

Course Overview

This full-year course explores the expansive history of the human world. Students are expected to learn selective factual information as well as analytical skills with which comparisons and contrasts, understanding of continuity and change over time, and application of primary source documents may be applied to learned information. Students are to assess the major themes in world history by studying institutions and actions in various societies throughout the world. Students will use the class textbook, supplementary documents, and class discussions to critically evaluate the interaction among peoples throughout history.

Attention will be given to preparing students for future AP courses in high school and courses in college as well. Students will read nightly and discuss overarching themes involved. The ultimate benefits of the class will be an informed view of how the world has developed throughout history as well as an enhanced ability to analyze information in any situation.

Textbook

Stearns. 2003. *World Civilization: Global Experience*, third edition. Pearson.

Stearns, 2011. *World Civilization: Global Experience*, sixth edition. Pearson.

Primary Sources

Students will read and analyze selected primary sources (documents, images, and maps)

- Reilly. 2007. *Worlds of History: A Comparative Reader, Volumes I and II*, third edition. Bedford/St. Martins
- Bulliet. 2008. *The Earth and Its Peoples: A Global History*, fourth edition, AP edition. Houghton Mifflin.
- Document Based Questions released by College Board

Secondary Sources

- Pomeranz. 1999. *The World that Trade Created*. M.E. Sharpe.
- Diamond. 2005. *Guns, Germs, and Steel*. Norton.
- Standage. 2005. *A History of the World in 6 Glasses*. Walker.

Themes in AP World History

Students in this course must learn to view history thematically. The AP World History course is organized around five overarching themes that serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a “big picture” of history. The themes also provide a way to organize comparisons and analyze change and continuity over time. Consequently, virtually all study of history in this class will be tied back to these themes by utilizing a “SPICE” acronym.

Social – Development and transformation of social structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

Political – State-building, expansion, and conflict

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, trans-regional, and global structures and organizations

Interaction between humans and the environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

Cultural – Development and interaction of cultures

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

Economic – Creation, expansion, and interaction of economic systems

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

Course Schedule

Unit 1 – Technological and Environmental Transformations		
to c. 600 BCE	5%	2 weeks
Unit 2 – Organization and Reorganization of Human Societies		
c. 600 BCE to c. 600 CE	15%	4 weeks
Unit 3 – Regional and Transregional Interactions		
c. 600 CE to c. 1450	20%	6 weeks
Unit 4 – Global Interactions		
c. 1450 to c. 1750	20%	6 weeks
Unit 5 – Industrialization and Global Integration		
c. 1750 to c. 1900	20%	6 weeks
Unit 6 – Accelerating Global Change and Realignments		
c. 1900 to the Present	20%	6 weeks
Review		3 weeks

Unit 1 to 600 BCE: Technological and Environmental Transformations

Key Concepts

- Big Geography and the Peopling of the Earth
- The Neolithic Revolution and Early Agricultural Societies
- The Development and Interactions of Early Agriculture
- Pastoral and Urban Societies

Topics for Overview include:

- Prehistoric Societies
- From Foraging to Agricultural and Pastoral Societies
- Neolithic Revolution
- Early Civilizations: Middle East, South Asia, East Asia, the Americas, Africa, and Oceania

Text: Stearns Chapter 1

Special Focus:

- 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 and Papua new Guinea
- Class Discussion
 - How were gender roles changed by the Neolithic Revolution?
- Collaborative Group – Jigsaw
 - Students will analyze how geography affected the development of political, social, economic, and belief systems 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
- Parallel Reading
 - *Guns, Germs, and Steel*
 - Women in Early Art
 - Epic of Gilgamesh
- Essay Example: Compare and contrast the political and social structures of any two of the following ancient civilizations: Mesopotamia, Egypt, Indus Valley, Shang China.

Unit 2 Organization/Reorganization of Human Societies, 600 BCE to 600 CE

Key Concepts:

- Development and Codification of Religious and Cultural Traditions
- Development of States and Empires
- Emergence of Transregional Networks of Communication and Exchange

Topics for Overview include:

- Classical Civilizations
- Major Belief Systems: Religion and Philosophy
- Early Trading Networks

Text: Stearns Chapters 2-5

Special Focus:

- World Religions
 - Animism focusing on Australasia and Sub-Saharan Africa

- Judaism and Christianity
- Hinduism and Buddhism
- Daoism and Confucianism
- Parallel Reading
 - *The World that Trade Created*
 - Hammurabi's Code
 - Plato's *The Cave*
 - The Power of Greek Drama
 - Hatshepsut: Successful Female Pharaoh
 - The Laws of Manu
 - Confucius' *Analects*
 - Pericles' Funeral Oration
- Activities and Skills Development
 - Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires
 - Students will map the changes and continuities of long-distance trade networks in the eastern Hemisphere: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean sea lanes
- Periodization
 - Students will analyze historical periods by examining the different periods mentioned throughout the class
 - Activity: in pairs, examine two sample questions about periodization
 - Identify how each question assesses the skill of periodization
 - The goal of this activity is to evaluate whether 600 CE or 700 CE is a better starting date for the postclassical period
 - students will be given events listed throughout the chapter and discuss in their pairs "What makes an event significant"
 - based on their answers, they will come up with what is a better date
- Essay Example Writing a Change and Continuity over Time Essay - Political and Cultural Changes in the Late Classical Period; Students choose China, India, or Rome

Unit 3 600-1450 CE: Regional and Transregional Interactions

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

Topics for Overview include:

- Byzantine Empire, Dar-al Islam, & Germanic Europe
- Crusades
- Sui, Tang, Song, and Ming empires
- Delhi Sultanate
- The Americas
- The Turkish Empires
- Italian city-states
- Kingdoms and Empires in Africa
- The Mongol Khanates
- Trading Networks in the Post-Classical World

Text: Stearns Chapters 6-15

Special Focus:

- Islam and the establishment of an empire
- Polynesian Migrations
- Empires in the Americas: Aztec and Inca
- Expansion of Trade in the Indian Ocean – the Swahili Coast of East Africa
- Activities and Skills Development
 - Students will evaluate the causes and consequences of the spread of Islamic empires
 - Students will compare the Polynesian and Viking migrations
 - Class Debates
 - Topic: were the economic causes of the voyages of the Ming navy in the first half of the 15th century the main reason for their limited use
 - Topic: were the tributary and labor obligations in the Aztec and Inca empires more effective than similar obligations in the Eastern Hemisphere
 - Students will analyze European interaction with Dar al-Islam by evaluating two written interpretations, one from the European perspective and the other from the Islamic perspective
 - Document 1
 - Afanasii Nikitin: An Orthodox Russian’s Spiritual Voyage in the Dar al-Islam, 1468-1475
 - Mary Jane Maxwell; Pennsylvania State University
 - Document 2
 - An Islamic Perspective on Dialogue: Articles from Islamic Journals
 - Penelope Johnstone
- Essay Example: writing a comparison essay – comparing the level of technological achievement including production of goods (500-1000)

Unit 4 1450-1750: Global Interactions

Key Concepts:

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

Topics for Overview include:

- Bringing the Eastern and Western Hemispheres Together into One Web
- Ming and Qing Rule in China
- Japanese Shogunates
- The Trading Networks of the Indian Ocean
- Effects of the Continued Spread of Belief Systems

Text: Stearns Chapters 16-22

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 West”

Activities & Skill Development

- Students will evaluate the causes and consequences of European maritime expansion
- including the development of armed trade using guns and cannons
- student project
 - Each student will apply techniques used by art historians to examine visual displays of power in one of the land or sea based empires that developed in this time period

Unit 5 1750-1900: Industrialization and Global Integration

Key Concepts:

- Industrialization and Global Capitalism
- Imperialism and Nation-State Formation
- Nationalism, Revolution and Reform
- Global Migration

Topics for Overview include:

- The Age of Revolutions:
 - English Revolutions, Scientific Revolution & Enlightenment, American Revolution, French Revolution and its fallout in Europe, Haitian & Latin American Revolutions
- Global Transformations:
 - Demographic Changes, the End of the Atlantic Slave Trade, Industrial Revolution and Its Impact, Rise of Nationalism, Imperialism and its Impact on the World

Text: Stearns Chapters 23-27

Special Focus:

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

Student Activities include:

- Writing a Comparison Essay
 - Comparing the roles of Women from 1750 to 1900—East Asia, Western Europe, South Asia, Middle East
- Students will analyze five 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

Unit 6 1900-present: Accelerating Global Change and Realignments

Key Concepts:

- Science and the Environment
- Global Conflicts and Their Consequences
- New Conceptualizations of Global Economy and Culture

Topics for Overview include:

- Crisis and Conflict in the Early 20th Century:
 - Anti-Imperial Movements, World War I, Russian, Chinese and Mexican Revolutions, Depression, Rise of Militaristic and Fascist Societies, World War II
- Internationalization:
 - Decolonization, the Cold War World, International Organizations, the Post-Cold War, World, Globalization

Text: Stearns Chapters 28-36

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

Activities include:

- 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 the first semester, the focus will be on the development of essay writing skills via time spent on essay writing workshops utilizing the following format in essay development:

Introductory Paragraph – 3 to 4 sentences, ending with thesis statement

Thesis Statement – what does it need to include?

- Time period
- Region(s)
- The answer to the prompt

Organization of Body Paragraphs

- Topic Sentence – this can be general since the thesis contains specificity
- General Assertion – identifies one aspect of theses (i.e. a change, a difference, etc.)
- Support/evidence/examples – Be Specific!
- Analysis – explain cause and/or effect
- Repeat format as necessary
- Concluding Sentence

Concluding Paragraph

- 3 to 4 sentences
- Start by restating (a rephrased) thesis in its entirety

Essay writing workshops will include group discussion utilizing example essay, self-evaluation, and peer evaluation

Primary Source Document Notebook Assignment

Throughout the first semester students will have the opportunity to develop and enhance their skills at interpreting, summarizing, and analyzing primary source material including documents, maps, charts & graphs, and visuals. The ability to comprehend and analyze primary sources will first be practiced in large group and small group discussion then in individual primary source assignments that students will summarize and analyze and place in a Primary Source Notebook which will be turned in once each 6-week grading period.

Directions for Primary Source Write-ups: [CR8]

READ the document or STUDY the data or visual. Then write a summary (the MAIN point or points) of the document. This summary should be brief paragraph and should highlight the main gist of the source in the students own words. The analysis of the source will be contained in a separate paragraph and should include:

- Historical Context--where the source fits in the framework of history.
- AP themes that the source addresses. Students will be required to identify where and explain how the source addresses that theme. Students will identify as many themes as they can find but then evaluate those themes and only include what they consider to be the two most prominent themes.
 - Point of View—here students must consider
 - point of view of the author
 - the type of document and/or tone of the source
 - purpose and/or intended audience

This skill will be developed throughout much of first semester using class discussion and partner discussions with the end goal that all students will understand how to analyze the overall point of view of a source and be able to discuss how that point of view may affect the source by the end of first semester.

Some of the sources used for these exercises include:

- Tacitus from Germania
- Female figure from Catalhuyuk (visual)
- Graph—world population 3000 BCE -1500 CE
- The Code of Hammurabi
- “Be a Scribe”
- The Writings of Han Fei
- Asoka, Rock and Pillar Edicts
- Pericles Funeral Oration
- Shi Huangdi’s Terracotta Army (visual)
- Fu Xuan, How Sad it is to be a Woman
- Live, History of Rome
- Procopius from On the Buildings and The Secret History
- Shield Jaguar and lady Xoc: A Royal Couple of Yaxchilan (visual)
- Xuanzang, Record of the Western Region
- Einhard, The Life of Charlemagne
- Ibn Battuta, Travels in Asia and Africa
- Kitabatake Chikafusa, The Chronicle of the Direct Descent of Gods and Sovereigns
- The Chronicle of Novgorod
- William of Rubruck, Journey to the Land of the Mongols

- World Population Growth 1000-2000 (graph)
- Jahangir, Memoirs

Students will continue to practice their skills at interpreting and analyzing primary sources by using them to synthesize information in DBQ essays. After introducing the concept of the DBQ to the students via roundtable discussion and practice writing of thesis statements and individual body paragraphs, students will write 4-6 DBQ essays that include written and visual sources as well as map, charts, and graphs.