

Advanced Placement World History Syllabus

Text and Supplemental Materials:

The Earth and Its People: A Global History, Richard W. Bulliet, et al., 3rd Ed. (2005)

The Human Record: Sources of Global History Andrea, Alfred and Overfield, James (2005)

A variety of primary and secondary sources will be used throughout the course.

COURSE DESCRIPTION

Advanced Placement World History or APWH is a chance to study the story of how our world came to be the way it is today. The course will cover the global processes, interactions and developments that have shaped our world from 8000B.C.E. to the present. The course is truly global in scope, with Africa, the Americas, Asia and Europe being represented.

This course will 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 the international frameworks and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutions, and technical precedents that, along with geography, sets the human stage.

APWH offers motivated students an opportunity to immerse themselves in the study of global history. This course is taught at a college level and will require a great deal more homework than the average high school course 15 to 20 pages of reading per class meeting and extensive writing assignments, all in preparation for the APWH exam in May. We will use a variety of analytical skills, interpretation of written material, logical arguments and analysis. Special attention will be given to the APWH Habits of Mind listed below. These skills will certainly benefit all students regardless of their future plans.

COURSE THEMES

AP World History highlights six overarching themes that should receive approximately equal attention throughout the course:

1. Patterns and impacts of interaction among major societies: trade, war, diplomacy and international organizations;
2. The relationship of change and continuity across the world history periods covered in this course;
3. Impact of technology 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 and assessing change);
5. Cultural and intellectual developments and interactions among and within societies; and,
6. Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organizations).

Habits of the Mind

In AP World History, students will demonstrate the following skills:

1. Constructing and evaluation arguments: using evidence to make plausible arguments.
2. Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.
3. The ability to assess issues of change over time.
4. Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.
5. Seeing Global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move through levels of generalizations from the global to the particular.
6. The ability to compare within and among societies, including comparing societies' reactions to global processes.
7. The ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspending judgment but developing understanding.

Organization of Course Activities

Within each unit, students will analyze both text and visual primary sources. This analysis will help students directly with the tasks required for the Document-Based Questions (DBQ) essay. Students will develop analytical skills by practicing with these sources. **Students will develop thesis statements that fully address the question asked, take a position in answering the question, and provide organizational categories to support their position.** Students will develop the ability to make plausible arguments as well as identify point of view, context, and bias in these sources.

Throughout the year, students will be working on developing writing skills by practicing with Comparative and Change Over Time essays. The Comparative AP Essay will require students to analytically determine similarities and differences over periods of time. Students will work to make direct analysis statements relating why a similarity or difference exist. Students will also be engaged in consistent thesis statement construction throughout the course. The Change Over Time Essay will require students to analyze changes and continuities across the five AP time periods.

Instructions for Assignments

Annotated Timeline Assignments

Students will use one of the six AP World themes and ten events for the time period assigned that show the largest changes related to that theme for the time period and place each event of the timeline. The annotations go below the timeline and explain why each event was significant to world history. At the very bottom of the page, write a thesis statement about how the changes in the “theme” in this time period show continuity and change over time.

Thematic Charts

Students are to take the six AP World themes and apply them to geographical, religious, political, social, cultural, economic, philosophical systems, technology , and gender aspects of each content unit.

Study Card Assignments

For every chapter/unit you will be responsible for completing note cards for the terms found at the end of the chapters. Each line of the back of the card has information. You are to answer who, what, when,

and why that term is significant. You can find the information in several places. It is imperative that students should read the text in order to get the most information possible.

Cornell Notes

Throughout the popular student manuals on study skills, the Cornell Note-taking System is commonly suggested for students who want to improve the organization of their notes. One of the keys to the system is that Cornell notes make use of your existing strengths as a note-taker so that learning the system requires a minimum of preparation and adjustment. First, divide the page into two vertical columns prior to the note-taking session; one is a third of the page wide (the key word or review column), the other two thirds (the notes column). You'll notice that the notes you would regularly take are written down in the wider of the two columns and that headings are underlined, main ideas are indented slightly under the headings, and details which elaborate on the main ideas are indented further under the main ideas -- good suggestions for structuring your notes even if you don't use the Cornell style.

Secondly, fill the review column with key words, phrases and questions. The idea is that you complete the narrower column after the note-taking session. The words and phrases you place here are meant to represent your selection of the key points of a lecture or reading. The questions you enter either serve to help you clarify unclear ideas and to elaborate on the notes by connecting ideas together. Contents of the key word column are your study notes and can be used to practice your recall of the material. Simply cover up the notes column of the page and use the keys in the key word column to trigger your memory. If you have difficulty recalling the information successfully at first, and need a tip, simply look over at the detailed information in the notes column.

Generic Instructions for Video Critiques

Write a full paragraph that includes:

- A topic sentence about the point of view (bias) of the video producer
- An explanation of examples from the film that show the point of view (bias) of the video producer
- Concluding sentence about how well the producers point of view (bias) is achieved

Generic Instructions for Socratic Seminars

- Understand the question or questions for the seminar
- Read the sources
- Take notes from the sources to help answer the questions
- Make notes about each of the following:
 - Information in the sources
 - Validity of evidence used by the authors
 - Strength of the argument (thesis)
 - To respond to a question asked by someone else
 - To respond to a comment made by someone else
- Ask one question about each of the following:
 - Information in the sources (ie vocabulary)
 - Validity of evidence used by the author(s)
 - The strength of the argument (thesis)

Unit Themes

Unit Number	Unit Theme	Time Period
Unit One:	Emergence of Human Communities	8000 BCE-500 BCE
Unit Two:	Formation of New Cultural Communities	1000 BCE- 600 CE
Unit Three:	Competition Among Cultural Communities	600-1200
Unit Four:	Interregional Patterns of Culture and Contact	1200- 1550
Unit Five:	The Global Encompassed	1500-1750
Unit Six:	Revolutions Reshape the World	1750-1870
Unit Seven:	Global Diversity and Dominance	1850-1946
Unit Eight:	Perils and Promise of a Global Community	1945 to the Present

Unit One

Standards:

For nature, humans, and history until 3500 BCE, students will be able to

1. describe the development and significance of the relationship between hominids and their changing environment and be able to identify the three distinctive traits of human beings;
2. describing the ways in which early humans adapted to different environments and to differentiate between hunter-gather and food-producing economies;
3. analyze the environmental causes and effects of the transition from the hunter-gather to food producing economies; and
4. describe the relationship between the development of different economies (hunter-gatherer, agricultural, and pastoral) and their different social and cultural characteristics.

For the first River Valley Civilizations, 3500-1500 BCE, students will be able to:

1. describe how the earliest civilizations developed in challenging environments
2. describe the relationship between the organization of labor resources in early civilization and their social and political structures.
3. assess the impact of new technologies on the social development of early civilizations; and
4. describe and analyze the development of social and political institutions and beliefs and the natural environment.

For Civilizations in the Eastern and Western Hemispheres, 2000-250 BCE, students will be able to

1. describe the responses of the people of early China, Nubia, Celtic Europe, and Central America to the challenges of their environments.
2. to describe and compare the basis of power, status, and wealth in each of the societies listed above.
3. assess the influence of older cultural centers on the development of Nubian and Celtic society, and
4. analyze change over time in China, Nubia, Celtic Europe, and Central America, in terms of the significance of their varying environments, the roles of bronze, horses, and chariots, and the phenomenon of interdependence.

For the Mediterranean and Middle Eastern Civilizations, 2000-500 BCE, students will be able to:

1. describe and analyze the environmental, technological, political, and cultural factors that led societies in the Mediterranean and Middle East to develop their distinctive institutions and values;
2. Identify the geographical locations and the fundamental characteristics and historical development of these societies and understand the role of migrations in their development;
3. compare the structure and the goals and analyze the wider influence of the Assyrian and Carthaginian empires and,
4. describe why some of these societies were destroyed or assimilated, while other survived

Unit Two

Standards:

For Greece and Iran, 1000 – 30 B.C.E., students will be able to:

1. describe the historical development and the economic basis of the Persian Empire and analyze the religious and political justifications for kingship and the mechanisms that the Persians developed for successful administration of their extensive and diverse empire;
2. list the geographical, economic, and technological bases and the social structure of Archaic and classical Greek civilization, and be able to analyze the causes of the political evolution that led to the *polis* and democracy;
3. described the causes and effects of the struggle between Persia and Greece; and
4. analyze the significance and both the short- and long-term influence of Persian and Greek culture in the Mediterranean and western Asian worlds.

For the Age of Empires: Rome and Han China, 753 B.C.E.- 330 C.E., students will be able to:

1. to analyze the causes of the rise, the stability, and the decline of the Roman and Han empires in terms of their respective geographical locations, natural resources, economic base, administrative structures, and ideological systems;
2. describe and analyze the political evolution of the Roman state from the Republic to the principate, paying particular attention to how change was related to the growth of empire and questions of land ownership;
3. to describe the development of Christianity and to explain how it became the dominant religion of the Roman Empire; and
4. to explain the institution of emperorship and the respective roles of the gentry, the small landholders, peasants, and nomads in the history of Han China.

For India and Southeast Asia, 1500 B.C.E. - 1025 C.E., students will be able to:

1. describe the historical forces that led to the complex society of ancient India;
2. describe and analyze the development and distinctive features of Indian religion, as well as the influence of Indian religion on South Asian culture;
3. compare and contrast the process that led to the creation of the Mauryan and Gupta Empires; and
4. describe the importance of location, trade, and Indian cultural influence on the rise and fall of Southeast Asian maritime states.

For Networks of Communication and Exchange, 300 B.C.E. - 1100 C.E., students will be able to:

1. identify the locations and to describe the participants and the major trade goods of the Silk Road, the Indian Ocean, and the trans-Saharan trade routes;
2. define the term "Africanity" and explain the development of "Africanity" in terms of the Bantu migrations;
3. analyze the relationship between environment, transportation technology, and trade along the Silk Road, Indian Ocean, and trans-Saharan trade routes; and
4. discuss the causes and the patterns of the spread of Buddhism and Christianity.

Unit Three

Standards

For the Sasanid Empire and the Rise of Islam 200 – 1200, students will be able to:

1. describe how Byzantine, and especially Sasanid, imperial institutions laid the foundations for the Islamic state;
2. describe the story of the life of Muhammad and the development of the religion of Islam, the umma, and describe and analyze the three branches of Islam (Sunni, Shiite, and Kharijite);
3. identify and analyze the rise and the decline of the Umayyad and the Abbasid Caliphates; and
4. describe the characteristics of Islamic civilization including the Shari' a, the role of cities in Islam, intellectual life, and the roles of women and slaves.

For the Emergence of Christian Europe, 300 - 1200, students will be able to

1. describe the political and economic development of Western Europe during the medieval period and be able to undertake a critical analysis of the term "feudalism;"
2. describe the development and the significance of Roman Catholic dogma, the hierarchical system of the Roman church, and the monastic movement;
3. describe and compare the medieval Western society, politics, culture, and religion with those of the Byzantine Empire;
4. describe and compare the respective roles of the Varangians, Vladimir I, and the Byzantine Empire in the rise of the Kievan state;

5. describe the possible causes of the European recovery of 1000-1200; and
6. describe the causes of the Crusades and explain their consequences in Europe and the Middle East.

For Inner and Eastern Asia, 400 – 1200. students will be able to:

1. describe the role of Buddhism and its relationship to the Tang state and the reasons for and results of the backlash against Buddhism in the late Tang and Song periods.
2. describe and analyze the history and the significance of the relationships between China and its neighbors, including Central Asia, Korea, Japan, and Vietnam.
3. compare and contrast of the different roles of Buddhism in China, Tibet, Korea, and Japan.
4. describe the nature and significance of technological innovation in the Song Empire.

For Peoples of the Americas, 200 – 1500, students will be able to:

1. describe the ways in which the environment affected the development of the economies, politics, and culture of the various parts of the Americas;
2. list and describe the essential features of the classic-era and post-classic civilizations of Mesoamerica;
3. describe and compare the locations and characteristics of the Anasazi, Adena, Hopewell, and the Mississippian cultures; and
4. describe and compare the development of Mesoamerican and Andean civilizations, particularly the Aztec and the Incan empires.

Unit Four

Standards

For Mongol Eurasia and its Aftermath, 1200 – 1500, students will be able to:

1. describe and analyze the factors that account for the magnitude and speed of the Mongol conquests;
2. describe the benefits that resulted from the integration of Eurasia in the Mongol Empire;
3. compare and contrast the effects of Mongol rule on Russia and the lands of Islam with the effects on East Asia; and
4. identify points of continuity and discontinuity in the transition from Mongol to Ming rule of China.

For Tropical Africa and Asia, 1200 - 1500, students will be able to:

1. identify the location and fundamental environmental characteristics of the tropics and their environmental zones, including arid areas, rain forests, river valleys, savannas, plateaus, and mountainous regions, and explain how people made their livings in these various environmental zones;
2. identify and compare the two Islamic empires of Mali and the Delhi Sultanate;
3. describe the Indian Ocean trade and to identify the roles played in that trade by the Swahili city-states, Aden, Gujarat and the Malabar Coast, and Malacca;
4. describe using concrete examples of the ways in which trade and the spread of Islam changed the societies and cultures of places connected to each other through the trans-Saharan and Indian Ocean trade networks.

For The Latin West, 1200 - 1500, students will be able to:

1. analyze the causes and consequences of Europe's fourteenth-century demographic disaster;
2. describe the significance in world history of technological development and urbanization in the Latin West in the later Middle Ages;
3. analyze the ways in which the intellectual developments of the later Middle Ages reflected Westerners' views of themselves and of their relationship to the past; and
4. describe the ways in which the Hundred Years War and the emergence of the "new monarchies" laid the foundations for the modern European state system.

For The Maritime Revolution, to 1550, students will be able to:

1. compare the routes, motives, and sailing technologies of those people who undertook global maritime expansion before 1450 to the routes, motives, and sailing technologies of the Portuguese and Spanish explorers of 1400-1550;
2. describe the environmental, technological, economic and political factors that inspired Portugal and Spain to undertake voyages of exploration;

3. list the reasons for the various different reactions of African and Asian peoples to the Portuguese trading empire;
4. describe and analyze the reasons the Spanish were to conquer a territorial empire in the Americas

Unit Five

Standards

For The Diversity of American Colonial Societies, 1530 - 1770, students will be able to:

1. describe, using concrete examples, the ways in which the exchange of peoples, plants, animals, and diseases led to environmental, cultural and economic changes in the Old World (Europe, Asia, and Africa) and particularly in the New World;
2. describe and compare the economies and labor systems of the Portuguese, Spanish, French, and English colonies;
3. explain the causes and long-term implications of the different social structures and political institutions of the Spanish and the English colonies; and
4. describe the ways in which eighteenth century economic growth and political reform in the Spanish, Portuguese, and English colonies undermined relations between the colonial powers and their American colonists.

For The Atlantic System and Africa, 1550 - 1800, students will be able to:

1. describe and give concrete illustrations of the effects of the Atlantic system on African, European, and American societies and their environments;
2. describe the relationship between the spread of sugar plantations and the growth of the slave trade;
3. compare and contrast capitalism and mercantilism and explain their roles in the development of the Atlantic system; and
4. compare and account for the different roles and influence of the West and Islam in sub-Saharan Africa between 1550 and 1800.

For Southwest Asia and the Indian Ocean, 1500 - 1750, students will be able to:

1. describe and analyze how the Ottomans built and administered their territorial empire;
2. describe the rise of the Safavids and the role of Shi'ite Islam in the development of Iranian identity under the Safavids;
3. analyze the construction of the Mughal Empire in India and the relations between Islam, Hinduism, and Sikhism;
4. describe the internal and external factors that led to the decline of the Ottoman and Mughal Empires and to the fall of the Safavids; and
5. describe and analyze the roles of the Portuguese, Oman, and the Dutch in the development of trade in the Indian Ocean and Southeast Asia.

For Northern Eurasia, 1500 - 1800, students will be able to

1. compare the roles of the Jesuits and the East India Companies in the development of cultural exchange and trade between Europe and Eastern Eurasia;
2. use the concept of "land-based empires" to analyze the territorial expansion, the economic and political structures, and the foreign relations of the Russian and Qing empires;
3. describe the causes and symptoms of the decline of the Qing state in the eighteenth century; and
4. describe the Tokugawa political system and explain why and how the decentralized political structure contributed simultaneously to economic growth and to the weakening of the Tokugawa state.

Unit Six

Standards

For Revolutionary Changes in the Atlantic World, 1750 - 1850, students will be able to:

1. describe the economic and ideological causes of the French and the Haitian Revolutions;
2. describe and compare the course of the French and Haitian revolutions and analyze the reasons for and significance of the different outcomes of these two revolutions;

3. Understand the successes and the shortcomings of the conservative reaction to the French Revolution as seen in the actions of the Congress of Vienna and the Holy Alliance; and,
4. describe the causes and results of agitation for the extension of democratic rights and national self-determination in Europe in the nineteenth century up to 1870.

For The Early Industrial Revolution, 1760 - 1851, students will be able to:

1. describe and analyze the causes of the Industrial Revolution in England and Europe;
2. describe the technological innovations that spurred industrialization;
3. describe the social, economic, and environmental impact of the Industrial Revolution and to make connections between the impact of the Industrial Revolution and the ideological and political responses; and
4. analyze the relationship between the industrialized world and the non-industrialized world as demonstrated in the cases of Russia, Egypt, and India.

For Nation Building and Economic Transformation in the Americas, 1800 - 1890, students will be able to:

1. describe the causes and the processes by which the Latin American states gained independence;
2. compare the political challenges faced by Latin American and English-speaking North American nations in the nineteenth century;
3. explain and give concrete examples of how abolitionism, the movement for women's rights, and immigration changed the nations of the Western Hemisphere; and
4. describe the relationship between industrialization, new technologies, economic growth, and the environment in the Western Hemisphere.

For Africa, India, and the New British Empire, 1750 - 1870, students will be able to:

1. describe the development of new states and secondary empires in Africa and understand the relationship between these new states and secondary empires and the role of Europeans in the decline of the slave trade and the rise of the "legitimate trade" from 1750 to 1870;
2. describe the development of British rule in India, the contradictory policies (social reform vs. support of tradition) of the Raj, and the significance of the Sepoy Rebellion;
3. explain the roles of technological change and market demand in the development of the "New British Empire;" and
4. describe and give concrete examples of the ways in which African, Asian, and Pacific peoples demonstrated the continued vitality of local cultures during this period.

For Land Empires in the Age of Imperialism, 1800 - 1870, students will be able to:

1. describe and to analyze the reasons for and the results of reform in the Ottoman Empire;
2. describe the external and internal challenges that weakened the Qing Empire in the nineteenth century;
3. describe how the Russian Empire maintained its status as both a European Power and a Great Asian land empire; and
4. compare and offer explanations for the differences and similarities between the Ottoman, the Qing, and the Russian Empires in the nineteenth century.

Unit Seven

Standards

For The New Power Balance, 1850 - 1900, students will be able to:

1. describe the development of new technologies and the world economy from 1850 to 1900 and make connections between these developments and social change in the industrialized nations;
2. Understand the concept of nationalism and be able to give concrete examples of the development and uses of nationalism in Europe;
3. describe the roles and weaknesses of the major nations of Europe from 1850 to 1900; and,
4. describe the emergence of Japan as a great power and be able to compare this newly emerging power with the European powers and with China.

For The New Imperialism, 1869 - 1914, students will be able to:

1. describe the concepts of "New Imperialism" and "colonialism" and be able to analyze them in terms of motives, their methods, and their place in the development of the world economy and the global environment;
2. describe the "Scramble for Africa" and be able to use concrete examples to illustrate the process of colonization and reactions to colonization in Africa;
3. explain the process by which Central and Southeast Asia and the Pacific islands were brought under the domination of the great powers; and
4. describe and analyze the causes and significance of free-trade imperialism in Latin America.

For The Crisis of the Imperial Order, 1900 - 1929, students will be able to:

1. describe and compare the origins, conduct, and social and political effects of the First World War in Europe, Africa, Asia, and the United States;
2. describe and analyze the causes and significance of the Russian Revolutions and Lenin's policies in the Soviet Union;
3. compare the histories of Japan and China from 1900 to 1929 and be able to offer explanations for the differences in the destinies of these two nations;
4. describe and assess the significance of the ways in which the First World War and the Mandate System affected Turkey and the Middle East; and
5. explain the ways in which the First World War, economic growth, technological change, and scientific advances led to social and cultural change in Western Europe and North America from 1918 to 1929.

For The Collapse of the Old Order, 1929 - 1949, students will be able to:

1. describe the Stalinist Revolution and be able to describe Stalin's strategy for achieving rapid industrialization;
2. analyze the causes and consequences of the Depression and relate them to the rise of fascism in Italy and Germany;
3. describe and evaluate the causes and the consequences of the Second World War in Europe and in the Asia-Pacific theater; and
4. describe and explain the significance of changes in the character of warfare in the Second World War.

Unit Eight

Standards

For Independence of Africa, India, and Latin America, 1900 - 1949, students will be able to:

1. describe the effects of colonial rule on Africa between 1900 and 1949 and to analyze the relationship between the effects of colonial rule, the World Wars, and the Depression, and the beginnings of the independence movement in Africa;
2. describe and analyze the development of the Indian Independence Movement from 1905 to 1947 and the roles of Mohandas Gandhi and of Muhammad Ali Jinnah;
3. list the broad outlines of the Mexican Revolution and the economic policies of the Lázaro Cárdenas; and
4. describe the economic and political evolution of Argentina and Brazil from 1900 to 1949, and to compare these two countries to Mexico.

For The Cold War and Decolonization, 1945 - 1975, students will be able to:

1. describe and evaluate the causes of the Cold War and its political and environmental consequences for Europe, Asia, Africa, Latin America, and the two superpowers;
2. describe the process of decolonization and be able to illustrate the variations in that process by reference to concrete examples;
3. describe challenges of nation building and be able to compare the problems and the nation-building strategies of particular developing countries; and,
4. describe and analyze the reasons for the various ways in which the Third World states, China, Japan, and the Middle East were both affected by, and took advantage of, the Cold War.

For the Dawn of the Post-Cold War World, 1975 - 1991, students will be able to

1. describe the dynamics of Latin American, Middle Eastern, and Asian political and economic development from about 1975 through the 1990s;

2. describe and analyze the reasons for and significance of the collapse of the bipolar system;
3. describe the significance of demographic trends in the developed and the developing worlds in the latter half of the twentieth century; and
4. describe and analyze the relationships between technological development, global trade, global and regional inequality, and environmental degradation in the latter half of the twentieth century.

For Globalization at the Turn of the Millennium, students will be able to:

1. describe the main benefits and dangers of growing political, economic, and cultural integration;
2. describe the role of religious beliefs and secular ideologies in the contemporary world; and
3. describe and analyze ways in which technology has contributed to the process of global interaction.