Advanced Placement World History

Course Description
This academically rigorous advanced placement course is commensurate to an introductory college-level course with an emphasis on non-Western history. The course relies heavily on readings and primary source materials. A special emphasis is placed on historical writing through expository essay and document-based questions (DBQ). The scope and rigor of this AP World History course will help prepare students for the College Board AP World History Exam and further educational pursuits. They will also develop skills in note-taking, analyzing sources, making inferences, drawing conclusions, conducting research, and communicating information. The two-semester course meets College Board requirements.

The College Board
It is recommended that students print and read the College Board’s “Acorn” guide to AP World History. This course follows the guidelines and curriculum outlined in that guide. Detailed information is available at: http://www.collegeboard.com/ap.

Course Scope and Outline
This AP World History course includes 12 units of instruction delivered across two semesters. The course offers a wide variety of instructional activities, including objective exams, debates, simulations, threaded discussions, a mock trial and research assignments. First semester topics range from the development of human history in prehistoric times through the Enlightenment. Second semester topics cover the rise of the Ottoman Empire to the present.

First semester topics include:
- Instruction for writing comparative essays
- Instruction for writing change over time essays
- Geography, the environment, and human origins
- The Stone Age
- Neolithic Revolution
- The Building Blocks of Civilization
- The River Civilizations
- The Ancient Middle East
- Classical Greece and Rome
- Decline of Empires
- Religious traditions and belief systems
- China through the Han and Sui Dynasties
- Early Japan
- African Empires
- Classical India
- Trans regional networks of communication and trade
- Document-based essay (DBQ) writing instruction
- Byzantium
- Early Medieval Europe
- Early Cultures in the Americas
Class structures, forms of government, slavery, war, trade, religious interaction, and migration of people across cultures
Europe during the Middle Ages and Renaissance
The role of Islam in the Middle East and Africa
China, Japan and East Asia (Sui and Tang Dynasties, Song China, Mongol Conquest, Yuan China, early Ming Dynasty, Heian Japan, Feudal Japan, Korea and Vietnam)
Mongol Empires
Sub-Saharan Africa
Artistic and literary endeavor prior to 1450
Absolutism, Reformation, and Enlightenment in Europe
Semester Review

Second semester topics include:

- The Age of Discovery and Age of Imperialism
- Responses to Imperialism
- The Columbian Exchange
- Rise of a Global Economy
- Islamic Empires in the Middle East and North Africa
- Ming and Qing China
- Manchu conquest of China
- Feudal war and reunification in Japan
- Comparison of the Romanov and Tokugawa Dynasties
- Consolidation of Japan
- Mughal India
- Kingdoms of Southeast Asia
- Australia and its neighbors
- Emergence of the Slave Trade
- Indian Ocean trade network
- Revolutions
- Post-colonial societies
- Industrialization
- Nationalism
- Changing status of women and Women’s movements
- Massive waves of emigration
- Imperialism, the Great War, and the Russian Revolution
- Political and economic systems in the twentieth century
- The Great War
- Postwar Era, Global Depression and WWII
- Asia since 1945
- Collapse of communism in eastern Europe and the Soviet Union
- Economic crisis
- Mass media and mass communications technology
- Art of the twentieth century
- Scientific advancements in the twentieth century
- The Cold War and Modern Era
- Comprehensive review
Recurrent Themes
These topics will recur in different contexts throughout the course. These topics can be applied to organize essays or guide discussions:

- Interaction Between Humans and the Environment
  Example: the role of agriculture in change
- Development and Interaction of Cultures
  Example: the role of the Silk Roads in connecting civilizations
- State-Building, Expansion, and Conflict
  Example: the evolution of states in the wake of the fall of Rome in the West
- Creation, Expansion, and Interaction of Economic Systems
  Example: the role of agricultural innovation in the high middle ages
- Development and Transformation of Social Structures
  Example: the social and economic impact of the Chinese civil service system

Historical Thinking Required in this Course
- Ability to connect historical events to broader regional, national, and global phenomena
- Ability to interpret and synthesize diverse representations of historical evidence

Course Format
Units provide a variety of learning activities, including the following:
- Interpret timelines
- Demonstrate insight, prior knowledge, and analysis in journal entries
- Identify the significance of historical figures, events, literary works, and treaties
- Respond to questions that require comprehension and application of ideas
- Read and respond to ideas in primary and secondary source material
- Go beyond text reading to access authentic manuscripts, participate in virtual museum tours, and watch appropriate films
- Organize and defend ideas with visual representations, such as graphic organizers
- Write thematic and document-based essays
- Participate in threaded discussions about course content
- Engage in historical simulations such as the trial of Genghis Kahn and a Treaty of Versailles simulation

Course Objectives

Students will:
- Pass the College Board AP Exam (if they choose to take it)
- Perform well in the course, with a final grade of C or higher
- Improve expository writing skills
- Build understanding of principle themes, events, and figures in World History
- Analyze and organize data and historical evidence
- Identify and analyze point-of-view in historical sources
- Demonstrate higher-order thinking skills within a rigorous format
- Cultivate skills that will help them in other educational pursuits
Prerequisites
Demonstrated success in previous history courses and recommendation from a teacher or school counselor

Required Course Materials
- Herman Hesse’s *Siddhartha* (student supplied)
- Adam Hochschild’s *King Leopold’s Ghost* (student supplied)
- Virtual textbook, *The Human Journey*, student guide, and support materials (supplied by course provider)

Textbook
This is the required textbook for the course.


Proprietary Virtual eText
This course offers a virtual textbook that incorporates political, economic, and social history in a balanced and comprehensive manner. The online textbook includes graphs, maps, family trees, biographies of key historical figures, and widespread use of color to convey and highlight information. Icons direct students to key information and themes that frequent the story of the past. Students can also make printed copies of the virtual textbook.


Recommended Resources
In order to learn from a variety of sources, students are also encouraged to make use of the following textbooks and study materials. They are presented in order of preference, with the most highly recommended text listed first.


**Films**
Films are recommended for most units in this course. These films can be used for supplemental instruction, extension activities, “Your Choice days,” or lessons that occur after students take the College Board AP Exam in May.

**Grading**
The final course grade is based on the following types of assignments (relative weight is displayed below).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of total grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15</td>
</tr>
<tr>
<td>Discussions</td>
<td>5</td>
</tr>
<tr>
<td>Simulations and other activities</td>
<td>10</td>
</tr>
<tr>
<td>Graphic organizers, writing assignments</td>
<td>10</td>
</tr>
<tr>
<td>Semester Tests (two)</td>
<td>10</td>
</tr>
<tr>
<td>Unit Tests</td>
<td>20</td>
</tr>
<tr>
<td>Document-based Qs/Thematic Essays</td>
<td>10</td>
</tr>
<tr>
<td>Change-over Time Essays</td>
<td>10</td>
</tr>
<tr>
<td>Comprehensive Essays</td>
<td>10</td>
</tr>
</tbody>
</table>

**The AP Exam**
Students have the option of taking the College Board Exam in May. The exam consists of 70 multiple-choice questions worth 50 percent of the overall score. Student scores rest on the number of questions answered correctly; students will not be penalized for wrong answers.

The second section of the exam includes three essay questions: one Document-based Essay, one Change Over Time Essay, and one Comparative Essay. All essays carry equal weight.

**Teaching Strategies**
- Direct Instruction
- Reading Accountability and Analysis
- Mock trial
- Debates
- Simulations
- Discussions on historical fiction
- Student-centered Discussions
- Analysis of primary and secondary source materials
Academic schedule

UNIT I: Foundations
c. 8000 B.C.E - c. 600 B.C.E.

Unit Themes
- Interaction Between Humans and the Environment
- Development and Interaction of Cultures
- State-Building, Expansion, and Conflict
- Creation, Expansion, and Interaction of Economic Systems
- Development and Transformation of Social Structures

Major Topics
- Thematic Comparative Essay Writing
- Course periodization
- Early humans: migration patterns, tools, economic and gender structures
- Development of Early Cultures and more sophisticated economic and social systems
- Neolithic Revolution and formation of early cities
- World Geography and regions
- Basic Features of Early Civilizations
- Types of Early Societies
- Civilizations in Mesopotamia, Indus Valley, China, Egypt, Meso-America, and Andean South America
- Stone and Metal Use
- Agriculture and the environment
- Pastoralism and the transformation of societies
- Technological innovations of the Neolithic Age
- Architecture, art and urban planning in early civilizations
- Early record keeping
- Early legal codes
- Local, regional and transregional trade networks
- Improvements in agricultural production, trade, and transportation
- Periodization and navigating a timeline
- The first states and empires: Mesopotamia, Babylonia, and the Nile River Valley
- Patriarchal family structures
- Social structures in early empires

Assignments
- Annotated timeline with five events per course theme (Chronological Reasoning)
- Map activities (Contextualization)
- Threaded-board discussion/Socratic Seminar on the on the merits of studying world history; the characteristics that are essential to become a civilization; whether “civilization” supplies an effective organizational tool for studying history; Why people are willing to give up a nomadic lifestyle for a more settled existence; the role of location in the development of early societies? (Crafting Historical Arguments from Historical Evidence)
Analysis of the Lascaux Caves (Historical Interpretation and Synthesis)

Cause and Effect Chain on the Neolithic Revolution (Historical Interpretation and Synthesis)

Thematic Comparative Essay: “Compare ways that the environment influenced three of the following societies: Hunter-gatherer, Mesopotamians, Egyptians, Indus Valley, and Shang.” (Comparison and Contextualization)

Triple Venn diagram comparing the art of three early civilizations (Comparison and Contextualization)

Students will read chapters from Christian and Diamond text (David Christian, Maps of Time, Ch. 8, on origins of agriculture; Jared Diamond, Guns, Germs, and Steel, Ch. 6).

Students will compare historians’ interpretations of the origins of agriculture in model dialogue between the two authors.

Analysis of Indus Valley Seals (Historical Interpretation and Synthesis)

Analysis of the Mother Goddess from Çatal Hüyük (Historical Interpretation and Synthesis)

Apply the AP World themes to geographical, religious, political, social, cultural, economic, philosophical systems, technology, and gender aspects of this content unit. (Comparison and Contextualization)

Primary and Secondary Source Readings and Interpretations (excerpts from)

- Richard E. Leakey, The Making of Mankind
- The Epic of Gilgamesh
- The Book of the Dead

Potential Films

- The Gods Must be Crazy

Test

- Multiple choice items
- Thematic Comparative Essay: “Compare the social and political structure of three of the following early civilizations: Mesopotamians, Egyptians, Indus Valley, Shang.”
UNIT II: Organization and Reorganization of Societies
c. 600 B.C.E – c. 600 C.E.

Unit Themes

- Interaction Between Humans and the Environment
- Development and Interaction of Cultures
- State-Building, Expansion, and Conflict
- Creation, Expansion, and Interaction of Economic Systems
- Development and Transformation of Social Structures

Major Topics

- Belief Systems: Animism, Shamanism, Polytheism and Monotheism
- Major Religions: Hinduism, Buddhism, Judaism, Confucianism, Daoism, and Christianity
- Political Developments in Classical Civilizations
- Social and Gender Structures in Classical Civilizations
- Trading Patterns among Classical Civilizations
- External Threats to Empires
- Arts, Sciences, and Technologies among Classical Civilizations
- Conrad-Demarest model of empire
- The Early Byzantine Empire
- Qin and Han China
- Early Chinese Art
- Early Japan
- Collapse of Empires
- Movement of Peoples
- Emergence of Transregional Networks of Trade and Exchange by 600 C.E.
- Impact of Long-distance Trade
- New Technologies and Maritime Innovations
- Effects of the Spread of Disease Pathogens
- Impact of Imperial Governments on the Environment
- Transformation of religious and cultural traditions: Hinduism, Buddhism and Christianity

Assignments

- Annotated timeline with five events per course theme (Comparison and Contextualization)
- Threaded-board discussion on the contributions of the Han and Roman Empires (Historical Interpretation and Synthesis)
- Writing exercise: “Prevent the fall of the Roman Empire.” Analyze the causes and effects of the fall of the Roman Empire in the West ((Historical Interpretation and Synthesis)
- Analysis project on the Problems with Empires (Crafting Historical Arguments from Historical Evidence)
- Double Venn Diagram comparison of the Han and Roman Empires (Comparison and Contextualization)
Debate: “Which had the greatest civilization, the Romans or the Han?” (Crafting Historical Arguments from Historical Evidence)

Students will read chapters 1 - 3 in Archaeology as Cultural History: Words and Things in Iron Age Greece (Social Archaeology) by Ian Morris, Ann Kim, and Kim Morris.

Students will generate a concept planner that demonstrates the impact of archaeology on the study of social/religious history during the classical age.

Novel discussion and analysis of the merits of using literature to study historical phenomena: Siddhartha (Crafting Historical Arguments from Historical Evidence)

Analysis on the Pont-du-Gard (Historical Interpretation and Synthesis)

Map activities (Comparison and Contextualization)

Analyze images of the Buddha from different locations (Historical Interpretation and Synthesis)

World Religions Power Point Presentation (Historical Interpretation and Synthesis)

Point of view activities on wearing the Hijab (from the Council on Islamic Education) (Historical Interpretation and Synthesis)

Apply the AP World themes to geographical, religious, political, social, cultural, economic, philosophical systems, technology, and gender aspects of this content unit. (Comparison and Contextualization)

Primary and Secondary Source Readings and Interpretations (excerpts from)

- Rig Veda
- Upanishads
- Analects
- The Bible
- Poetry selections from the Tang and Song dynasty
- Thucydides, History of the Peloponnesian War
- St. Cyprian, Epidemic Disease in the Roman Empire
- Tacitus, The Annals of Imperial Rome
- R. Shamastra, Kautilya’s Arthashastra
- Jordanes, History of the Goths

Potential Films

- Jesus and Paul (ABC News—birth of Christianity)
- From Jesus to Christ (PBS Frontline—birth of Christianity)
- The Story of India (PBS—South Asia from beginnings to 20th century)
- Summer, Spring, Winter, Fall
- Hero

Test

- Multiple choice items
- Thematic Essay: “Compare the origins, geographic reach, and major beliefs of three of the following world religions: Hinduism, Buddhism, Judaism, Confucianism, Daoism, or Christianity.”
UNIT III: Writing the Document-Based Essay (DBQ)

Major Topics
- Format and skill building lessons on writing a document-based essay
- Strategies for analyzing point-of-view
- Review the standard course rubric for the DBQ and College Board requirements
- The declining status of women in the sixteenth century
- Factors that inspired the belief in witchcraft

Assignments
- Annotated timeline (Chronological Reasoning)
- Place documents in appropriate categories
- Point of View analysis exercises (Historical Interpretation and Synthesis)
- Write a document-based essay on Han and Roman attitudes toward technology (Crafting Historical Arguments from Historical Evidence)

UNIT IV: Regional and Transregional Interactions
c. 600 C.E. – c. 1450 C.E.

Unit Themes
- Interaction Between Humans and the Environment
- Development and Interaction of Cultures
- State-Building, Expansion, and Conflict
- Creation, Expansion, and Interaction of Economic Systems
- Development and Transformation of Social Structures

Major Topics
- Emergence of New Empires
- Continuities and breaks within the period (600 C.E. -1450 C.E.)
- The rise and role of Islam
- The Crusades
- The influence of Islam in Sub-Saharan Africa and Southeast Asia
- Islamic political structures
- Arts, Sciences, and Technologies
- Trade and religion: Trans-Saharan trade, Indian Ocean trade, Silk routes
- Technologies that facilitated long-distance communication and trade
- Maritime technologies
- Spread of disease pathogens
- Spread of crops from South Asia to the Middle East
- New trading cities and trade routes
- The trade of luxury goods
- Introduction of new farming practices
- Introduction of new foods
- State support of commercial enterprise
Diffusion of crops and disease along the trade routes
Missionary outreach and inter-religion contacts Restructuring of European institutions
Spread of technologies: gunpowder and printing
Collapse and reconfiguration of empires
The division of Christendom
Impact of Nomadic Expansion
Consequences of the Plague
Growth and role of cities
The Sui, Tang, and Song dynasties in China
Impact of technological and cultural exchanges: across the Mongol empires and between Tang China and the Abassids
The Mongol
Ming art, religion and culture
Japanese religious traditions
Comparison of European and Japanese feudalism
Transformations in India
India and Southeast Asia
African Societies
Ibn Battuta and Marco Polo
The spread of Islam in Africa
African cultural traditions
Patterns in the American Indian World
Civilizations in the Pacific
Diverse systems of labor organization
Class and caste hierarchies across civilizations
Peasant revolts in China and Byzantium
New monetary systems
The decline of urban areas
Migration of bantu-speaking peoples and migrations of Polynesians
Linguistic and environmental impact of migrations, trade, and movement of peoples

Assignments
- Annotated timeline with course themes (Chronological Reasoning)
- PERSIA chart for the Abbasid and Umayyad Empires (Historical Interpretation and Synthesis)
- Comparison charts on labor organizations (Historical Interpretation and Synthesis)
- Comparison and contrast chart for the trade routes (Comparison and Contextualization)
- Mock trial of Genghis Khan
- Chart identifying how the Crusaders, The Mongols, and the Black Death turned the world upside down (Historical Interpretation and Synthesis)
- Map activities ((Comparison and Contextualization)
- Read excerpts from Pomeranz, Kenneth and Topik, Steven. *The World That Trade Created: Society, Culture, and the World Economy, 1400 to Present*
- Students develop Powerpoint presentations about the discovery and use of products found in the New World. Students participate in an online discussion in which they analyze the effects of the Columbian Exchange on producers, consumers, and the environment. Students will represent a person affected by the Columbian Exchange and
debate the advantages and disadvantages derived from trade at this point in history: Africans, Native Americans, or Europeans.

- Compose a letter to the editor and defend or propose revisions to the 600 - 1450 C.E. periodization framework.
  - Should 200 - 1000 C.E. and 1000 - 1500 C.E. be used instead?
  - In which regions would the 600 - 1450 C.E. demarcation work most effectively?
- Dual Poetry assignment comparing the role of women using primary sources from *Economic Roles of Women in World History* (Crafting Historical Arguments from Historical Evidence)
- Venn diagram comparing Ibn Battutua and Marco Polo (Comparison and Contextualization)
- Analysis of diverse perspectives on the Crusades using *The Crusades from Medieval European and Muslim Perspectives*
- Comparative Thematic Essay: Compare European and sub-Saharan African contacts with the Islamic world. (Crafting Historical Arguments from Historical Evidence)
- Group DBQ on Buddhism in China (Crafting Historical Arguments from Historical Evidence)
- Apply the AP World themes to geographical, religious, political, social, cultural, economic, philosophical systems, technology, and gender aspects of this content unit. (Comparison and Contextualization)

### Primary and Secondary Source Readings and Interpretations (excerpts from)
- Ichisada Miyazaki, *The Chinese Civil Service Exam System*
- Murasaki Shikibu, *The Tale of Genji*

### Potential Films
- *Jesus and Paul* (ABC News—birth of Christianity)
- *From Jesus to Christ* (PBS Frontline—birth of Christianity)
- *Musa the Warrior*

### Test
- Multiple choice items
- Thematic Essay: “Compare the role of women in three of the following world religions: Hinduism, Buddhism, Judaism, Confucianism, Daoism, or Christianity.”

#### Unit V: Writing the Change Over Time Essay

### Major Topics
- Contextualization
- Components of the thematic essay
- Identification of things that change and stay the same over time
- Tips for writing
- Components of the Change Over Time rubric
Assignments
- Change Over Time Essay analyzing the political and cultural changes and continuity in one of the following classical civilizations:
  
  Chinese (100 C.E. – 600 C.E.)
  Roman (100 C.E. – 600 C.E.)
  Indian (100 C.E. – 600 C.E.)
  Historical Interpretation and Synthesis

Unit VI: Global Interactions
c. 1450 C.E. – c. 1750 C.E.

Unit Themes
- Interaction Between Humans and the Environment
- Development and Interaction of Cultures
- State-Building, Expansion, and Conflict
- Creation, Expansion, and Interaction of Economic Systems
- Development and Transformation of Social Structures

Major Topics
- Continuities and breaks in periodization
- The Age of Exploration and Maritime Revolution
- Columbian Exchange
- Environmental impact of exploration and colonization
- Maritime Empires from Europe
- Exchange networks in Oceania and Polynesia
- Europeans’ role in Asian trade
- Mercantilism and Joint Stock ventures
- Diversity of American Colonial Societies
- Various reactions to the Portuguese trading empire
- Features of European exploration in Australia and the Pacific Islands
- Comparison of labor systems
- Impact of guns
- Comparison of the following empires: Ottoman, Chinese, Portuguese, Spanish, Russian, French, English, Tokugawan, Mughal, Benin, and Songhay.
- Gender in Empires, Slave Systems and Slave Trade
- Scientific Revolution and Enlightenment
- Major developments in the arts
- Economic systems: mercantilism, capitalism, and protoindustrialization
- Seven Years’ War
- The modern European state system
- The role of women in empires
- The intensification of peasant labor in China, India, and Russia
- The role of bureaucratic elites in the Ottoman Empire and Japan
• Slavery in Africa and the New World along with demographic changes that resulted
• The rise of new elites and the status of existing elites in Europe and Japan
• The Renaissance
• Visual and performing arts for the period
• Political and religious ties to art
• Literary movements for the period
• The Reformation
• The spread and reform of religious traditions
• The Scientific Revolution
• Treatment of ethnic and religious groups in the Ottoman Empire and Manchu China
• The Enlightenment
• Demographic and environmental changes

Assignments

• Annotated timeline with course themes (Comparison and Contextualization)
• PERSIA chart for Empires in this unit (Historical Interpretation and Synthesis)
• Map activities (Comparison and Contextualization)
• Enlightenment Salon/ Coffeehouse simulation (Crafting Historical Arguments from Historical Evidence)
• Apply techniques used by art historians: analyzing the use of color, the medium, and the arrangement of the composition to evaluate art from the Italian and northern Renaissance
• DBQ on attitudes of Christianity and Islam on merchants and trade (Crafting Historical Arguments from Historical Evidence)
• Compare Louis XIV, Cromwell, and Peter the Great (Comparison and Contextualization)
• Comparison on Muslim and American slavery (Comparison and Contextualization)
• Critiques of Guns, Germs, and Steel (Historical Interpretation and Synthesis)
• Point-of View writing assignment on witchcraft (Crafting Historical Arguments from Historical Evidence)
• Primary Source reading rounds on South American societies prior to European encounters (Crafting Historical Arguments from Historical Evidence)
• Group analysis of "Diverse Global Perceptions of the Plague" (Historical Interpretation and Synthesis)
• Practice essay analyzing the social and economic transformations that occurred in the Atlantic World as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750. " (Historical Interpretation and Synthesis)
• Critique of "Fabian Fucan Rejects Christianity." Identify point of view, context, intended audience, tone, and type of source (Historical Interpretation and Synthesis)
• Change Over Time Essay on the Atlantic World: trade, technology, and demographics resulting from European exploration in the New World. (Comparison and Contextualization)
• Apply the AP World themes to geographical, religious, political, social, cultural, economic, philosophical systems, technology, and gender aspects of this content unit. (Comparison and Contextualization)

Primary and Secondary Source Readings (excerpts from)

• Alfred Crosby, Germs, Seeds, and Animals
From The Broken Spears: The Aztec Account of the Conquest of Mexico
Lynda Norene Shaffer, China, Technology, and Change
Jack Goody, Love, Lust, and Literacy
Marco Polo, The Travels of Marco Polo
S.D. Goitein, Cairo: An Islamic City in Light of the Geniza

Potential Films
- Guns, Germs and Steel, part two
- Amistad
- Amazing Grace
- The Burned Mirror
- The Mission
- The Day the Universe Changed

Test
- Multiple choice items
- Thematic Comparison Essay: “Compare Russia’s interaction with the West with the interaction of one of the following: Ottoman, Tokugawa, Mughal India.” (Comparison and Contextualization)

Unit VII: Review

Major Topics
- Patterns and impacts of interaction among major societies from this time period
- Change and continuity across this period
- Impact of technology and demography during this period
- Systems of social and gender structure during this period
- Cultural an intellectual developments during this period

Assignments
- Student-generated review of power point presentations
- Thematic Change Over Time Essay on Changes in functions and structures of states and in attitudes toward states and political institutions during this period (Comparison and Contextualization)
- DBQ on the Modern Olympic Movement (Crafting Historical Arguments from Historical Evidence)
Unit VIII: More Global Interactions  
c. 1450 C.E. – c. 1750 C.E.

Unit Themes
- Development and Interaction of Cultures
- State-Building, Expansion, and Conflict
- Creation, Expansion, and Interaction of Economic Systems
- Development and Transformation of Social Structures

Major Topics
- Ming China
- Manchu Empire
- Qing Dynasty
- Neo-Confucianism
- Decentralization and reunification of Japan
- Tokugawa regime

Assignments
- Annotated timeline with five events per course theme (Comparison and Contextualization)
- Map activities (Comparison and Contextualization)
- DBQ on the flow of silver from the mid sixteenth to the mid eighteenth centuries
- Point-of View writing assignment on witchcraft (Crafting Historical Arguments from Historical Evidence)
- Debate the advantages and disadvantages of the Columbian Exchange from the perspective of Africans, Native Americas, and Europeans (Crafting Historical Arguments from Historical Evidence)
- Obituaries for Kangxi and Qianlong (Historical Interpretation and Synthesis)
- Study statistics and charts from AP European History DBQ on witchcraft (College Board, 1980) (Crafting Historical Arguments from Historical Evidence)
- Thematic Change Over Time essay about one of the following between 1450 and 1740: India, Russia, Japan (Comparison and Contextualization)
- Apply the AP World themes to geographical, religious, political, social, cultural, economic, philosophical systems, technology, and gender aspects of this content unit. (Comparison and Contextualization)
- Threaded-board discussion: Should 1450 mark the period of the modern era? (Crafting Historical Arguments from Historical Evidence)

Primary and Secondary Source Readings (excerpts from)
- Fabian Fucan Rejects Christianity
- The Sacred Edict (Qing Dynasty)

Test
- Multiple choice items
• Analyze Russia’s interaction with the West with one of the following: Ottoman, Tokugawa, Mughal India

Unit IX: Industrialization and Global Interaction
c. 1750 C.E – c. 1900 C.E.

Unit Themes
• Interaction Between Humans and the Environment
• Development and Interaction of Cultures
• State-Building, Expansion, and Conflict
• Creation, Expansion, and Interaction of Economic Systems
• Development and Transformation of Social Structures

Major Topics
• Continuities and breaks in the time period
• Changes in World Trade
• Industrial Revolution
• Industrialization outside the West
• The decline of agricultural economics
• Production and export of cotton, rubber, wheat and metals
• Changes in transportation and communication
• Economic ideologies: capitalism, Utopian Socialism, and Marxism
• Resistance to Industrialization
• State-sponsored industrialization in Tsarist Russia and Meiji Japan
• Reforms and response to capitalism
• Impact of Nationalism in Germany and Liberia
• Gender and social structure after industrialization
• Comparison of social structures in Qing China, Ottoman Empire, and Latin America
• Political Revolutions and Independence Movements
• Jewish homeland in Palestine
• Unification of nations
• Impact of urbanization and population growth
• Impact of the Industrial Revolution on women
• Decline of the Ottoman Empire
• Crimean War
• Meiji Japan
• Imperialism
• Challenges to imperial regimes
• Contraction of the Ottoman Empire
• “Open Door” policy in China
• Transnational business
• Social Darwinism
• Mining centers in South Africa and Mexico
• Investment and industrialization: the gold standard
• Anticolonial movements
Demographic changes that resulted from Imperialism
Revolution in France, Haiti, America, and Latin America
Rebellions: Taiping
Reforms in imperial practice: The Self-Strengthening Movement
The potent power of slave rebellions
Demands for women’s suffrage
Global migration patterns

Assignments
- Annotated timeline with course themes (Comparison and Contextualization)
- Map activities (Comparison and Contextualization)
- Analysis of revolutionary documents (Historical Interpretation and Synthesis)
- Analysis of declining agricultural-based economy in India (Historical Interpretation and Synthesis)
- Threaded-board discussion comparing the political and social reactions to European domination in China and Japan (Comparison and Contextualization)
- Comparison graphic organizer for the French and Latin American Revolutions (Comparison and Contextualization)
- Point of view analysis with Mary Wollstonecraft’s writings (Historical Interpretation and Synthesis)
- Analysis of cartoons depicting Chinese relations with the West (Historical Interpretation and Synthesis)
- Writing exercise analyzing the changes and continuities in labor systems between 1750 and 1900 in East Asia, Latin America, and Sub-Saharan Africa (Comparison and Contextualization)
- Document-based Essay on African reactions to Imperialism (Crafting Historical Arguments from Historical Evidence)
- Thematic Change Over Time Essay: Trace the transformation of social structures from 1750 – 1914 in any one region listed: (1) Southeast Asia; (2) Sub-Saharan Africa; or (3) Latin America. (Crafting Historical Arguments from Historical Evidence)
- One-act play: *Qianlong Meets Macartney: Collision of Two World Views* (Comparison and Contextualization)
- Comparison graphic organizer of symbols and types of nationalism in Japan, India, and Germany Views (Comparison and Contextualization)
- Art portfolio and ABC Book on art movements for the period (Historical Interpretation and Synthesis)
- Identify point of view, context, intended audience, tone, and type of source in Rudyard Kipling’s *White Man’s Burden* (Historical Interpretation and Synthesis)
- Research paper on one change in technology (invention or a new system) (Crafting Historical Arguments from Historical Evidence)
- Online discussion about *King Leopold’s Ghost* and analysis of the merits of using literature to study historical phenomena (Crafting Historical Arguments from Historical Evidence)
- Apply AP World themes to geographical, religious, political, social, cultural, economic, philosophical systems, technology, and gender aspects of this content unit. Views (Comparison and Contextualization)
Online discussion about the merits and drawbacks of organizing the course by the periods established in this syllabus. What other methods could be used to organize the historical content? (Crafting Historical Arguments from Historical Evidence)

Primary and Secondary Source Readings and Interpretations (excerpts from)
- Rudyard Kipling, *White Man’s Burden*
- Susan B. Haley, *Everyday Things in Pre-Modern Japan*
- Theodore von Laue, *The World Revolution of Westernization*
- Adam Smith, *The Wealth of Nations*
- Jurgen Osterhammel, *Colonialism*
- Peter Becker, *150 Percent Nazi*

Potential Films
- *The Emperor and the Assassin*
- *Shaka Zulu*
- *Modern Times*
- *Ghost in the Darkness*

Test
- Multiple choice items
- Thematic Change Over Time Essay: Analyze the political, social and economic changes that occurred between 1750 and 1914 in one of the following regions:
  - Sub-Saharan Africa
  - Southwest Asia (Middle East)
  - Western Europe

**Unit X: The Twentieth Century**

Unit Themes
- Interaction Between Humans and the Environment
- Development and Interaction of Cultures
- State-Building, Expansion, and Conflict
- Creation, Expansion, and Interaction of Economic Systems
- Development and Transformation of Social Structures

Major Topics
- Continuities and breaks in the time period
- Great War
- Russian Revolution
- Stalin’s Revolution
- The Global Depression
- Scientific advancements and theories: relativity and the Big Bang Theory
- Medical advancements: artificial heart and polio vaccine
- Advances in transportation and military technology
- Changes in human interaction with the environment
• Demographic patterns and shifts
• Rise of Fascism
• Causes, events and outcomes of World War II
• The Holocaust
• International Organizations and their Impact
• Multinational Organizations
• Collapse of empires and restructuring of states
• Regional, eth
• Disease in the twentieth century: Malaria, HIV/AIDS, and heart disease
• The Pacific Rim
• Globalization of science, technology and culture
• Global cultures and regional reactions
• Elite, popular culture and art
• Independence and Revolution: Sub-Saharan Africa, India, Mexico, Argentina and Brazil
• The Cold War
• Post Cold War world
• Changes in Latin America
• Islamic Revolutions in Iran and Afghanistan
• New Challenges

Assignments
• Annotated timeline with course themes (Comparison and Contextualization)
• Map activities (Comparison and Contextualization)
• Treaty of Versailles simulation (Crafting Historical Arguments from Historical Evidence)
• Create migration maps for the nineteenth and twentieth centuries (Comparison and Contextualization)
• Research power point presentations on disease (Crafting Historical Arguments from Historical Evidence)
• Debate: Whose path to national independence and social change was the most effective: Gandhi or Mao? (Crafting Historical Arguments from Historical Evidence)
• Document-based Essay (DBQ) on Indentured Servitude Crafting Historical Arguments from Historical Evidence)
• Chart comparing continuities and changes in an industrialized nation and non-Industrialized nation (Comparison and Contextualization)
• Pro and Con analysis of Capitalism and Communism (Crafting Historical Arguments from Historical Evidence)
• Analyze the theory of relativity and its impact on modern paradigms (Historical Interpretation and Synthesis)
• Writing exercise analyzing the major changes and continuities in the formation of national identities in the Middle East and Southeast Asia (Historical Interpretation and Synthesis)

Primary and Secondary Source Readings and Interpretations (excerpts from)
• Mark Juergensmeyer, Terror in the Mind of God
• Woodrow Wilson, Fourteen Points
• Iris Chang, The Rape of Nanking
• Allan M. Jalon, Meditating on War and Guilt, Zen Says It’s Sorry
Potential Films

- The Last Emperor
- My Heart
- Rape of Nanking
- To Live
- Black Gold
- Hotel Rwanda
- Gahndi
- A Summer Place
- Atomic Café
- Casablanca
- Beyond Borders
- Baraka

Test

- Multiple choice items
- Online discussion question about the periodization for this unit: Should 1900 or 1914 serve as the starting date for investigation of the twentieth century?
- Thematic Change Over Time Essay: Describe and analyze the influence of western dominance on traditional cultures in one of the following places c. 1450 - 2000 CE:
  - North Africa, Sub-Saharan Africa, Latin America, East Asia, South Asia

Unit XI: Comprehensive Review

Topics

- Patterns and impacts of interaction among major societies from 8000 B.C.E to the present
- Change and continuity across this period from 8000 B.C.E to the present
- Impact of technology and demography during this period from 8000 B.C.E to the present
- Systems of social and gender structure during this period from 8000 B.C.E to the present
- Cultural an intellectual developments during this period from 8000 B.C.E to the present
- Students will conduct periodization debates about critical events that happened 150 years before and after the beginning and ending dates for the six AP World History periods. Students will argue whether the beginning and ending dates for each of the six AP World History time periods should remain as they are or be changed.

Test

- Multiple choice items
• Change Over Time and Comparative Essays
• DBQ: 2005 Nationalism and Muslim Traders

Recommended activities for after the AP Exam

• Watch some of the films listed in this syllabus
• Visit a local museum that showcases European art
• Conduct oral histories; students interview someone over the age of 55
• Read and prepare a project about one of the following books (listed in no particular order):

  • *Imperium* – Robert Harris
    A novel of ancient Rome – the cautionary tale of Cicero, the greatest orator of all time, and his extraordinary Struggle for power in Rome

  • *Pompeii* – Robert Harris
    A Roman engineer tries to avert disaster.

  • *The Virtues of War* – Steven Pressfield
    Epic novel of Alexander the Great as if told by the man himself- a stunningly intimate account of the battles, the triumphs, and the tragedy of a man who conquered the world

  • *Gate of Fire* – Steven Pressfield
    Epic novel of the Battle of Thermopylae Pass; if you loved “300,” this may be for you

  • *The Water Thief* – Ben Pastor
    Murder mystery rich in late Roman and early Christian history

  • *The Source* – James Michener
    Michener vividly re-creates life in and around an ancient city during critical periods of its existence, and traces the profound history of the Jews, including that of the early Hebrews and their persecution, the impact of Christianity on the Jewish world, the Crusades, and the Spanish Inquisition. This is an epic tale of love, strength, and faith that finally arrives at the founding of Israel and the modern conflict in the Middle East. A compelling history of the Holy Land and its people & a richly written saga encompassing the development of Western civilization.

  • *Brunelleschi's Dome* – Ross King
    How a Renaissance genius re-invented architecture in Florence. Excellent reading for anyone who plans to be an engineer or architect.

  • *Michelangelo and the Pope's Ceiling* – Ross King
    Re-creates Michelangelo's day-to-day world: the assistants who worked directly on the Sistine Chapel, the continuing rivalry with Raphael and others who had much to do with his world (da Vinci, Savonarola, Ariosto, Machiavelli, Martin Luther, Erasmus…); a clear vision of the "novelty" of Michelangelo's image of God, and how "completely unheard of in previous depictions of the ancestors of Christ" was his use of women.
• **Turkish Reflections: Biography of a Place** – Mary Lee Settle  
  An intimate portrait of Turkey by a tourist who falls in love with historical & modern Turkey: emperors and nomads, sultans and shepherds; she explores trails blazed by Alexander the Great, Tamerlane, Genghis Kahn, and Ataturk. This is a cross-country odyssey into history, legend, mystery, and myth.

**Historical Fiction Book List, Semester B**

- **I, Juan de Pareja** by Elizabeth Borton de Trevino  
  Society of Classical Spain and the great painter Velasquez, through the eyes of his closest associate and servant; Yes, P-a-r-e-j-a.

- **Nathaniel’s Nutmeg** – Giles Milton  
  Best-selling tale of British East India trader pursuing spice, in a race against the Dutch…

- **My Name is Red** – Orhan Pamuk  
  A fiendishly devious mystery, a beguiling love story, and a brilliant symposium on the power of Art and clash of cultures, set amid the splendor and religious intrigue of 16th century Istanbul. (Translated from Turkish)

  **This selection for mature readers only** (format, themes) with permission of instructor and signed parental permission

- **The Scarlet Pimpernel** – Baroness Emmuska Orczy  
  Reign of terror in France during/after the French Revolution; enter the masked avenger

- **Tale of Two Cities** – Charles Dickens  
  London and Paris: Do you see what Voltaire saw when he considered the two?

- **Samurai William: The Englishman Who Opened the East** – Giles Milton  
  The true story behind James Clavell’s best-selling *Shogun*: the tale of a man who tried to bridge two worlds

- **Nectar in a Sieve** – Kamala Markandaya  
  Beautiful, eloquent story of an Indian peasant woman’s life caring for her husband and family while the country experienced British occupation

- **Germinal** – Emile Zola  
  Expresses outrage at the exploitation of the many by the few during the Industrial Revolution; also shows humanity’s capacity for compassion and hope

- **Cry the Beloved Country** – Alan Paton  
  Impassioned novel about a black man’s country under white man’s law; deeply moving story of a Zulu pastor and his son and racial injustice in Southern Africa

- **King Leopold’s Ghost** – Adam Hochschild  
  Congo as the personal fief of the King of Belgium

- **Two Hearts of Kwasi Boachi** – Arthur Japin  
  Two West African princes are sent to study in Holland in the 1830’s.
- **Snow Flower and the Secret Fan** - Lisa See  
  Two women in 19th Century China become best friends, endure foot binding, and more

- **Samarkand** – Amin Maaluf  
  Fictional story of Omar Kayyam's Rubiat, and its subsequent rediscovery by a wealthy collector traveling on the Titanic

- **The Samurai** – Shusaku Endo  
  Traces experiences of first Japanese envoys to Europe & Mexico- Set in the period preceding the Christian persecutions; translated from Japanese

- **A Passage to India** – E.M. Forester  
  Novel about a young English woman in colonial India

- **The Janissary Tree** – Jason Goodwin  
  Murder mystery set in the twilight of the Ottoman Empire

- **Trinity** – Leon Uris  
  The history of the Irish Struggle (You will finally understand)

- **The Guns of August** – Barbara Tuchman  
  The world leading up to the beginning of World War I (August 1914)

- **The Kitchen Boy** – Robert Alexander  
  A story of the last Tsar of Russia, as seen through the eyes of a kitchen boy

- **The Bonesetter's Daughter** – Amy Tan  
  China in the early 20th century; Bones of Peking Man or Dragon Bones? Generations of women and the secrets they brought from China

  Author's childhood memories: his father's work as a goldsmith and his position in society, his parent's magic, village life, the rice harvest, elementary Koranic education, circumcision and young men's secret society, secondary education in Conakry, girls and courtship, and departure to study in France. After almost half a century in print, this deserves to be called a classic.

- **Red Azalea** – Anchee Min  
  An honest and frightening memoir of growing up in Communist China during the Cultural Revolution

- **Haj** – Leon Uris  
  Novel about the Arab-Israeli struggle and how it affects individual lives and destinies, brought to life by following two families on opposite sides of the divide

---

**Non-fiction Book List, Semester A and B**

- **The Hidden Dimension** – Edward T. Hall  
  Not really history, but cultural and human "proxemics," demonstrates how man's use of space defines personal, business, and cross-cultural relations
• **Ghengis Khan and the Making of the Modern World** – Jack Weatherford
• **How the Irish Saved Civilization** – T. Cahill  
  Follows three thinkers of Western Civ to demonstrate how they changed the world forever  
• **Guns, Germs, and Steel** – Jared Diamond  
  Answers the question: Why the West? Why/how did the West become the leading world economic, scientific, and political power? And is this about to change?  
• **Warriors of God** – James Reston, Jr.  
  Richard the Lionheart and Saladin in the Third Crusade; brings an objective perspective to the gallantry, greed, and religious fervor that fueled the bold clash between Christians and Muslims  
• **A World Lit Only by Fire** – William Manchester  
  Medieval world – was there brilliance?  
• **Medieval Women** – Eileen Power  
  Great detail on lives of women: life, worship, work, education; written on a college level  
• **The Day the Universe Changed** – James Burke  
  Interrelated events that changed the world in unforeseen ways; full of insight and connections  
• **Isaac Newton** – James Gleick  
  Brings the reader into Newton’s reclusive life, but primarily provides clear explanations of the concepts that forever changed our perception of bodies, rest, and motion – ideas so basic to the 21st century that it can truly be said: We are all Newtonians. Recommended for math and physics students  
• **Napoleon’s Buttons: How 17 Molecules Changed History** – Penney M. Le Couteur, Jay Burreson  
  For the chemist in all of us! Recommended for those interested in science as part of history  
• **SALT: A World History**  
  The story of world history tracked through the trade of salt.  
• **The History of the World in Six Glasses** – Tom Standage  
  World history described around the six world-changing beverages  
• **1421: The Year the Chinese Discovered America** – G. Menzies  
  On the New York Times Best Sellers list forever…  
• **When China Ruled the Seas** – Louise Levathes  
• **Life Along the Silk Road** – Susan Whitfield  
• **Salt** – Mike Kurlansky  
• **Night** – Elie Wiesel  
• **First They Killed My Father: A Daughter of Cambodia Remembers** – Loung Ung