

Advanced Placement World History Course Syllabus

I. Course Description

Advanced Placement World History is designed to prepare students for college courses by making demands similar to those of a year-long college survey course. AP World History develops a greater understanding of global processes, encounters and interactions that have shaped human history since 8000 B.C.E. Students will gain an understanding of the importance of trade, religion, politics and technology on society. Daily activities focus on the mastery of a selective body of factual knowledge and the development of analytical skills required for advanced college students. Critical reading and writing skills are developed through the evaluation of primary and secondary sources, short essays, and research assignments. For essay assignments, students will analyze primary sources, focus on periodization, compare two or more societies in a given time period and discuss change and continuity in reference to particular societies. The course will culminate in students taking the AP exam in the spring.

II. Course Objectives

The overall theme of the course is that some knowledge of the past is necessary for understanding the present and for plotting the course for the future. History is about asking questions, analyzing evidence in an effort to answer these questions, and constructing an argument based on this evidence. The themes that follow will guide your study of world history.

World History Themes:

1. ***Interactions 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
 - Empire
 - Nations and nationalism
 - Revolts and revolutions
 - Regional, transregional, and global structures and organization
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

III. The Four Historical Thinking Skills

As we examine the above themes, we will be emphasizing the following four modes of historiography, prescribed by AP CollegeBoard. Classroom assignments, essays, assessments, and other classwork are designed to emphasize one or more of these thinking skills:

1. **Crafting historical arguments from historical evidence**
 - “Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument.”
2. **Chronological Reasoning**
 - “Historical thinking involves the ability to identify, analyze, and evaluate the relationships between multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.”
3. **Comparison and Contextualization**
 - “Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.”
4. **Historical Interpretation and Synthesis**
 - “Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference.”
 - “Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works.”

IV. Course Readings and Resources

AP World History includes a variety of readings from a college survey textbook and a collection of primary sources. Additional reading material will be provided throughout the course. Some reading materials, such as the textbook, will be outlined by the student and then discussed in class. Other texts, such as the articles of the Millennium Issue of The Economist, will be the subject of student essays and other written projects.

- Strayer et al, *Ways of the World*, Bedford St Martin's, 2009.
- Bulliet et al, *The Earth and Its Peoples, A Global History, Third edition*, Houghton Mifflin, 2005.
- Andrea and Overfield, *The Human Record, Fifth edition*, Houghton Mifflin, 2005.
- Reilly, *Worlds of History, Second Edition*, Volume 1 & II, Norton 2004.
- Tignor, *Worlds Together, Worlds Apart*, W.W. Norton, 2002.
- Diamond, *Guns, Gems and Steel*, Norton, 1999.
- BBC World News, <www.bbc.co.uk>.
- "Millennium Issue: Reporting on 1000 Years". The Economist. 23 December 1999. <<http://www.economist.com/diversions/millennium/>>
- AP World History Essays and Exam Questions available on AP Central.

Occasionally, current event articles that display change over time in a particular region will be used. These articles may come from many sources including local and national newspapers and news websites.

Course Schedule

Period 1: The Emergence of Human Communities (8000 BCE to 600 BCE)

- **Key Concepts**
 - Big Geography and the Peopling of the Earth
 - The Neolithic Revolution and Early Agricultural Societies
 - The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies
- **Class Time:** 3 weeks
- **Sources & Readings (may include, but are not limited to):**
 - Textbook – Chapters 1-3
 - Jared Diamond, *Guns, Germs and Steel*.
 - Andrea & Overfield, *The Human Record*.
 - *Hammurabi's Code*
 - *The Epic of Gilgamesh*
 - *The Rig Veda*
 - Tom Standage, *An Edible History of Humanity*.
 - Ban Zhao, *Lessons for Women*

- **Themes to be Covered (not limited to):**
 - The Neolithic Revolution & Rise of Agriculture
 - What are the qualities of “civilization”?
 - Origins of social & gender structures
 - Interaction of cultures
 - Early Seafaring of Polynesian peoples in Oceania
- **Selected Activities:**
 - PERSIA Comparison Chart (Asia, Europe, Americas, Africa, Middle East)
 - Outlining Workshop – Develop skills at critically evaluating and outlining textual material
 - Read and Discuss excerpt from Diamond’s *Guns, Germs, and Steel*. Discuss Diamond’s thesis about the reasons for the rise of civilizations. Discuss the role and methods of the historian.
 - Discuss the rise of patriarchal gender systems using Ban Zhao.
 - Anthropological studies: Using the examples of the “Kennewick Man” and the *Kon-Tiki* voyage, discuss how anthropological finds are used to determine the origins of settlement.

Period 2: The Formation of New Cultural Communities, 600 B.C.E.- 600 C.E.

- **Key Concepts**
 - The Development and Codification of Religious and Cultural Traditions
 - The Development of States and Empires
 - Emergence of Transregional Networks of Communication and Exchange
- **Class Time:** 3 weeks
- **Sources & Readings (may include, but are not limited to):**
 - Textbook – Chapters 4-7
 - Andrea & Overfield, *The Human Record*.
 - *The Bhagavad Gita*
 - Ban Zhao, *Lessons for Women*
 - *The Gospel of Thomas*
 - Pliny the Elder, *Natural History*
 - Tom Standage, *An Edible History of Humanity*.
- **Themes to be Covered (not limited to):**
 - The Hellenization of southern Europe, the Middle East, and northern Africa
 - Formation of different political systems in Greece & Persia
 - The Rise of Imperial Rome & Imperial Han China
 - Importance of trade between empires
 - Role of women in imperial empires
 - Imperial origins of Indian culture
 - Saharan and sub-Saharan trade and the transfer of ideas in Africa
 - Indian Ocean trade between Africa, the Middle East, and Asia

- Spread of the Malay peoples throughout Southeast Asia
- **Selected Activities:**
 - Class “reenactment” of the Battle of Salamis. Discuss technological developments that allowed small ships to defeat large ships.
 - DBQ Essays
 - Roman and Han attitudes toward technology (2007 Exam)
 - Spread of Buddhism DBQ (2004 Exam)
 - Comparison Essays
 - Methods of political control in Han China, Mauryan/Gupta India, Imperial Rome
 - Change and Continuity Over Time Essays
 - Cultural and political changes China, Rome, India (2006 Exam)

Period 3: Interregional Patterns of Culture and Contact, 600–1450

- **Key Concepts**
 - Expansion and Intensification of Communication and Exchange Networks
 - Continuity and Innovation of State Forms and Their Interactions
 - Increased Economic Productive Capacity and Its Consequences
- **Class Time:** 6 weeks
- **Sources & Readings (may include, but are not limited to):**
 - Textbook – Chapters 8-14
 - Andrea & Overfield, *The Human Record*.
 - Tom Standage, *An Edible History of Humanity*.
 - Ibn Battuta, *Rihla*.
 - Pope Urban II – Speech at the Council of Clermont (The Gesta Version, 1095)
 - Annales Herbipolenses, 1147 (Anonymous)
 - Usamah Ibn Munqidh (1095-1188), *Autobiography*
- **Themes to be Covered (not limited to):**
 - The Rise of Islam
 - The Effects of the Islamic Caliphates on Asia, Africa, and Europe
 - The cultural character of Byzantium and its relationship with neighbors
 - Medieval society and the Western Church
 - The rise and societal effects of feudalism
 - The demographic, social, and cultural results of epidemic disease
 - Kievan Russia
 - The effects of nomadic groups on Asia
 - Causes and effects of Crusade
 - The Tang reunification of China
 - The innovations of the Song Dynasty
 - Establishment of Fujiwara Japan and the first shogunates
 - Interactions between Mesoamerican societies (Teotihuacan, Aztec, Maya)

- Early empires in America: the Aztecs and Inca
- Cultural organization among Northern American natives.
- **Selected Activities:**
 - Use Google Maps tour feature to map and track the travels of Ibn Battuta. Combine with selected entries from Battuta's accounts.
 - Compare & contrast primary documents about the motivations of Crusaders.
 - DBQ Essays
 - Patterns of trade and possible cultural consequences in Africa, Asia, Europe and the Americas (? Exam)
 - Comparison Essay
 - Political and Economic effects of Mongol rule on China, Middle East, or Russia (2005 Exam)
 - The similarities and differences in the rise of the Mongol Empire, the Aztec Empire, or a West African Sudanic Empire (Mali or Ghana or Songhay) (2011 Exam)
 - Change and Continuity Essays
 - Patterns on interaction along the Silk Roads (2009 Exam)

Period 4: The Globe Encompassed, 1450-1750

- **Key Concepts**
 - Globalizing Networks of Communication and Exchange
 - New Forms of Social Organization and Modes of Production
 - State Consolidation and Imperial Expansion
- **Class Time:** 6 weeks
- **Sources & Readings (may include, but are not limited to):**
 - Textbook – Chapters 15-21
 - Andrea & Overfield, *The Human Record*.
 - Nzinga Mbemba, *Letters to the King of Portugal*
 - Matteo Ricci, *Journals*
 - Tokugawa Iemitsu, *Closed Country Edict*
 - Francis Bacon, *New Organon*
 - Voltaire, *Treatise on Toleration*
 - Tom Standage, *An Edible History of Humanity*.
- **Themes to be Covered (not limited to):**
 - Ottoman Domination of the Middle East
 - The Ming Dynasty and the “re-sinicization” of China
 - Islamic Kingdoms of Africa
 - The influence of Islam in Delhi and Mughal India
 - The technology of trade: The dhow, the junk, and harnessing the monsoons
 - The European Renaissance
 - Post-Hundred Years War European monarchies

- Iberian Reunification
 - The global maritime revolution
 - Early European incursions and interactions in Africa
 - The Protestant Reformation, Scientific Revolution, and Enlightenment
 - The rise of the bourgeoisie & the emergence of capitalism
 - European dominance in the Americas
 - Effect of colonial ideals on women and non-European ethnicities
 - Mercantilism and the plantation system
 - The Tokugawa restructuring of Japan
 - Manchu domination of Qing China
 - The political and cultural changes in Romanov Russia
 - The effects of British empire-building: Australia, India, North America
- **Selected Activities:**
 - Primary source comparison: compare and contrast the language and ideals of the Declaration of the Rights of Man, the Articles on Confederation, and the Declaration of Independence.
 - DBQ Essays
 - Aztec and Inca levels of cultural development (? Exam)
 - Social and economic effects of the global flow of silver (2006 Exam)
 - Change and Continuity Essays
 - Indian Ocean region (2008 Exam)
 - Cultural, political and economic impact of Islam in West Africa, South Asia, or Europe(2003 Exam)
 - Social and economic transformations in the Atlantic World as a result of contacts among Western Europe, Africa, and the Americas (2005 Exam)

Period 5: Revolutions, Imperialism, and the New Power Balance, 1750-1914

- **Key Concepts**
 - Industrialization and Global Capitalism
 - Imperialism and Nation-State Formation
 - Nationalism, Revolution and Reform
 - Global Migration
- **Class Time:** 6 weeks
- **Sources & Readings (may include, but are not limited to):**
 - Textbook – Chapters 22-27
 - Andrea & Overfield, *The Human Record*.
 - Adam Smith, *The Wealth of Nations*
 - *Political Cartoons from the French Revolutions*
 - Simon Bolivar, *The Jamaica Letter*
 - Karl Marx, *The Communist Manifesto*
 - *Ohio Women's Convention of 1850, Resolutions*
 - Royal Niger Company, *Standard Treaty*

- Lin Zexu, *Letter to Queen Victoria, 1839*
 - Tom Standage, *An Edible History of Humanity*.
 - The Gapminder Project, www.gapminder.org.
 - The Declaration of the Rights of Man.
 - The Articles of Confederation.
 - The Declaration of Independence.

- **Themes to be Covered (not limited to):**
 - The Eighteenth-Century Crisis in Europe
 - Revolutions: America, France, Latin America, and Greece
 - Documents of political revolutions
 - Causes and Effects of the Industrial Revolution
 - Urbanization & demographics
 - The effects of industrialization on the non-Western world
 - Social and gender structures during American nation-building
 - The Scramble for Africa & African responses
 - The New British Empire in Africa, India, and China
 - French, Spanish, and Dutch imperialism in Southeast Asia
 - The social and cultural consequences of imperialism
 - The decline of land empires: Ottoman, Russian, and Qing
 - The political, economic, social, and cultural effects of industrial technology

- **Selected Activities:**
 - Students create a “propaganda” poster supporting or criticizing a specific instance on colonialism or imperialism. Reflect on popular views of Western dominance.
 - Use Gapminder trend maps to view global trends of population and wealth. Discuss difficulties faced in the non-Western world.
 - “The Urban Game”: Interactive project in which students create a village on paper and guide it through the stages of urbanization.
 - Change and Continuity Essays
 - Long distance migrations (2011 Exam)

Period 6: The Great Wars and the Postmodern World, 1914-Present

- **Key Concepts**
 - Science and Environment
 - Global Conflicts and Their Consequences
 - New Conceptualizations of Global Economy, Society and Culture

- **Class Time:** 6 weeks

- **Sources & Readings (may include, but are not limited to):**
 - Textbook – Chapters 28-33
 - Andrea & Overfield, *The Human Record*.
 - Lenin, *What Is To Be Done?*
 - Lazaro Cardenas, *Speech to the Nation*

- Mohandas Ghandi, *Indian Home Rule*
 - Editorial from Indian *Manushi* against dowry
 - George Kennan, *The Long Telegram*
- Ho Chi Minh, *The Vietnamese Declaration of Independence*
- Tom Standage, *An Edible History of Humanity*.
- Keith Thompson, The Caricature Map of Europe,
<http://www.keiththompsonart.com/pages/grandmap.html>

- **Themes to be Covered (not limited to):**

- The causes and effect of World Wars
- The evolution of modern nationalism
- The rise and fall of Soviet Russia
- International diplomacy and the creation of super-national organizations
- The effects of the mandate system and the modern Middle East
- The increasing role of women, progressivism, and women reformers
- The evolution of communism in China
- Independence movements in Africa & India
- Revolutionary movements in Mexico, Argentina, and Brazil
- Nonviolence as a political tool
- Cold War and the division of the post-World War globe
- Current global political and cultural trends

- **Selected Activities:**

- Interpret the “Caricature Map of Europe”, determining why the artist chose to represent each country or empire with the symbolism he did.
- “Seven Degrees of Separation”: As a review, classes compete in a variation of the movie game of the same name, linking historical events with one another in seven steps or fewer.
- Periodization Activity: Classroom divided into two debate teams. Teams debate whether the current historical era began before or after the World Wars. Teams must use specific examples, changes, and continuities.
- DBQ Essays
 - Mechanization of the cotton industry (2010 Exam)
 - Causes and consequences of the Green Revolution (2011 Exam)
- Change and Continuity Essays
 - Religious beliefs and practices in Sub-Saharan Africa or Latin America/Caribbean (2010 Exam)