in the Indian Ocean—the Swahili Coast of East Africa

Student Activities

- Comparison Essay—Compare the political, economic, social structure and belief systems of Aztecs and Incas.
- Students will evaluate the causes and consequences of the spread of Islamic empires
- Students will compare the Polynesian and Viking migrations
- Comparison Essay--Effects of Mongol conquest and rule, students choose two: Russia, China, Middle East
- Writing a Change and Continuity over Time Essay
Changes and Continuities in patterns of interactions along the Silk Roads 200 BCE-1450 CE
- Experiencing a Formative Assessment—Students will look at periodization and evaluate whether 600 CE or 700 CE is a better starting date for the postclassical period.

Period 4: Global Interaction, 1450 to 1750 (7weeks)

Key Concepts: [CR3]

- 4.1-** Globalizing Networks of Communication and Exchange
- 4.2-** New Forms of Social Organization and Modes of Production
- 4.3-** State Consolidation and Imperial Expansion

Topics for Discussion [CR5a], [CR5b], [CR5c], [CR5d], and [CR5e]

- Globalization
 - Transoceanic contacts, technological innovation, agricultural diffusion
- Increase in intensification of trade, Diaspora
- Changes and continuities and labor systems
- Religion: reformation and syncretism
- Formation of new socio-political hierarchies
- Rise of new empires
- Enlightenment and Scientific Revolution

Supplemental Readings (such as but not limited to):

- Bartolomeu de Las Casas, From Devastation of the Indians
- Olaudah Equiano, Slaved Captive
- Akbar and Religion- Badq'um

- Luther, Law and the Gospel: Princes and Turks
- Proclamations of Hongwu
- Galileo Galilei: Letter to the Grand Duchess Christina
- Diaz- The Conquest of New Spain
- Nzinga Mbemba, Appeal to the King of Portugal

Special Focus

- Three Islamic Empires: Ottoman, Safavid, Mughal
- Cross-Cultural Interaction: the Columbian Exchange
- The Atlantic Slave Trade
- Changes in Western Europe—roots of the —Rise of the Westl

Student Activities

- Writing a Comparison Essay-- Processes of empire building, students compare Spanish Empire to either the Ottoman or Russian empires
- Writing a Change and Continuity over Time Essay--- Changes and Continuities in trade and commerce in the Indian Ocean Basin 600-1750.
- Parallel Reading—Guns, Germs, and Steel by Jared Diamond—Collision at Cajamarca pgs 67-81. Students will consider and evaluate Diamond’s argument of the manner in which Pizarro took over the Inca’s and discuss through a Socratic Seminar.

Period 5: Industrialization and Global Integration, 1750-1900 (7weeks)

Key Concepts: [CR3]

- 5.1-Industrialization and Global Capitalism**
- 5.2- Imperialism and Nation-State Formation**
- 5.3- Nationalism, Revolution and Reform**
- 5.4- Global Migration**

Topics for Discussion

- Industrialization and the impact on family structure, environmental consequences and transformation of capital and finance, dependence of non-industrialized nations.
- Imperialism-Colonialism and transoceanic empires, social ideologies, exploitation of labor and resources.
- Revolution, reformation, and nationalism
- Impact of the enlightenment
- Nationalistic identity and economic independence
- Changes and continuities in social structures
- Decline of empires
- British Colonization of Australia.

Supplemental Readings (such as but not limited to):

- Karl Marx and Fredrich Engels, The Communist Manifesto
- Toussaint L'Ouverture, Letter to the Directory
- Rudyard Kipling- White Man’s Burden
- John Henry Coatsworth- Economic Trajectories in Latin America

- Lin Zexu- Letter to the Queen
- Fukazawa Yokkaichi- Goodbye Asia
- Olympe de Gouges Declaration of the Rights of Woman and the Female Citizen

Special Focus

- Decline of Imperial China and the Rise of Imperial Japan
- 19th Century Imperialism: Sub-Saharan Africa, South and Southeast Asia, U.S. imperialism in Hawaii.
- Comparing the French and Latin American Revolutions
- Changes in Production in Europe and the Global Impact of those Changes

Student Activities

- Writing a Comparison Essay

Comparing the roles of Women from 1750 to 1900—East Asia, Western Europe, South Asia, Middle East

- Students will write a change and continuity over time essay evaluating changes in production of goods from 1000 to 1900 in the Eastern Hemisphere
- Comparing document to image—Comparing Lin Zexu’s letter to Queen Victoria to visual images about Japan’s views of the west—how were the responses from China and Japan different to western penetration. –Strayer, *Ways of the World: A Global History with Sources*.
- Students will analyze political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors in empire building in this time period.
- Utilizing a series of documents, maps and charts in the released DBQ about indentured servitude on in the 19th and 20th centuries, students will assess the connections between abolition of plantation slavery and increased migrations from Asian countries to the Americas.
- Students will analyze demographics by see the connection between industrialization and urbanization
- Students will analyze manufacturing output graph during the Industrial Revolution using *Strayer, Ways of the World*.
- Students will read diverse historical interpretations regarding imperialism utilizing *Things Fall Apart* by Achebe, *The White Man’s Burden* by Rudyard Kipling and *The Tools of Empire: Technology and European Imperialism in the nineteenth century* by Headrick. Students will compare Headrick's argument as a historian to the two literary approaches.

Period 6: Accelerating Global Change and Realignment, 1900- Present [CR3]

Key Concepts: [CR3]

6.1- Science and the Environment

6.2- Global Conflicts and Their Consequences

6.3- New Conceptualizations of Global Economy, Society and Culture

Topics for Discussion

Global conflict

- Impact of World Wars
- Anti-colonial movements
- Military technology
- Dissolution of empires

Science

- Medical advancements
- Impact of world population

- Communication and economic-social impact
- Environmental awareness/sustainable development

Economics

- Consumerism
- Global interdependence
- Shifting of economic power

Supplemental Readings (such as but not limited to):

- China's One-Child Policy
- Gorbachev's Collapse of the Soviet Union
- Kwame Nkrumah on African Unity
- All Quiet on the Western Front
- The Zionist and Arab Cases
- Gandhi's Hindu Swaraj
- Iris Chang:- The Rape of Nanking

Special Focus:

- World War I and World War II: Global Causes and Consequences
- Activity—Skill Development
»» Students will identify and analyze the causes and consequences of the global economic crisis in the 1930s
- Development of Communism in China, Russia, and Cuba
- Responses to Western Involvement in Sub-Saharan Africa: Imperialism, the Cold War, and International Organizations

Student Activities

- Writing a Comparison Essay Comparing the political goals and social effects of revolution in: China, Russia, Mexico: Students choose two
- Writing a Change and Continuity over Time Essay: Changes and Continuities in the formation of national identities 1900-present. Students choose from among the following regions: Middle East, South Asia, or Latin America
- Students debate the benefits and negative consequences of the rapid advances in science during the 20th and early 21st centuries
- Students trace the development of one form of popular culture in the 20th century and present a graphic or visual display of their research to the class

Essay Writing

Throughout the course students will be required to write essays in class demonstrating their mastery of content as well as their ability to develop coherent written arguments that have a thesis supported by relevant historical evidence. During first semester the focus will be on the development of essay writing skills via time spent on essay writing workshops utilizing the AP ESSAY RUBRICS. We will begin with the Comparative Essay and focus specifically on it for the first two months. In October we will add the DBQ Essay and continue with the Comparative Essay. Finally around January we will work on Continuing Over Time Essays along with the other essays. Essay writing workshops will include group discussion utilizing example essay, self-evaluation, and peer evaluation

Primary Source Write Ups

Students will read and study primary source texts, graphs, charts, and visual images. Student will write a summary to all primary sources to understand the main idea of the text. Student will look at historical context—where the source fits in the framework of history. Students will analyze the primary source and make connections to why the event happened and why the document was written. Students will also evaluate the source by looking at what validity the source holds. Students will get in depth practice at point of view, audience, and tone of the document. These skills will be used with the primary sources listed throughout the units. Some of the sources used for these exercise but not limited to:

- Epic of Gilgamesh
- The Judgment of Hammurabi
- Popol Vuh
- Late Shang Divination Records
- Advice to a Egyptian —Be a Scribe
- Ban Zhao
- Book of Ruth- Old Testament
- Penal Servitude in Qin Law
- Asoka- Edicts
- The Koran and the Family
- Feudalism: Contemporary Descriptions and the Magna Carta
- East Africa and Arab Traders
- Tribute Under the Aztecs
- Merchants and Trade: Sources and Comparisons
- The Crusades: Christians and Muslim Views
- Genghis Khan: The Rise of the Mongols
- The Rise of the Samurai
- Valor and Fair Treatment