

AP World History Course Syllabus 2016-2017

Course Description

This college level course uses the College Board's Advanced Placement syllabus to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. The course is organized around six time periods. Five 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.

Course Expectations

Writing and critical thinking will be emphasized throughout the year in preparation for the AP Exam. We will analyze, debate, discuss, and compare primary and secondary resources in order to better understand global processes and scholarly opinions of those processes. Being able to explain in writing what you know about history is a major requirement in this class. Therefore, you will write several essays (LEQs) and short-answer responses (SAQs) throughout the year. These will primarily focus on: comparative, change and continuity over time, causation, periodization, and document-based essays.

This is an *AP* course, meaning that this class is **equivalent to an introductory college course** in world history. It will be taught at the college level and the work load will be equivalent to the work load in a college course. On **May 11th 2017**, the students will take an Advanced Placement World History Examination to qualify for advanced standing and/or college credit.

Required Course Texts

1. Stearns, Peter N., et.al. *World Civilizations: The Global Experience*. AP Edition, 6th ed., Upper Saddle River, NJ: Longman, 2011.
2. AMSCO. *World History: Preparing for the Advanced Placement Examination*, 2017 ed.
(**Students will be required to purchase this text either through the school or on their own.**)

Document Readers used in this course:

Stearns, Peter N., et.al. *Documents in World History*. vol. 1 & 2. 5th ed., NY: Pearson Longman, 2009.

Reilly, Kevin. *Worlds of History: A Comparative Reader*. 3rd ed., Boston: Bedford/St. Martin's, 2009.

Strayer, Robert W. *Ways of the World: A Global History with Sources*. 3rd ed., Boston: Bedford/St. Martin's, 2016.

A variety of other primary and secondary sources will also be used during the course.

The Five Themes of AP World

We will use the following College Board AP World History themes throughout the course to identify the broad patterns and processes that explain *change and continuity over time*.

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 revolutions, 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)

The Nine Historical Thinking Skills

We will spend the entire year mastering College Board's "Historical Thinking Skills", which are necessary for a thorough analysis of history.

1. **Analyzing Evidence: Content and Sourcing**
 - I. Describe, select, and evaluate relevant historical evidence from primary and secondary sources
 - II. Analysis of interplay between content, authorship, point of view, purpose, audience, and format of sources
2. **Interpretation**
 - I. Describe, analyze, and evaluate interpretations of the past
 - II. Understanding types of questions and particular circumstances and contexts
3. **Comparison**
 - I. Identify, describe, compare, and evaluate various chronological and geographical contexts
 - II. Analyze historical developments within one society and across different societies
4. **Contextualization**
 - I. Relate historical events and developments in and across time and place and/or broader global processes
 - II. Explain ways in which certain events or processes connect to other similar historical phenomenon across time and place
5. **Synthesis**
 - I. Make a persuasive connection between a historical issue and other themes, contexts, periods, and disciplines
6. **Causation**
 - I. Identify, analyze, and evaluate multiple cause-and-effects
 - II. Distinguish between long-term and proximate cause-and-effects
7. **Patterns of Continuity and Change**
 - I. Recognize, analyze, and evaluate changes and continuity over time
 - II. Relating patterns to a larger historical process or theme
8. **Periodization**
 - I. Describe, analyze, and interpret different models of the past
 - II. Exam turning points and impacts in the historical narrative
9. **Argumentation**
 - I. Constructing a claim based on relevant and diverse evidence
 - II. Addressing corroborations and contradictions in evidence

Course Assignments

Primary & Secondary Sources

Throughout the year we will read and analyze primary and secondary sources. We will use them to gain a better understanding of events and processes in history and you will learn to use them as evidence to support theses in your essays. This becomes very important as you learn to answer the document-based question (DBQ). We will practice this throughout the year.

The Short Answer and Long Essays

We will do quite a bit of writing this year. The AP Exam will have 4 required short response questions and 2 long essays coming from 4 possible types and a collection of documents. We will focus our writing on four of these types of essays: the Comparative question, the Causation question, the Continuity/Change Over Time (CCOT) question, and the Periodization question. These are the types of essay questions you will be required to answer on the AP exam. To help you prepare for the AP exam, we will spend a portion of each unit working on one or more of these types. We will read examples that other students have written and you will learn how to grade them.

Reading Assignments

You will have a reading assignment every week. These assignments will come from the class textbooks or other provided resources. With every reading assignment, you will be required to outline the reading, define vocabulary terms, and practice historical thinking skills.

Assessments

- There will be quizzes for each unit, including unannounced pop quizzes: therefore, **bringing your binder to each class is required!**
 - You will be allowed to use your History Binder on the pop quizzes.
- There will be six unit assessments—one per unit
 - Each unit assessment will consist of 30 multiple choice questions and a writing section
- The AP World History Exam will take place on **Thursday, May 11th at 7:45 am.**
- There will also be a Virginia Standards of Learning (SOL) World History II Exam in May.
- There will be a final exam for all those who do not pass the SOL exam.

Grades

Students are evaluated on their performance in the following areas: **Tests, Quizzes, Essays, Homework, and Classwork.** All grades are based on a 100 scale as follows:

Tests: 5 grades

Short-Answer Quizzes: 2-3 grades

Essays: 3 grades

Homework: 1-2 grades

Classwork: 1 grade

Course Schedule

Chronological Boundaries at a Glance

The following outline is not meant to be an all-inclusive list, but rather highlights of important topics, materials and skills to be covered. **Dates, topics and skills are subject to change.**

Unit 1: Technological and Environmental Transformations, to c. 600 BCE (5% of Exam)

3 Instructional Days (*August 29th to September 2nd*)

- Big Geography and the Peopling of the Earth
 - Use Archeological evidence to analyze the Paleolithic era
 - Hunting and gathering nomads
 - Human migration from East Africa to Eurasia, the Americas, Australia and Pacific Islands
- The Neolithic Revolution and Early Agricultural Societies
 - From about 10,000 years ago
 - New and complex economic and social systems
 - Emerging in Eastern Mediterranean, Mesopotamia, Nile River Valley, Sub-Saharan Africa, Indus River Valley, Huang He Valley, Papua New Guinea, Mesoamerica and the Andes
 - Transformation of human society because of agriculture and pastoralism
- The Development and Interactions of Early Agricultural, Pastoral and Urban Societies
 - Foundational civilizations: Mesopotamia, Egypt, Mohenjo-Daro & Harappa, Shang, Olmec, and Chavin
 - First States
 - Culture, belief systems
 - Regional and trans-regional trade
- *Examples of some of the resources and skills we will focus on:*
 - Primary source analysis: *Rig Veda* and *The Book of the Dead*
 - Secondary source analysis:
 - Students will use the article by Jared Diamond, *The Worst Mistake in the History of the Human Race*, Discover Magazine, May 1987, pp. 64-66 **to compare** Diamond's arguments of the impact of the Agricultural Revolution against an excerpt from Yuval Noah Harari's book, *Sapiens: A Brief History of Humankind*, 2015.
 - Student Activity (Learning Objective CUL 2):
 - Using the archaeological evidence presented in the Mann article, *The Birth of Religion*, National Geographic Magazine, June 2011, pp. 34-59, students will examine the relationship between religion and the birth of civilizations. Students will analyze the author's point of view, author's purpose, audience, and historical context of the Mann article before answering the question, **"What came first, civilization or organized religion?" (THEME: 2)**
 - Image analysis:
 - Photographs and drawings of the archaeological remains of Göbekli Tepe
 - Pyramids vs. Ziggurats
 - Map analysis:
 - Prehistoric World to 2500 BCE (early human migration)
 - Where Farming Began Map (Nat Geo, June 2011)
 - Skills:
 - Periodization & Compare two early civilizations
 - primary/secondary sources, point of view, document analysis

Unit 2: Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE (15% of Exam)

5 Instructional Days (*September 6th to September 23rd*)

- The Development and Codification of Religious and Cultural Traditions
 - Belief systems in Africa, Europe, Southwest Asia, East Asia and the Americas
 - Judaism, Hinduism, Buddhism, Confucianism, Daoism, Christianity, Greek and Roman Mythology, Shamanism and Animism
 - Gender roles, monastic life and filial piety
 - Artistic expressions and cultural developments
- The Development of States and Empires
 - Persia, Qin, Han, Maurya, Gupta, Rome, Greece, Teotihuacan, Maya & Moche
 - New techniques of imperial administration
 - Social and economic developments in Afro-Eurasia and the Americas
 - Decline of Rome, Han, Persia, Maurya and Gupta empires
- Emergence of Trans-regional Networks of Communication and Exchange
 - Trade and technology along the following routes: Silk Roads, Trans-Saharan, Indian Ocean and Mediterranean Sea
 - Exchange of goods, beliefs, people, technology, crops, domesticated animals and disease along the trade routes
- Transformed belief systems: Christianity, Hinduism and Buddhism
Examples of some of the resources and skills we will focus on:
 - Primary source analysis:
 - Women and the Law in Rome: Legal Codes (Stearns, *Documents*, vol. 1, p. 92-95).
 - Gender Relations in Classical India, (Stearns, *Documents*, vol. 1, p. 129-135).
 - World Religion and The Spread of Christianity: The New Testament, Justin, Anonymous Documents (Stearns, *Documents*, vol. 1, p. 154-161)
 - Special Activities (Learning Objective: ENV 3):
 - Using the primary source documents on the Spread of Christianity and multiple maps of Established Trade Routes, students will analyze the connection between cultural diffusion and the environment within the historical context of commerce and the spread of religion. (THEME 1) Students will also analyze the authors' point of view and intended audience of the "Spread of Christianity" primary source documents.
 - Secondary source analysis:
 - Miyazaki, Ichisada. *China's Examination Hell*, trans. Conrad Schirokauer. NY: Weatherhill, 1976. pp. 13-17, 111-116.
 - Chart analysis:
 - Chinese Ethical Systems: Confucianism, Daoism & Legalism
 - Two Great Empires: Han China and Rome
 - Map analysis:
 - Established Trade Routes, ca. 600 CE (Stearns, *Documents*, vol. 1, p. 101)
 - Skills:
 - Historical causation—fall of empires
 - point of view, unpacking documents, writing a thesis

Unit 3: Regional and Transregional Interactions, c. 600 CE to c. 1450 (20% of Exam)

16 Instructional Days (*September 26th to November 10th*)

- Expansion and Intensification of Communication and Exchange Networks
 - Improved transportation technologies and commercial practices

- New trading cities in Africa, Europe, Asia and the Americas
- Empires: China, Byzantine, Caliphates, Mongols
- Movement of peoples & Cross-cultural exchanges
- Diffusion of crops and pathogens in Eastern Hemisphere
- Continuity and Innovation of State Forms and Their Interactions
 - End of empires and new beginnings
 - City-states in Italian peninsula, East Africa, Southeast Asia and the Americas
 - Technological and cultural transfers
- Increased Economic Productive Capacity and Its Consequences
 - Agricultural and industrial production
 - The fate of cities: invasion, disease, transportation, commerce, etc.
 - Labor management, religion, gender relations and family life
- *Examples of some of the resources and skills we will focus on:*
 - Primary source analysis:
 - Excerpts from the *Qur'an* and *Hadith*
 - Indian Ocean Network: Trade and Islam [excerpts from Ibn Battuta] (Stearns, *Documents*, vol. 1, p. 185-189)
 - Secondary source analysis:
 - Braudel, Fernand. *The Structures of Everyday Life: The Limits of the Possible*. London: Collins, 1983. p. 509-515, 518-525.
 - Goitein, S. D. "Cairo: An Islamic City in Lights of the Geniza," *Middle Eastern Cities*, ed. Ira M. Lapidus. Berkeley, CA: University of California Press, 1969. p. 90-95.
 - Student Activity: Chart & Image analysis (Learning Objective SOC 3):
 - Inventions of Tang and Song China Chart
 - Students will analyze differences in kinship and ethnic constructions by comparing artistic images from: Mesoamerica & Andean America, Sub-Saharan Africa and Southeast Asia (**THEME 5**)
 - Map analysis:
 - The Expansion of Islam (Stearns, *Documents*, vol. 1, p. 170)
 - Age of Invasions, 700-1000
 - Skills:
 - Chronological Reasoning—patterns of continuity and change over time
 - Crafting historical arguments from historical evidence—Appropriate use of historical evidence
 - grouping documents, supporting paragraphs, comparison essay

Unit 4: Global Interactions, c. 1450 to c. 1750 (20% of Exam)

16 Instructional Days (*November 14th to January 13th*)

- Globalizing Networks of Communication and Exchange
 - Advances in maritime technological and networks in Europe, Africa, Asia, the Americas and Oceania
 - Global circulation of goods including the Columbian Exchange
 - Spread of belief systems
 - Italian Renaissance & Scientific Revolution
- New Forms of Social Organization and Modes of Production
 - Labor, raw materials and finished products
 - Ethnic, racial and gender hierarchies in America, Asia and Europe
- State Consolidation and Imperial Expansion

- Rulers and their power: military, political, religious and ethnic controls
- Bureaucratic elites and military professionals
- Competition over trade routes, rivalries and local resistance
- *Examples of some of the resources and skills we will focus on:*
 - Primary source analysis:
 - Western Conquerors: Tactics and Motives[excerpts from Columbus and the brother of Pizarro] (Stearns, p. 372-373)
 - A Vision from the Vanquished[memorial written by Guaman Poma de Ayala, an acculturated Peruvian Indian] (Stearns, p. 423)
 - Secondary source analysis:
 - Kahn, Joseph. “Letter from Asia: China Has an Ancient Mariner to Tell You About,” *New York Times*, July 20, 2005, section A, p. 4.
 - Sale, Kirkpatrick. *The Conquest of Paradise*. NY: Penguin, 1991. p. 92-104.
 - Student Activity - Chart & Image analysis (Learning Objective ECON 6):
 - Students will analyze economic factors on labor systems based on the West Indian Slaveholding table (Stearns, p. 369) (**THEME 4**)
 - Art as a Window into the Past: Paintings and History in Mughal India (Stearns, p.488-489)
 - Periodization - Map analysis:
Students will analyze the turning points between Periods 3 and 4 by comparing the maps of the Chinese expeditions against the European expeditions by linking key changes within trade and technology exchange between the two time periods and how the advantages, ultimately, fell to Europe.
 - French, British, and Dutch Holdings, c. 1700 map (Stearns, p. 366)
 - Chinese Naval Expeditions, 1405-1433. (Reilly, p. 540)
 - Skills:
 - Chronological Reasoning—patterns of continuity and change over time
 - Contextualization—coerced labor
 - Comparison essay, mini-DBQ, CCOT essay thesis & outline

Unit 5: Industrialization and Global Integration, c. 1750 to c. 1900 (20% of Exam)

16 Instructional Days (*January 16th to March 3rd*)

- Industrialization and Global Capitalism
 - Factors leading to the rise of industrial production
 - Raw materials and new markets
 - Financial institutions
 - Transportation and communication
 - Global capitalism
 - Restructuring of the global economy
 - **Economic Systems (Capitalism/Socialism/Communism)**
- Imperialism and Nation-State Formation
 - Transoceanic empires and colonies in Europe, Africa, America, Asia and Oceania
 - Imperialism and the state in Europe, Asia, Africa and the Americas
 - Social Darwinism
- Nationalism, Revolution and Reform
 - Enlightenment thought and revolutionary documents
 - Nationalism
 - Disconnect with imperial rule & revolutions

- New transnational ideologies and solidarities
- Global Migration
 - Changes in demography in both industrialized and unindustrialized societies
 - Reasons for migration, including coerced labor
 - Consequences and reactions to migration
- *Examples of some of the resources and skills we will focus on:*
 - Primary source analysis:
 - The Declaration of Independence.
 - The French Declaration of the Rights of Man and Citizen.
 - Contrary Images: The Colonizer Versus the Colonized on the “Civilizing Mission.” (Stearns, p. 564)
 - Transforming Imperial China into a Nation. (Stearns, p. 622)
 - Excerpts from Adam Smith’s *The Wealth of Nations*.
 - Excerpts from Marx & Engels’ *The Communist Manifesto*.
 - Secondary source analysis:
 - Stearns, Peter, N. *The Industrial Revolution in World History*. Boulder, CO: Westview Press, 1993. p. 71-79.
 - Chart & Image analysis:
 - The French Revolution in Cartoons (Stearns, p. 530)
 - Photo of Susuhunan of Surakarta with Dutch official (Stearns, p. 557)
 - Images of the Spanish-American War. (Stearns, p. 596)
- Use Causation Charts to create causes and effects of Capitalism and Marxism, including which are most important/least important and why. Explain why Marxism is a reaction to Capitalism
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 - Map analysis:
 - Industrialization in Europe, c. 1850. (Stearns, p. 535)
 - The Partition of Africa Between c. 1870 and 1914. (Stearns, p. 562)
 - Ottoman Empire from Late 18th Century to WWI. (Stearns, p. 614)
 - Skills (Thesis Statement):
 - Comparison and contextualization—Agricultural vs. Industrial Revolutions. Students will develop a comparative thesis based on the two turning points/crucial events
 - Students will practice writing **2 Long-Essays:** one Comparative (Agr/Ind Revolutions) and one Causation (Indus. Revolution) by utilizing historical evidence gathered throughout the unit.
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 - Use 2010 DBQ on Japan/India Industrialization to evaluate the reliability of primary sources by analyzing the author’s point of view, author’s purpose, audience, and historical context. — Analyzing evidence (Proficiency Skills A1, A2)-Use all 10 documents to practice(includes text/charts/pictures for a variety of sources.
 - Comparative Essay (2013): Analyze the similarities and differences between the role of the state in Japan’s economic development and the role of the state in economic development of one of the following during the late nineteenth and early twentieth centuries: China, Ottoman Empire, or Russia. Proficiency Skills E2, E3, E4
 - Use 2009 DBQ- Using the documents, analyze African actions and reactions in response to the European Scramble for Africa. Focus on Historical Thinking skills

to create a historical argument supported by evidence (Use Point of view/purpose/audience/historical context for at least 6 documents) Also focus on synthesis point)

- Historical Argumentation
- Patterns of continuity and change over time
- CCOT essay, mini-DBQ

Unit 6: Accelerating Global Change and Realignments, c. 1900 to the Present (20% of Exam)

16 Instructional Days (*March 6th to April 28th*)

- Science and the Environment
 - New technology and advances in science
 - Population growth and human relationship with the environment
 - Demographic shifts
- Global Conflicts and Their Consequences
 - New forms of transregional political organization
 - Anti-imperialism, the dissolution of empires and restructuring of states in Europe, Africa, Asia and America
 - Political changes accompanied by major demographic and social consequences
 - Military conflicts: WWI & WWII, Genocides, Cold War, Iraq and Afghanistan, Terrorism
 - Opposition and support for conflicts
- New Conceptualizations of Global Economy, Society and Culture
 - State responses to economic challenges
 - Interdependence and international organizations
 - Challenges to old assumptions about race, class, gender and religion
 - Globalization of popular and consumer culture
- *Examples of some of the resources and skills we will focus on:*
 - Primary source analysis:
 - *War and Revolutions* [excerpts]. Vladimir Lenin
 - *Fourteen Points*. Woodrow Wilson
 - *Hind Swaraj* [excerpts]. Mohandas K. Gandhi
 - The People Speak[Bolivian woman & Quiche Indian, 1970s] (Stearns, p. 790-791)
 - Women in the Revolutionary Struggles for Social Justice[women from China and Vietnam] (Stearns, p. 848)
 - Democratic Protest and Repression in China[document from Li Peng, communist party official] (Stearns, p. 870-871)
 - Secondary source analysis:
 - Fest, Joachim C. *Hitler*, trans. Clara and Richard Winston. NY: Harcourt Brace and Co., 1974. p. 89-105.
 - Student Activity (Learning Objective SB 10):
 - Using the articles by Barber and Legrain, students will analyze and evaluate the arguments for and against globalization. Students will be put in two groups and debate globalization, as well as analyze the broader effects of globalization on the world economies of the 20th and 21st Century. **(THEME 3)**
 - Barber, Benjamin. *Jihad vs. McWorld: How Globalism and Tribalism Are Reshaping the World*. NY: Ballantine, 1995. p. 3-8.

- Legrain, Philippe. “Cultural Globalization is Not Americanization,” *The Chronicle of Higher Education*, 49, no. 35, May 9, 2003. B7
 - Students will evaluate the periodization established by the course syllabus. They will then research three or more events that support arguments for changing the beginning or ending dates of one or more of the six periods.
- Chart & Image analysis:
 - Propaganda posters (WWI & WWII)
 - Trench Warfare painting (Stearns p. 664), & photos
 - *Guernica* and the Images of War (Stearns, p. 711)
 - National Leaders for a New Global Order (Stearns, p. 742)
 - Women at Work in France and the United States chart (Stearns, p. 767)
 - Growth of world population between 1930 and 2000 graph (Stearns, p. 811)
- Map analysis:
 - The Partition of Africa Between c. 1870 and 1914 (Stearns, p. 562)
 - Africa During World War I (Stearns, p. 667)
 - Eastern Europe and the Soviet Union, 1919-1939 (Stearns, p. 692)
 - The Expansion of Japan to the outbreak of WWII (Stearns, p.714)
 - The Emergence of New Nations in Africa after World War II (Stearns, p.808)
- Skills (Thesis Statement):

Students will develop a Periodization thesis statement by establishing arguments on the historical categorization of “Present” associated with Period 6.

Students will outline and practice a **Long-Essay Question** based on the Periodization classification of “Realignment” at the start of the 20th Century. Students will pull in historical evidence both from the Globalization articles/class discussions, but along with visual evidence so prevalent throughout the unit.

Write a DBQ using the pilot DBQ--Using the documents provided and your knowledge of World History, analyze the degree to which communist movements affected women’s struggle for rights in the twentieth century. Students must focus on developing arguments supported by relevant historical evidence organized in a cohesive way. Proficiency Skills E2, E3, E4

- Periodization
- Crafting Historical Arguments from Historical Evidence
- Historical Interpretation and Synthesis
- Full DBQ, AP Exam test-taking skills

Review for SOL and AP Examinations (April 28th to May 10th)

AP World History Examination May 11th

Special Topics (May 16th to June 10th), **Final Exams** (June 12th to June 21st)