

## AP World History Syllabus

**Contact Information:**

**Office Hours:**

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### **Overview of World History Program**

**The Course:** The purpose of the AP World History Course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set human dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. (Source: College Board)

**Course Description:** This course has as its purpose to develop greater understanding of the chronological relationship between geography and history, resulting in an understanding of differences in lifestyles, cultures, and patterns of social interaction. Six themes will be emphasized:

1. The relationship of change and continuity from 8,000 BCE to the present.
2. Impact of interaction among and within major societies (trade, systems of international exchange, war and diplomacy).
3. Impact of technology, economics, and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, and weaponry).
4. Systems of social structure and gender structure (comparing major features within and among societies assessing change).
5. Cultural, religious, and intellectual developments and interactions among and within societies.
6. Changes in functions and structures of states and in attitudes towards states and political identities (political culture), including the emergence of the nation-state (types of political organization).

### **TEXTS**

*World Civilizations: The Global Experience*, by Peter N. Stearns et. al., New York: Longman Publishers; 3<sup>rd</sup> AP ed., 2003.

*Documents in World History Volumes 1 & 2, Third Edition*, by Peter N. Stearns et al

*Hammond Historical World Atlas*. Union, New Jersey: Hammond World Atlas Corporation, 2003

*The World That Trade Created, Society, Culture, and the World Economy 1400 to the Present*.

Pomeranz, Kenneth; Topik, Steven.

**Readings:** The textbooks provide us with a departure point for further reading and investigation. We also use a variety of supplementary reading and students are expected to engage in research. First-hand documents, pictures, and articles written by notable historians will be examined and discussed.

**Grading:** I grade on a point system with a weighted emphasis on larger projects (i.e.-book reports, research papers, oral presentations). Tests would follow in order of importance, followed by essays that include compare and contrast, change/continuity over time, and document based questions. Class work, such as the use of historical journals, will be the lowest weight.

**Classroom Procedures:** Most class days will be reserved for presentation of chapter material. This material will be presented in several formats: lecture/discussion, group presentations after specific readings (first person accounts and other historical sources) are analyzed, map location presentations, and class simulations. Material to be covered will encompass not only people and events but art, architecture, music, and literature relevant to the period under discussion. Material presented will allow students to explore historical events organized by themes set up by the AP program to enhance understanding. Events will be categorized by time period so as to better organize the events and so that events can be compared from one period to the next. The chapter test will mirror the AP test in that it will include both multiple choice and an essay.

**Additional Activities:** First person accounts and source documents will be analyzed and discussed. Modern historical interpretations will be examined through the use of excerpts from other texts and readers. Upon the completion of the reading assignments, students individually or in groups, will evaluate and analyze the author's point of view, bias and point of reference and share their findings. Observations concerning events that affect both local and global communities will be discussed. The role that geography played in the development or lack of development of societies will be examined. After each period, a series of questions will be discussed reinforcing student knowledge (See Appendix). Effort will be placed on skill development. Extensive practice will be given to develop the ability to think critically and respond to essay questions. The model to be followed will include examples of Change Over Time, Document Based Question, and Compare and Contrast type essays. There will be several experiences throughout the year to practice essay writing in addition to the essays included in the weekly tests. A summer reading selection will be required and short answer and essay questions will accompany this reading. This year's summer reading is: Achebe, Chinua. *Things Fall Apart*. New York: Anchor Books, 1959. Additional reading in the summer is suggested. Good selections are: Diamond, Jared. *Guns, Germs, and Steel*. New York: W.W. Norton and Company, 1999. Jiang, JiLi. *Red Scarf Girl*. New York: Harper Collins, 2004.

## **COURSE REQUIREMENTS**

- \* Prepare to take the AP Exam in May, 2009.
- \* Actively participate in class and complete all assignments thoroughly and promptly.
- \* Attend class daily, arriving on time.
- \* Make up work when absent—contact instructor and send assignments due electronically if possible; make *prior* arrangements for planned absences; two days allotted for each day absent to turn in work. If you miss a quiz, type answers to the makeup quizzes, included in each unit packet. Identify the pages in the textbook where you found the answers to the quizzes.
- \* Keep a well-organized and complete notebook for the entire year; bring to class daily. Use the charts and lecture and reading notes in your notebook to study for tests. Ask for help if your notebook is incomplete.
- \* Form a study group for tests and other large assignments, such as the study cards created to help you master the vocabulary you will encounter in the multiple-choice questions.
- \* Ask instructor for help if needed—I am committed to supporting your efforts!
- \* Challenge yourself to work hard and maintain high standards.

- \* Take advantage of opportunities to redo work for mastery of the content and skills of the course.

**Course Outcomes:** Upon completion of this course students will:

- Possess and display knowledge of facts, concepts, and theories pertaining to world history.
- Possess an understanding of typical patterns of behavior of peoples and nations and their consequences.
- Analyze and interpret data, including first hand sources and their point of view.
- Provide cogent written analysis and interpretation of the subject matter of World History.
- Attempt to obtain a satisfactory grade of three or higher on the Advanced Placement World History Exam.

**Chronological Boundaries of the Course:**

Foundations	14%	(5 weeks)
1000-1450	22%	(8 weeks)
1450-1750	22%	(8 weeks)
1750-1914	20%	(7 weeks)
1914-present	22%	(8 weeks)

**Syllabus and Text Readings** (Corresponding page numbers in the textbook are in parenthesis)

*Unit I Foundations*

- A. Early River Valley Civilizations
  - 1. Tigris & Euphrates (16-19)
  - 2. Egyptian (19-20)
  - 3. Indian and Chinese River Valley (20-24)
  - 4. The Heritage of River Valley Civilizations (24-28)
- B. The Classical Period and Early Religion
  - 1. Classical China (35-47)
    - a. Confucianism
    - b. Daoism
  - 2. Classical India (49-64)
    - a. Hinduism
    - b. Buddhism
  - 3. Classical Greece and Rome (67-84)
    - a. Paganism
    - b. Christianity
  - 4. The Islamic World (116-142)
    - a. Umayyad Empire (127-129)
    - b. Sunni-Shi'i Split (129-130)
    - c. Abbasid Empire (135-138)
  - 5. African Civilization (172-190)
    - a. Islam in North Africa (127-129)
    - b. Sudanic States (176-182)
    - c. East Africa/Swahili Coast (182-184)

\*Practice Essay 1 (CCOT); From the Released 2006 AP Exam

- Analyze the cultural and political changes and continuities in ONE of the following civilizations during the last centuries of the classical era:

Chinese, 100 CE to 600 CE

Roman, 100 CE to 600 CE

Indian, 300 CE to 600 CE

\*Practice Essay 2 (DBQ); From Released 2007 AP Exam

-Using the documents, analyze Han and Roman attitudes toward technology. Identify one additional type of document and explain briefly how it would help your analysis.

**Unit 2 1000-1450**

- A. Changes in Christianity and the Dawn of the Middle Ages
  - 1. The Byzantine Empire (195-210)
  - 2. European Society and the growth of Monarchies (214-236)
- B. American Civilizations
  - 1. Aztec Society (240-251)
  - 2. Incan Society (252-260)
- C. China's Internal and External Expansion
  - 1. Tang Empire (262-272)
  - 2. Song Dynasty (272-286)
- D. The Spread of Chinese Culture to Japan, Korea, and Vietnam
  - 1. Japanese Feudalism (290-300)
  - 2. Korea (301-304)
  - 3. Vietnam (305-310)
- E. The Rise of the Mongols
  - 1. The Empire of Chinggis Khan (315-324)
  - 2. The Mongols Drive to the West (325-328)
  - 3. The Mongols in China (329-334)

\*Practice Essay 1 (DBQ); From Released 2002 AP Exam

-Using the documents, compare and contrast the attitudes of Christianity and Islam toward merchants and trade from the religions' origins until about 1500. Are there indications of change over time in either case, or both? What kinds of additional documents would you need to assess the consequences of these attitudes on merchant activities?

\*Practice Essay 2 (Com. & Cont.); From Released 2005 AP Exam

-Compare and contrast the political and economic effects of Mongol rule on TWO of the following regions:

- China
- Middle East
- Russia

**Unit III 1450-1750**

- A. The Rise of the West
  - 1. The Renaissance and Reformation (368-380)
  - 2. The Age of Discovery (384-401)
- B. Kingdoms and Empires
  - 1. Russia (406-418)
  - 2. Spain and Portugal (422-426)
  - 3. The Muslim Empires (451-471)
    - a. Mughal (India)
    - b. Safavid Empire
    - c. Ottoman Empire
  - 4. African Kingdoms (478-500)
    - a. The Atlantic Slave Trade

- b. Kongo
- c. Benin
- 5. China (503-523)
  - a. Yuan Dynasty
  - b. Ming Dynasty
- 6. Tokugawa Japan (524-528)

\*Practice Essay 1 (CCOT); From Released 2005 AP Exam

-Analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750.

\*Practice Essay 2 (DBQ); From Released 2006 AP Exam

-Using the documents, analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century. Explain how another type of document would help you analyze the effects of the flow of silver bullion in this period.

#### **Unit IV 1750-1914**

- A. Western Revolution and Industrialization
  - 1. The American Revolution (538-540)
  - 2. The French Revolution (540-543)
  - 3. The Industrial Revolution (544-553)
  - 4. The Rise of New Nations (554-557)
  - 5. Western Settler Societies (558-563)
  - 6. Nationalism and the rise of new nations
  - 7. Social, scientific, and artistic movements
- B. Latin American Independence (596-618)
- C. Civilization in Crisis (623-642)
  - 1. Ottoman Empire (626-628)
  - 2. Islamic Heartland (629-633)
  - 3. Qing China (634-642)
- D. Non-Western Industrialization
  - 1. Russia (648-656)
  - 2. Japan (657-662)

\*Practice Essay 1 (Comp. & Cont.); From Released 2003 AP Exam

-Compare and contrast the roles of women in TWO of the following regions during the period from 1750 to 1914.

East Asia	Sub-Saharan Africa
Latin America	Western Europe

\*Practice Essay 2 (CCOT); From Released 2004 AP Exam

-Analyze the changes and continuities in labor systems between 1750 and 1914 in ONE of the following areas. In your analysis, be sure to discuss the causes of the changes and the reasons for the continuities.

Latin American and the Caribbean  
 Russia  
 Sub-Saharan Africa

#### **Unit V 1914-Present**

- A. International Conflict
  - 1. WWI (679-686)
  - 2. The Great Depression (687-688)

3. WWII (689-698)
4. The Cold War (699-704)
- B. Western Social History (708-726)
- C. Russia and Eastern Europe
  1. The Russian Revolution (730-733)
  2. The U.S.S.R. (734-749)
- D. Japan and the Pacific Rim (754-770)
- E. Latin American Revolutions (774-798)
  1. The Mexican Revolution (772-780)
  2. Populism (780-786)
  3. Military Governments (786-789)
  4. New Democratic Trends (789-799)
- F. Third World Events
  1. Decolonization (803-827)
  2. The Chinese Revolution (860-876)
  3. The Vietnam War (877-884)

\*Practice Essay 1 (CCOT); From Released 2007 AP Exam

-Analyze major changes and continuities in the formation of national identities in ONE of the regions listed below from 1914 to the present. Be sure to include evidence from specific countries in the region selected.

Middle East

Southeast Asia

Sub-Saharan Africa

**Appendix:** The appendix contains examples of activities and projects that will allow students to practice and develop their writing, analysis, and discussion skills. This is an example of a weekly review guide that students receive in their syllabus at the beginning of the year. The common themes are intended to provide a mind set to prepare the student to read the chapter. The vocabulary list highlights those new, specialized terms presented in the chapter and the essays require the student to examine the chapter material in the context of the AP World History themes and practice writing to the AP World History guidelines (comparison and change over time).

## CHAPTER 1 REVIEW GUIDE

### *Common Themes*

The Neolithic Age (New Stone Age) was important because man developed sedentary agriculture and domesticated animals. These innovations led to food surpluses and rising populations. This made the settlement of towns possible and specialization of labor. Pastoral nomads still existed but on fringes of the settled areas. Most early civilizations had common elements: government, religion, writing, social classes, and trade. Technological advances like the introduction of metal tools helped this process. Early civilizations were located in Mesopotamia, Egypt, China, and the Indus River Valley.

River Valley Civilizations declined due to the movement of nomadic peoples from Eurasia. Other innovations included: monotheistic religion (Judaism), the alphabet, iron tools and extensive trade connections.

The rise of civilizations reduced local autonomy, as kings and priests tried to spread trade contacts and cultural forms and warred to gain new territory. Since these civilizations were widely spread, there was little contact. Each developed unique institutions and cultural forms.

### *Vocabulary*

Paleolithic Age  
Neolithic Age  
Slash and Burn Agriculture  
Pastoralism  
Domestication  
Sedentary  
Patriarchal  
Animism, Polytheism, and Monotheism

*Essay*

What are the characteristics of civilization and where did the first ones arise?

Compare and contrast the influences of geography and environment on the rise of civilizations and cultures in Mesopotamia and Egypt?

How did gender roles change from the Paleolithic and Neolithic Ages through the rise of the first sedentary civilizations?

Handouts: These are examples of the handouts used at the end of each time period. They are intended as a review of the material covered during that period. Students use a self check method of completing the worksheet. Working alone or in groups, they review the questions and investigate those that are posing problems.

*After the Foundations Unit, what should I be able to do?*

*After the Foundations Unit, students should be able to:*

1. Locate the continents, oceans, seas, and major rivers in world geography.
2. Locate civilizations, empires, kingdoms, nation-states, and countries on a given map.
3. Explain how the agricultural revolution altered the political, social, and economic structures in society.
4. Identify and explain the agricultural, pastoral, and foraging societies and their demographic characteristics.
5. Identify and explain the basic characteristics of economic structures.
6. Identify and explain the key features that define a civilization.
7. Describe how the Tigris & Euphrates society represents a civilization.
8. Describe how Egyptian society represents a civilization.
9. Describe how the Indian and Chinese River Valley society represents a civilization.
10. Identify and explain the basic features of world geography.
11. Describe the movements of the Huns and Arabs.
12. Describe and explain the collapse of Han China and Roman Empires.
13. Identify and explain the emergence of new empires and political systems (Tang China, Arab caliphates, early European and Japanese feudal system).
14. Identify and explain the basic features of the major world belief systems (Buddhism, Christianity, Confucianism, Daoism, Hellenism, Hinduism, Islam, and Judaism).
15. Compare and contrast the major religions and philosophical systems.
16. Compare the role of women in the different world beliefs.
17. Describe the major developments in the arts and sciences in the major world beliefs.
18. Identify and explain the Hindu caste system, and its impact on the social aspects of Hindu society.
19. Identify and explain the slave system in the world.
20. Identify and explain the Confucian social hierarchy.
21. Describe the patriarchal family structures in society.

22. Identify and explain how Buddhists, Christians, and Islamic believers spread their missionaries.
23. Identify and explain international trading systems by the Middle Eastern, Chinese, Eastern European, and trans-Saharan (Silk Road, etc).
24. Compare and contrast the trans-Saharan trading systems to the Silk Road.
25. Identify and explain the causes for collapse of the Roman and Han Empire.
26. Compare India's political system to the Chinese political systems.
27. Compare the Arab caliphate political system to the Roman Empire political system.
28. Identify the location or major political units and trade routes by 1000 CE on a given map.

*After 600-1450, what should I be able to do?*

*After 600-1450, students should be able to:*

1. Explain the causes and changes in world history from 600-1450.
2. Identify and explain how the Mongol's expansion impacted the surrounding communities and societies.
3. Identify and explain China's internal and external expansion, and how it impacted Japan.
4. Identify and explain Song's economic revolution on China.
5. Explain how the Islamic faith unified Eurasia and Africa as a cultural force.
6. Describe the Islamic impact on the Sudanic kingdom and East Africa.
7. Describe the Islamic impact on the Delhi Sultanate.
8. Identify and explain the various reform movements as the society expanded into Eurasia and Africa.
9. Identify and explain how the Islamic culture affected the arts and sciences.
10. Identify and explain the medieval feudalism in Western Europe.
11. Describe how the nomadic tribes caused the collapse of the Roman Empire.
12. Explain how the Byzantine Empire emerged in Eastern Europe.
13. Explain the division of Christendom in Eastern and Western Europe.
14. Compare and Contrast European and Japanese feudalism.
15. Identify and explain the reason for the Crusades and its impact on relations with Western Europe and the Middle East.

*After the Unit 1450-1750, what should I be able to do?*

*After the Unit 1450-1750, students should be able to:*

1. Identify and explain the historical significance of the Italian Renaissance and the Protestant Reformation.
2. Explain how the Arab world in the 12<sup>th</sup> century affected the Italian Renaissance.
3. Explain the historical significance of the Siege of Vienna during the Thirty Years' War.
4. Describe the characteristics of European absolutism.
5. Explain the development of nation-states in European society.
6. Identify and explain how Eastern Europe (Russia) interacted with Western Europe.
7. Identify and explain how maritime technology sparked expansion throughout the world.
8. Explain how the Columbian Exchange had a profound impact on global interaction between civilizations.
9. Identify and explain the Aztec, Mayan, and Incan Empires' political, social, and economic systems.
10. Describe how the slave system and the slave trade operated in Latin America.
11. Explain the historical importance of the capture of Constantinople by the Ottoman Empire.
12. Identify and explain the Ottoman social system.
13. Explain the harem institution and its significance to the Muslim world.

14. Compare and contrast the gender roles in the Ottoman and Safavid Empires.
15. Identify and explain the Mughal's political unit in India.
16. Identify and explain the gender system in the Mughal Empire.
17. Compare and Contrast the gender roles in the Muslim and Mughal worlds.
18. Identify the major Mughal developments in art and science.
19. Compare and contrast Russia's interaction with the West.
20. Identify and explain the Trans-Atlantic slave system and trade between Africa and the Americas.
21. Describe the conditions on a slave plantation.
22. Describe how the slave system and trade affected Africa.
23. Identify and explain the political system in the Ming and Qing dynasties.
24. Compare European monarchy imperial system to the land-based Asian empires.
25. Identify and explain the political system in Tokugawa Japan.
26. Explain why Neo-Confucianism emerged in Japan during the Sung, Yi, and Tokugawa periods.
27. Compare Russia's interaction with the West with the interaction of Tokugawa Japan.
28. Describe the changes in global interactions, trade, and technology in the Americas, Africa, and Asia.

*After the Unit 1750-1914, what should I be able to do?*

*After the Unit 1750-1914, students should be able to:*

1. Identify and explain the causes and effects of the American Revolution.
2. Identify and explain the causes and effects of the French Revolution.
3. Identify and explain the role and impact of the Jacobins in the French Revolution of 1789.
4. Identify and explain the causes and effects of the Haitian Revolution.
5. Identify and explain the causes and effects of the Mexican Revolution.
6. Identify and explain the causes and effects of the Chinese Revolution.
7. Compare and contrast the revolutions that took place in the United States, France, Haiti, Mexico, and China.
8. Explain the ideas of the revolution and principles of democracy caused by reforms and how they shaped the role of women.
9. Describe how the Industrial Revolution altered demographic developments and the environmental landscape.
10. Describe how the Industrial Revolution impacted the role of women in society.
11. Explain how the Industrial Revolution caused a change in Western culture and scientific knowledge.
12. Identify and explain the goals of capitalism and Marxism.
13. Compare and contrast the western European industrialization to Japanese industrialization.
14. Explain how the Industrial Revolution caused the emancipation of serfs and ended the Atlantic Slave Trade.
15. Describe how the political and industrial revolutions led to the women's emancipation movement.
16. Explain the rise of nationalism in western European nation-states.
17. Explain the rise of nationalism in Latin America, Asia, and Africa.
18. Describe the economic, political, and social rise of western European imperialism.
19. Explain the historical importance of the European acceptance of Social Darwinism Theory.
20. Describe how the Ottoman Empire, China, India, and Japan reacted to western European imperialism.

*After the Unit 1914-Present, what should I be able to do?*

*After the Unit 1914-Present, students should be able to:*

1. Explain how the United Nations promotes cooperation in an effort to reduce economic, political, and social conflicts.
2. Describe how the legacy of colonialism and economic development affected Africa, Asia, and Latin America.
3. Identify and explain different independence and nationalist movements and how they contrasted with European and colonial ideas.
4. Explain causes and results of decolonization in Africa and India.
5. Describe how the Chinese and Iranian revolutions affected the role of women in society.
6. Explain how the international organizations such as the World Bank and International Labor Organization impacted global diplomacy and conflict.
7. Describe the impact of global economic development in the Pacific Rim and multinational corporations.
8. Describe the feminist movement and how it affected gender relations.
9. Describe international demographic and environmental changes (migration, birth rate, urbanization, green movement).

*After studying the 20<sup>th</sup> century (World Wars and Cold War), what should I be able to do?*

*After studying the 20<sup>th</sup> century, students should be able to:*

1. Identify and explain the causes and effects of World War I.
2. Identify and explain the causes and effects of the Russian Revolution.
3. Identify and explain the causes and effects of World War II.
4. Identify and explain the causes and effects of the Cold War.
5. Describe how the Great Depression impacted global economic development in the post-WWI era.
6. Evaluate how totalitarianism and fascism encouraged stability and continuity in the post-WWI era.
7. Explain how the practice of genocide (the Holocaust) has affected Western and Eastern Europe.
8. Explain how the aftermath of WWII led to the formation of the United Nations.
9. Analyze the rise and decline of the Soviet Union and the impact it had in Eastern Europe.
10. Explain the impact of nuclear energy and weapons on political and social systems in the world.

Example of a lesson using first person accounts/analyzing historical scholarship.

Students are divided into several groups (9 or 12) depending on the size of the class. Using the Stearns reader, students are asked to read one of three chapters on the major religious movements in China during the Classical period (Confucianism, Legalism, and Daoism). Students will take notes on the material read. At the end of a specified time, the smaller groups that read the same chapters will meet to compile a comprehensive list of important information on their religion. Volunteers are then chosen to present the findings to the class. During the presentations, students are required to take notes and highlight similarities and differences between the religions. Class discussion will reinforce the comparisons with teacher input. (An alternative lesson may include the student groups mixing and constructing the comparisons within the group. Each group then will present the comparisons and effects on Chinese society.) In any case, a comparison of these philosophies will be made and the society in which these philosophies were created will be examined.

“Geography Days” will be a recurring event in the class. These will occur approximately once a month. In the beginning of the year, students will be presented with blank maps and will be asked to label certain areas pertaining to the unit of study. Later in the school year, students will be asked to

locate specific events on the maps. Then students will analyze the effect of location, access, resources, and weather/climate on the society that lives in that area or that has colonized the area. This will be an ongoing process in which location activities will lead to event activities that will lead to an examination of geographic effects on people and society and the effect of the society on the environment.

Other resources will be explored, for example:

Pomeranz, Kenneth and Topik, Steven. *The World That Trade Created: Society, Culture, and the World Economy, 1400 to Present*. Armonk, New York: M.E. Sharpe, Inc., 1999.

This book can also be divided and examined by different groups of students. The way the authors divide the book into chapters makes it easy to do this. After discussions on the period of Discovery and the Columbian Exchange; students read sections on the discovery and the use of the new products found in the New World. After reporting to the class, comparisons are made concerning original perceptions of the new products, what changed these perceptions, and the social, economic reasons for these changes. Effects on producers and the environment as well as effects on the consumers will be investigated. Economic, political, and social results of the discovery and use of these new products will be discussed in a forum-like setting.

If time permits, students can take the position of a person affected by the Columbian Exchange and debate the advantages and disadvantages derived from trade at this point in history. (Africans, Native American, Europeans).

Extensive use will be made of the “In Depth” sections in the text. An example would be the article entitled, “Comparing Feudalisms” (pg. 296-298). Students will read the article with the assignment to formulate a chart that summarizes the information. A discussion of the Questions at the end of the selection would follow. More importantly, the society that created these systems will be examined, the effects on that society and the reasons for the weakening and replacement of feudalism in each will be considered. Other topics could be selected for comparison, for example: comparing the Aztec culture with the Inca civilization or comparing the approaches to colonization taken by various countries or groups (Arab traders, Spanish, Portuguese, and others).

The development of study guides, charts, and graphic organizers is encouraged.

Taking information from the text and arranging it into charts that compare regions, religions, culture, society, and gender roles will be practiced in the beginning of the year and utilized throughout the year. See example attached below:

REGION:	8000BC-600	CE 600-1450	1450-1750	1750-1914	1914-Present
Political					
Economic					
Religious					
Intellectual					
Arts					

## Geography

Students will be organized in groups to research the material needed for these charts. Each group will receive a region to be responsible for. These charts will be a year long assignment. At the end of each time period, students present their findings to the class so that everyone has information on all regions. (An alternative would be to rotate assigned regions for each period). The regions: Latin America, Middle East, South Asia, West Africa, East Asia, the West.

“Cultural Days” will also be incorporated into the curriculum. Art, poetry, and music will be used to illustrate differences in cultures. Examples: Comparing Renaissance art to Middle Ages, African, or Asian art; listening to music from different areas and eras (1812 Overture, jazz of the 30’s, classical Japanese); reading Homer, the Charge of the Light Brigade, or excerpts from African or Asian poetry. The end of the year will be reserved for exploring the various cuisines of a variety of cultures.

A note on student essays: Students will be required to write several essays during the year. The summer assignment will contain a section of essay responses. Each weekly review guide will contain three to four essays. Every test will contain one or two essays. On other occasions during the year, examples of essays will be given which are taken from previous AP World examinations. Students will be given extensive practice in the planning, construction, and writing of essays in various styles (Change Over Time, Compare and Contrast, and Document Based Question). As the test draws near, more intense practice on testing examples will be given. Practice tests, timeline development, comparing societies, examining change, and strategies to approach historical accounts will provide students with review prior to the test date. The six historical themes and periodization will be stressed.

Historical Journals: These will also be incorporated into the curriculum. Students will be provided with a variety of historical articles to choose from. These accounts will be about specific events, people, or empires encompassing a variety of time periods and regions of the world. Students are to read the article and fill out the following journal and turn it in. (See Below)

### World History Journal

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title, Date, and Source of the Article:

Briefly State the Main Idea of this Article:

List Three Important Facts That the Author Uses to Support the Main Idea:

What Information or Ideas Discussed in This Article are also Discussed in Your Textbook or Other Readings You Have Done? How does it relate to what you have learned or what we are studying?

List Any Examples of Bias or Faulty Reasoning That You Found in the Article:

List Any New Terms/Concepts That Were Discussed in the Article and Write a Short Definition:

## **SEMESTER ONE:**

### **Course Outline**

UNIT 1. Foundations, c. 8000 BCE to 600 CE

Focus questions: What is “civilization”? Who is “civilized”? Does change occur by diffusion or independent invention?

Topic 1. Locating world history in the environment and time

Topic 2. Developing agriculture and technology

Topic 3. Basic features of early civilization: Mesopotamia, Egypt, Indus, Shang; Mesoamerican and Andean

Topic 4. Major belief systems: Hinduism, Buddhism, Judaism, Christianity, Confucianism, and Daoism; polytheism and shamanism

Topic 5. Classical civilizations: Greece, Rome, China, and India including migrations of the Huns, Germanic tribes

Topic 6. Interregional networks by 600 CE and spread of belief systems

COMPARISONS: early civilizations, major belief systems, systems of social inequality, cities, political systems, trading systems, migrations, role of nomadic peoples.

#### UNIT II. 600-1450

Focus questions: Should we study cultural areas or states? Did changes in this period occur from the effects of nomadic migrations or urban growth? Was there a world economic network during this period?

Topic 1. The Islamic World, the Crusades, and Schism in Christianity

Topic 2. Silk Road trade networks, Chinese model and urbanization

Topic 3. Compare European and Japanese feudalism, Vikings

Topic 4. Mongols across Eurasia and urban destruction in Southwest Asia, Black Death

Topic 5. Compare Bantu and Polynesian migrations, Great Zimbabwe and Mayan empires and urbanization; Aztec and Incan empires and urbanization

Topic 6. Ming Treasure Ships and Indian Ocean trade networks (Swahili coast)

COMPARISONS: Japanese versus European feudalism, European monarchy versus African empires, role of major cities, Aztec versus Incan empires.

#### UNIT III. 1450-1750

Focus questions: To what extent did Europe become predominant in the world economy during this period?

Topic 1. “Southernization” in Western Europe and the Scientific Revolution and Renaissance; Change—Reformation and Counter Reformation

Topic 2. Encounters and exchange: Reconquista, Portuguese in Morocco, West Africa, Spanish in the Americas

Topic 3. Encounters and exchange: Portuguese in Indian Ocean trade networks, Manila galleons and the Ming Silver Trade

Topic 4. Labor systems in the Atlantic World—The Africanization of the Americas (slave trade, plantation economies, resistance to slavery); Labor systems in the Russian Empire and resistance to serfdom

Topic 5. Expansion of Global Economy and Absolutism: Ottoman, Safavid, Mughal, Bourbons, Tokugawa, and Romanov

Topic 6. Effects of the Atlantic Slave Trade on demography in West Africa, resistance to the Atlantic slave trade, and expansion of Islam in sub-Saharan Africa

COMPARISONS: Imperial systems in Europe versus Asia; coercive labor systems, empire building in Asia, Africa, and Europe; interactions with the West (Russia versus others).

### **SEMESTER TWO**

#### UNIT IV. 1750-1914

Focus questions: Through what processes did the influence of industrialization spread throughout the world? How did the rights of individuals and groups change in this period? To what degree did new types of social conflict emerge during the nineteenth century? How and with whom did the idea of “The West” as a coherent and leading force in history gain currency?

Topic 1. European Enlightenment, American, French, Haitian, and Latin American Revolutions, Napoleon

Topic 2. British Industrial Revolution and De-Industrialization of India and Egypt

Topic 3. Imperialism and Industrialization

Topic 4. Nationalism and Modernization

Topic 5. Anti-Slavery, Suffrage, Labor, and Anti-Imperialist movements as Reactions to Industrialization and Modernization

Topic 6. Chinese, Mexican, and Russian Revolutions as Reactions to Industrialization and Modernization

COMPARISONS: Industrial Revolution in Europe versus Japan, political revolutions, reactions to foreign domination, nationalism, western interventions, women in Europe of different classes.

UNIT V. 1914-2000

Focus questions: How do ideological struggles provide an explanation for many of the conflicts of the 20<sup>th</sup> century? To what extent have the rights of the individual and the state replaced the rights of the community? How have conflict and change influenced migration patterns internally and internationally? How have international organizations influenced change?

Topic 1. World War I, Total War, and Reactions to the 14 Points

Topic 2. Rise of Consumerism and Internationalization of Culture

Topic 3. Depression and Authoritarian Responses

Topic 4. World War II and Forced Migrations

Topic 5. United Nations and Decolonization

Topic 6. Cold War, Imperialism, and the End of the Cold War

COMPARISONS: Decolonization in Africa versus India, role of women in revolutions, effects of the World Wars on areas outside Europe, nationalist movements, impact of Western consumer society and culture on others.

**Review for Exam**

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**MAY, 2009**