**AP World History Syllabus**

**Course Description**

AP World History is a challenging course that focuses on the interaction between diverse human societies primarily over the past one thousand years. The objective is for students to develop a greater comparative understanding of the causes and effects of such interactions upon different classes of peoples in different areas. The course will focus heavily on Asia, Africa, Latin America, and the Middle East; however Europe and North America will also be explored. It will be presented chronologically over six time periods (units) that students will explore thematically.

Students will be assigned a college level text and numerous primary documents and scholastic articles to read. They will be expected to take extensive notes, be prepared to participate in classroom discussions, and write a number of analytical, comparative, evolutionary, and document based essays. Finally, the scope of this course will require extensive effort by each student outside the classroom.

Through our study of history this semester, the following themes will be the main focal points investigated throughout each unit of AP World History:

Theme 1 - Interactions between Humans and the Environment

Theme 2 – Development and Interaction of Cultures

Theme 3 – State Building, Expansion, and Conflict

Theme 4 – Creation, Expansion, and Interaction of Economic Systems

Theme 5 – Development and Transformation of Social Structures

Rather than memorizing obscure facts, people, or events, the AP World History course emphasizes the development of specific historical thinking skills:

1. Historical argumentation and use of historical evidence
2. Causation, Periodization, and Continuity & Change over time
3. Comparison and Contextualization
4. Interpretation and Synthesis

The final AP exam (in May) will consist of 55 multiple choice questions, six constructed responses: four (4) short answer questions and one (1) Document Based question and one major (1) long essay all of which will be related to the themes in a specific time period and require higher level thinking.

The textbook for the class will be *Ways of the World- A Global History* by Robert W. Strayer. We will also use primary and secondary sources, most listed with the corresponding unit.

Historical Periodization

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| --- | --- |
| To circa 600 BCE (5%) | Technological & Environmental Transformations |
| c600 BCE to 600 CE (15%) | Organization & Reorganization of Human Societies |
| c600 CE to 1450 (20%) | Regional & Trans-regional Interactions |
| c1450 to 1750 (20%) | Global Interactions |
| c1750-1900 (20%) | Industrialization & Global Integration |
| c1900 to the present (20%) | Accelerating Global Change & Realignments |

**Period 1: Technological and Environmental Transformations** (week 1)

* Key Concepts: Big Geography, spread of humans, Neolithic Revolution, early agricultural, pastoral, and urban societies

Textbook Chapters 1-3, “The Worst Mistake in the World” (Diamond) and *Guns, Germs ,and Steel* pp18-25 (Diamond), Lascaux Cave art, *Epic of Gilgamesh*, Chinese oracle bones,

Hammurabi’s Code & Ten Commandments comparison- **thesis development exercise (intro only**), “Origins of Patriarchy” G. Lerner

Free-response Comparison essay on early river civilizations

**Timeline activity**- chronologically organizing early migrations and civilizations (by region)

P.E.R.S.I.A. (themes) chart for: Ancient Egypt, Mesopotamia, Shang, and Olmec civilizations

**Periodization Review Chart**: Students create a Cause and Effect flow chart listing the significant watershed trends, changes, innovations and new practices and ideas that best characterize why this time in history (to 600 BCE) is considered a “period” of study and why a new period is necessary. They should examine both established trends that decline and new trends that emerge.

**Primary Source Write Ups**: Students will read and study primary source texts, graphs, charts, maps and visual images. Students will write a summary to all primary sources to understand the main idea of the text. Students will look at the historical context- where the source fits in the framework of history. Students will analyze the primary source and make connections to why the event happened and why the document was written. Students will also evaluate the source by looking at what validity the source holds. **Students will get in depth practice at point of view, audience, and tone of the document by using the “SOAPStone” (Speaker, Occasion, Audience, Purpose, & tone) method.** These skills will be used with the primary sources throughout the units.

**Period 2: Organization & Reorganization of Human Societies** (week 2)

* Key Concepts: Development of religious traditions/beliefs, development of states and empires, and early Trans-regional trade networks

Textbook Chapters 4-8, *Upanishads: Karma and Reincarnation,* *The Analects* (Confucius), “Chinese and Greco-Roman Innovation” (GER Lloyd), *Lessons for Women* (Ban Zhao), *The Buddha’s First Sermon, The Lotus Sutra, Koran* excerpts, *The Bible: Prophets and Apocalypse,* “The Spread of World Religions” (Bentley), Animism in Sub-Sahara Africa and Australasia, AP Zones of Interaction: Trade connections across Afro-Eurasia module; **Mapping Global Trade (identify global regions, trade routes- Silk Rd, Indian Ocean, and Trans-Sahara- drawn, products exchanged identified at each end of drawn routes)**

DBQ on role of women in Classical societies **(Intro ONLY- Thesis development exercise**)

Comparison essay Fall of Rome and Han Dynasty

**Timeline Activity**- (by region) organize events and empires of Period 2: Persian Empire, Persian Wars, Punic Wars, Roman Republic and Empire, Han Dynasty, Maurya and Gupta Empires, Germanic invasions,..)

P.E.R.S.I.A. (themes) chart for: Greece, Persia, Rome, Han dynasty, Maurya Empire, Gupta Empire, Meroe, and Chavin

**Periodization Review Chart**: Students create a Cause and Effect flow chart listing the significant watershed trends, changes, innovations and new practices and ideas that best characterize why this time in history (600 BCE- 600 CE) is considered a “period” of study and why a new period is necessary. They should examine both established trends that decline and new trends that emerge.

**Primary Source Write Ups**: Students will read and study primary source texts, graphs, charts, maps and visual images. Students will write a summary to all primary sources to understand the main idea of the text. Students will look at the historical context- where the source fits in the framework of history. Students will analyze the primary source and make connections to why the event happened and why the document was written. Students will also evaluate the source by looking at what validity the source holds. Students will get in depth practice at point of view, audience, and tone of the document (SOAPStone method). These skills will be used with the primary sources throughout the units.

**Period 3: Regional and Trans-regional Interactions** (weeks 3-5)

* Key Concepts: Expansion of communication and exchange networks, Continuity and Innovation of State forms and their Interactions, and Increased economic productive capacity and its consequences

Textbook Chapters 8-13, *A Government Job* (Al-Tanukhi), “The Chinese Civil Service Exam System” (I. Miyazki), *The Conquest of Jerusalem* (Ibn al-Athir), *Letter from a Jewish Pilgrim in Egypt*, “Were Barbarians a Negative or Positive Factor in Ancient and Medieval History?” (Guzman), “Biological Warfare at the 1346 Siege of Caffa” (Wheelis), *The Plague in Cairo* (Ahmad al-Maqrizi), Viking- Polynesian Migrations comparison, African Kingdoms: Timbuktu and Chinese Confucianism in Japan & Korea (sascurriculumpathways.com), Qingming festival scroll analysis

Documents in World History: Volume One: African Kingdoms and Islam (Ibn Battuta)-pp.266-271 (AND) Medieval Sourcebook: Ibn Battuta: Travels in Asia and Africa 1325-1354-at-<http://www.fordham.edu/halsall/source/1354-ibnbattuta.html> *(NOTE: from this web source read only the entries entitled- The town of Mogadishu in Somalia, Kulwa on the African mainland, Ibn Battuta praises his natural lord, the sultan of Morocco, Life at Walata, Ibn Battuta arrives at the city of Mali, capital of the kingdom of Mali, Ibn Battuta meets the king of Mali, Ibn Battuta judges the character of the people of Mali , Their piety,* and *The nakedness of the women.* While reading these sources actively consider potential examples of this author’s perspective and bias and create (in writing) a list of passages that you believe contains the best examples of these characteristics.

After reading *Collapse*: *How societies Choose to Fail or Succeed: Twilight at Easter*-chapter 2- pp. 79-120-by Jared Diamond (AND) *Breaking the Cycles of Land Degradation Ban Lac Sip (Lao PDR)*-at- [http://www.iwmi.cgiar.org/Publications/Water\_Policy\_Briefs/PDF/wpb16.pdf -by Dr. Sandy Williams and Dr. Jim Weale](http://www.iwmi.cgiar.org/Publications/Water_Policy_Briefs/PDF/wpb16.pdf%20-by%20Dr.%20Sandy%20Williams%20and%20Dr.%20Jim%20Weale) Students discuss (in writing) the author’s varying views on sustainable land usage and their opinions on how politics, geography, culture, and economics impact sustainable policy. At the end of your paper (after consideration of the readings) create a list of behaviors and policies you would avoid and a list of behaviors and policies you would promote to advance sustainability amongst today’s human population. Please use specific examples to support your conclusions.

After reading: *Wayfinders: A Pacific Odyssey: Polynesian History and Origin*-at-

http://www.pbs.org/wayfinders/polynesian2.html....AND....... Collapse: How societies

Choose to Fail or Succeed: Twilight at Easter-chapter 2- pp. 79-120…Along with the text,

complete Political/Social/Economic Graphic Organizers for the Polynesian groups

examined in the readings.

Free- response DBQ- Women in the Quran: students are given 16 excerpts about women from the Quran, through analysis group the excerpts and develop a thesis to be defended by their groupings.

**Timeline Activity**- organize chronologically (by region) events and empires of Period 3 (Carolingian dynasty, Byzantine Empire, Abbasid and Umayyad Dynasties, Sui and Song dynasties, Mongol Empire, Maya and Toltec civilizations, Hundred Year’s War,…..)

**(picture/art)** Visual analysis & interpretation: Qingming festival scroll

P.E.R.S.I.A. (themes) chart for: Byzantine Empire, Abbasid dynasty, Song dynasty, Maya civilization, Toltec civilization, Mali, Mongol rule in China, and Paleolithic Australia

**Periodization Review Chart**: Students create a Cause and Effect flow chart listing the significant watershed trends, changes, innovations and new practices and ideas that best characterize why this time in history (600-1450 CE) is considered a “period” of study and why a new period is necessary. They should examine both established trends that decline and new trends that emerge.

**Primary Source Write Ups**: Students will read and study primary source texts, graphs, charts, maps and visual images. Use of SOAPStone method to analyze sources, same as previous units.

**Period 4: Global Interactions** (weeks 6-8)

* Key Concepts: Globalizing networks of communication and exchange, new modes of production and social organizations, and State consolidation and imperial expansion

Textbook Chapters 14-16, *Inscription to the Goddess* (Zheng He), **(visual interpretation of art**) European views of Native Americans (De Bry engraving vs Eckhout painting), *The Devastation of the Indies* (de Las Casas), Comparison: Mughal zaminders vs New Spain creole vs Ottoman devshirme), “Table Talk” Martin Luther, “Women and Marriage in Europe and China (Maynes and Waltner), Global Map- identify British, Dutch, Spanish, French, & Russian empires circa 1750, The Opium Wars (sascurriculumpathways.com), “How the Other Half Traded” (K. Pomeranz), Manchu/Ottoman/Russian expansion

Statistical analysis: Population Growth rate (1000-1820), Per capita GDP (1000-1700), Population & GDP growth (1500-1700), Urbanization ratios: China & W. Europe (1000-1700), African slave exports- by destination (650-1800), Sugar exports (1651-1700), English Tobacco imports (1920-1700), Wealth distribution- Mughul Empire (circa 1600)

CCOT essay Social hierarchy changes in colonization

Visual analysis and interpretation: Renaissance art, European views of Native Americans

(De Bry engraving vs Eckhout painting)

Students will read *Guns, Germs, and Steel* (Diamond) pp 67-81 Collision at Cajamarca. Students will evaluate Diamond’s argument of the manner in which Pizzaro took over the Inca’s.

Discussion through a Socratic seminar.

After reading Science and the Art of Perspective-at-http://www.webexhibits.org/sciartperspective/tylerperspective.html- pp 1-6 and analyzing the accompanying Renaissance works that feature the techniques of Perspective, please apply all of these techniques toward your own creation of 4 cartoon (comic book style) pages that compare the similarities and differences between the patterns of colonization used by the Iberian and Northern European colonial powers. You should label each cartoon but remember you must apply the techniques of Renaissance perspective to visually show your comparative analysis.

Comparison- Al Idrisi’s “World Map” and Ptolemy’s world map (preview exploration)

**Timeline Activity**- chronologically organize (by region) events and Empires of Period 4 (Aztec, Inca Empire, Ottoman Empire, Safavid Empire, Mughul Empire, Ming dynasty, siege of Constantinople, Printing Press invented, Thirty Year’s War, Treaty of Tordesillas, ….)

P.E.R.S.I.A. (themes) chart for: Ottoman Empire, Safavid Empire, Mughul Empire, Aztec Empire, Inca Empire, Ming dynasty, Songhay Empire, Tokugawa Shogunate, and Roman Catholic Europe vs Protestant Europe.

**Periodization Review Chart:** Students create a Cause and Effect flow chart listing the significant watershed trends, changes, innovations and new practices and ideas that best characterize why this time in history (1450-1750CE) is considered a “period” of study and why a new period is necessary. They should examine both established trends that decline and new trends that emerge.

**Primary Source Write Ups**: Students will read and study primary source texts, graphs, charts, maps and visual images. Students will use SOAPStone for analysis of sources, just as in previous units.

**Period 5: Industrialization and Global integration** (weeks 9-13)

* Key Concepts: Industrialization and global capitalism, nation-state formations and imperialism, nationalism- revolution and reform, and Global migration

Textbook Chapters 17-20, Industrial Revolution: Wages, Weight, and Literacy of child workers (data & chart evaluation <http://www.fordham.edu/Halsall/index.asp>), *The Communist Manifesto* excerpt (Marx & Engels), *Mitsubishi Letter to Employees* (I. Yataro), *A Dutch Anatomy Lesson in Japan* (Sugita Gempaku), *Letter on Turkish Smallpox Inoculation* (Lady M. Montague), French *Declaration of the Rights of Man and Citizen, Letter to the Directory* (L’Ouverture), *Heart of Darkness* (Conrad) excerpt and Achebe’s response, Dutch and British Indian empire comparison, Belgium in the Congo, AP Migration module, *Good-bye Asia* (F. Yukichi), *Hind Swaraj* excerpt (Gandhi)

Students will analyze political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors in empire building in this time period.

Comparing document to image- Students will compare Lin Zexu’s letter to Queen Victoria to visual images about Japan’s views of the west; how were the responses from China and Japan different to western penetration?

**Visuals:** political cartoons, images/photographs of Japan

Comparison essay French and Haitian Revolutions

**Timeline Activity**- chronologically organize (by region) events and Empires in Period 5 (American, French, Haitian Revolutions, French & Indian/Seven Year’s War, Qing Dynasty, Meiji Restoration, Congress of Vienna, Berlin Conference, Great Trek, Boer War…..)

P.E.R.S.I.A. (themes) chart for: Industrialized West, Napoleonic Empire, Dutch East India Company, British East India Company; 19th century Mexico, Central America, and South America, Qing dynasty, 19th century Russia, and Meiji Japan

**Periodization Review Chart**: Students create a Cause and Effect flow chart listing the significant watershed trends, changes, innovations and new practices and ideas that best characterize why this time in history (1750-1900CE) is considered a “period” of study and why a new period is necessary. They should examine both established trends that decline and new trends that emerge.

**Primary Source Write Ups**: Students will read and study primary source texts, graphs, charts, maps and visual images. Students will write a summary to all primary sources using the SOAPStone method, as in previous units.

**Period 6: Accelerating Global change and realignments** (weeks 14-17)

* Key Concepts: Science and the environment, global conflicts and consequences, and new conceptualization of global culture, economy, and society

Textbook Chapters 21-24, 1918 Influenza and Ebola comparison, The Zionist and Arab cases to the League of Nations, *Speech to the SS* (H. Himmler, 1943), The Rape of Nanking: comparison of several textbook accounts (Japanese and Chinese) with primary accounts- contextualization; Decision to drop the Atomic Bomb through primary sources, *Marriage Law of the Peoples Republic of China,* Mao and the Great Leap Forward, IRA- Al-Qaeda comparison, Peronism in Argentina and Africa: GDP & Life expectancy (sascurriculumpathwyas.com), *James Bond* and the Cold War, Reagan/Thatcher economics, WTO or WHO?, Coca-Cola and commercialization of the Olympics, Roots of reggae

After reading the following documents: *The Meaning of Communism to Americans* (1960 speech made by United States Vice President Richard Nixon)- at-http://watergate.info/nixon/60-08-21\_communism.shtml (AND) *Modern History Sourcebook: Nikita Krushchev: Address to the UN General Assembly, Sept. 23 1960* –at-http://www.fordham.edu/halsall/mod/1960khrushchev-un1.html, along with your text. After you have read these documents, use what you have learned along with your background knowledge to address (in writing) the following prompt: Discuss in detail the concepts of bias, perspective, and historical context, as contributing to the period in world history known as the Cold War. Please support your conclusions with specific evidence from the assigned readings.

After reading the following articles: *Global Temperature Trends From 2500 B.C. To 2040 A.D.* (written by climatologist Cliff Harris) at-http://www.longrangeweather.com/global\_temperatures.htm, (AND) *The Little Ice Age in Europe* (written by Physical Sciences professor Scott A. Mandia) at- <http://www2.sunysuffolk.edu/mandias/lia/little_ice_age.html> , (AND) *Little Ice Age-Volume 1-The Earth system: physical and chemical dimensions of global environmental change*-by-Michael E Man-edited by- Dr Michael C MacCracken and Dr John S Perry-at- <http://www.meteo.psu.edu/~mann/shared/articles/littleiceage.pdf>, study the accompanying charts and graphs carefully. Use what you have learned from the articles and combine it with your own background knowledge to create a written analysis of how the fields of climatology, physical science, meteorology, and history can be mutually supportive in supporting the theory that the Little Ice Age was detrimental to the extent that it served as a causal agent in human events. AT the end of your paper please discuss how these fields (climatology, physical science, meteorology, and history) might be mutually supportive in crafting theories in order to address present day questions concerning the world we live in. Please make sure you support your conclusion with specific evidence from all fields and authors including **charts and graphs** contained within the articles. You have one week to complete this assignment.

CCOT essay Cultural diffusion- the World Cup or the Olympics (choice)

DBQ essay Global Warming and Population Growth

**Timeline Activity**- chronologically organize (by region) events and civilizations in Period 6 ( Crimean War, WW 1, WW II, NATO created, Russian Revolution, creation of Communist China, Rape of Nanking, division of Berlin & Germany, Arab-Israeli War, partition of India, Suez Crisis, apartheid in South Africa, Korean War, Vietnam War, fall of Soviet Union….)

P.E.R.S.I.A. (themes) chart for: Totalitarian states, post-World War 1 Europe, post-World War 1 Middle East, post-World War 1 Asia, 20th century African settler colonies, 20th century African Tropical dependent colonies; post-World War 2 China, Japan, and Vietnam

**Periodization Review Chart**: Students create a Cause and Effect flow chart listing the significant watershed trends, changes, innovations and new practices and ideas that best characterize why this time in history (1900CE- present) is considered a “period” of study and why a new period is necessary. They should examine both established trends that decline and new trends that emerge.

**Primary Source Write Ups**: Students will read and study primary source texts, graphs, charts, maps and

visual images. Students will use the SOAPStone method for analysis, as in previous units.

**Main Text**

*Ways of the World- A Global History (3rd edition)* by Robert W. Strayer (Bedford/ St Martin’s, 2008)

**Additional resources**

*Worlds of History- A Comparative Reader* by Kevin Reilly, ed (Bedford/St. Martin’s, 2011)

*World History in Documents- A Comparative Reader* by Peter Stearns, ed.(NYU Press 2008)

*The Earth and Its Peoples- A Global History 5th Edition* by Bulliet (Wadsworth Cengage, 2011)

*Discovering the Global Past- A Look at the Evidence, Vol. 1: to 1650* by Weisner, Wheeler, Doeringer, Curtis (Cengage 2012)

“The Worst Mistake in History of the Human Race” by Jared Diamond

*Guns, Germs, and Steel* by Jared Diamond (Norton, 1999)

*Religious Transformations in the early Modern World*- *A Brief History with Documents* by Marry E. Wiesner-Hanks (Bedford/St. Martin’s, 2009)

Sascurriculumpathways.com (online lessons with primary sources)

BigHistoryproject.com

*Touchstones Readings in Social Studies* by Comber, Zeiderman, Maistrellis (eds)

Historicalthinkingmatters.org

<http://www.webexhibits.org/sciartperspective/tylerperspective.html>

<http://www.fordham.edu/halsall/source/1354-ibnbattuta.html>

<http://www.pbs.org/wayfinders/polynesian2.html>

[http://www.iwmi.cgiar.org/Publications/Water\_Policy\_Briefs/PDF/wpb16.pdf -by Dr. Sandy Williams and Dr. Jim Weale](http://www.iwmi.cgiar.org/Publications/Water_Policy_Briefs/PDF/wpb16.pdf%20-by%20Dr.%20Sandy%20Williams%20and%20Dr.%20Jim%20Weale)

<http://www2.sunysuffolk.edu/mandias/lia/little_ice_age.html>

<http://www.meteo.psu.edu/~mann/shared/articles/littleiceage.pdf>

<http://www.fordham.edu/Halsall/index.asp>

<http://www.allempires.com/default.php>

<http://www.si.edu/Collections>

<http://www.bbc.co.uk/religion/religions/>

<http://watergate.info/nixon/60-08-21_communism.shtml>

<http://www.fordham.edu/halsall/mod/1960khrushchev-un1.html>

*Taking Sides- Clashing Views in World History (Vol 1 & 2)* Mitchell & Mitchell