

In AP® World History you will develop a greater understanding of the evolution of global processes and contacts including interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies.

CR1a: The course includes a college-level world history textbook.

Resources

a. Textbook: Bulliet, Richard, et al., *The Earth and Its Peoples: A Global History*, 2nd edition, Houghton Mifflin Company, 2001 **[CR1a]**

b. Primary sources: **[CR1b]**

Textual: *World History, A Collection of Primary Sources* by Dr. Richard Cruz, Dr. Chris Guthrie and Dr. Janet Schmelzer

The Human Record: Sources of Global History, by Alfred Andrea and James Overfield, 6th edition, Volumes I and II, Houghton Mifflin Company, 2009

Worlds of History, a Comparative Reader by Kevin Reilly

Visual: Most images for analysis will originate from the textbook, readers, and internet. Samples for analysis will include but are not limited to art, political cartoons, and photos; see the course outline below for some specific examples.

Quantitative: *Tables and graphs in Maps of Time: An Introduction to Big History*, by David Christian.

c. Secondary sources:

David Christian, *Maps of Time*.

Jared Diamond, *Guns, Germs, and Steel*.

Other works of historical interpretation used in the course are taken from the historians' articles in Reilly. See course outline below for specific examples.

CR1b: The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources.

CR2: Each of the course themes receives explicit attention and is addressed throughout the course. – Course themes

CR4: The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.

The Five Themes of AP World History **[CR2]**

- Theme 1 – Interaction between humans and the environment
- Theme 2 – Development and Interaction of Cultures
- Theme 3 – State-building, expansion and conflict
- Theme 4 – Creation, expansion and interactions of Economic Systems
- Theme 5 – Development and transformation of social structures

Course Schedule **[CR4]**

Period I – Technological and Environmental Transformations to 600 B.C.E.

- Key Concept 1.1. Big Geography and the Peopling of the Earth
- Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
- Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral and Urban Societies **[CR3]**

CR3: Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. – Key concepts

Topics for Discussion

- Neolithic Revolution
- Basic features of early civilizations: Mesopotamia, Egypt, Kush, Indus, Shang;

CR1c: The course includes sources by historians or scholars interpreting the past.

CR6: The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

CR7: The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

CR15: The course provides opportunities for students to recognize how the study of history has been shaped by the findings and methods of other disciplines such as anthropology, archaeology, visual arts, literature, economics, geography and political science. – Synthesis

CR5a: The course provides balanced global coverage, with Africa represented.

CR5c: The course provides balanced global coverage, with Asia represented.

CR5e: The course provides balanced global coverage with Europe represented. No more than 20% of course time is devoted to European History.

Mesoamerican and Andean

- How does a civilization interact with its environment?

Time Period: Two Weeks

Sources

- Textbook Chapters 1-3
- Maps in Textbook page 70

Supplemental Readings or Reader (such as but not limited to):

The Epic of Gilgamesh
The Judgments of Hammurabi

Alternate Readings (such as but not limited to):

The Urban Revolution: Origins of Patriarchy (Gerda Lerner from Reilly) [CR1c]
Neolithic Petroglyph from the Sahara, 4th millennium BCE; Neolithic Stone Figure from Aegean Islands, 5th millennium BCE.
Tables on population growth in Maps of Time.
David Christian, Maps of Time, Ch. 8, on origins of agriculture. [CR1c]
Jared Diamond, Guns, Germs, and Steel, Ch. 6 [CR1c]

Selected Activities/Assessments

- Writing Workshop (Thesis statements and essay development) [CR6]
 - Theme 1** – Students will develop a chart listing for each of the river valley civilizations: the location, food sources, social roles, political structure and changes humans made to the environment to suit their needs.
 - Theme 2** – Compare and Contrast the Political and social structures of any two of the following ancient civilizations: Mesopotamia, Egypt, Kush-Meroe, Indus Valley, Shang China, Mesoamerica (Olmec, Mayan) Andean South America
- Students will read the chapters from Christian and Diamond and discuss the historians' interpretations of the origins of agriculture.
 - Theme 1** – Compare and contrast the two Neolithic representations and describe their possible purpose. [CR 7]
- Activity: using the textbook and the internet, students will explore how the findings of archeologists have contributed to our knowledge of one of the following cultures: Harappan, Shang, or Mesopotamia. [CR15]

Period II – Organization and reorganization of Human Societies, 600 B.C.E to 600 C.E.

- Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions
- Key Concept 2.2. The Development of States and Empires
- Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange

Topics for Discussion [CR5a], [CR5c] & [CR5e]

- Major Belief systems: Hinduism, Buddhism, Judaism, Christianity, Confucianism, and Daoism; polytheism and shamanism
- Classical civilizations: Greece, Rome, China and India including migrations of the
- Huns, Germanic tribes
- Interregional networks by 600 CE and spread of belief systems
- Silk Road trade networks, Chinese model and urbanizations

Time Period: Four weeks

Sources

- Textbook Chapters 4-9
- Maps p. 122, 137, 146

Supplemental Readings or Reader (such as but not limited to):
The Gospel of Matthew and Saint Paul, epistle to the Romans
Excerpts from The Quran
Excerpts from The Four Noble Truths

Additional Readings:

Demos and Polis
The Challenge to the Urban Order
The Imperial Capital – Rome 50BC-AD100: The Tradition of Public Works” from Cities in Civilization by Sir Peter Hall
Greek and Indian Civilization: by William H. McNeill (Reilly)
China and Rome Compared by S.A.M. Adshead (Reilly)
Women in the Classical Era by Sarah Shaver Hughes and Brady Hughes (Reilly)
Lessons for Women by Ban Zhao (Reilly)
Fayum Portraits (Reilly)

Selected Activities/Assessments

- Short Essay: Ancient Rome and Han China: How Great Were the Differences?
- Map Answer: refer to the map on p. 146 in your text and show the major regions, cities, and trading centers of the Roman Empire. Include the various peoples incorporated into the empire.
- Short Answer: What was the condition of Indian women during the Gupta Empire? What important factors affected women's lives?
- Short Answer: Analyze the Fayum portraits to consider their purpose and social context. [CR8]
- Essay: Compare and Contrast the development and beliefs of any two religions
- Short Answer: Discuss the effects of polytheism and the lack of unification in India prior to Ashoka.

Period 3: Regional and Transregional Interactions, c. 600 C.E. to 1450

- Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
- Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions
- Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences [CR3]

Topics for Discussion [CR5a], [CR5b], [CR5c], [CR5d], & [CR5e]

- The Islamic World, the Crusades and Schism in Christianity
- European and Japanese feudalism
- Mongols across Eurasia and urban destruction in SW Asia, Black Death
- Bantu and Polynesian migrations
- Great Zimbabwe and Mayan empires and urbanizations

CR8: The course provides opportunities for students to analyze evidence about the past from diverse sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources. – Appropriate use of historical evidence.

CR3: Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. – Key concepts

CR5a: The course provides balanced global coverage, with Africa represented.

CR5b: The course provides balanced global coverage, with the Americas represented.

CR5c: The course provides balanced global coverage, with Asia represented.

CR5d: The course provides balanced global coverage, with Oceania and Australia represented.

CR5e: The course provides balanced global coverage with Europe represented. No more than 20% of course time is devoted to European History.

- Aztec and Incan empires and urbanization
- Ming Treasure Ships and Indian Ocean trade (Swahili Coast)

Time Period: Six weeks

Sources

- Textbook Chapters 10-16
- Maps (in text)

Supplemental Readings or Reader (such as but not limited to):

Suetonius

The Popul Vuh

Mayan Creation Story, written in Latin during the 16th century, based on Mayan codices

The Lives of Caesar

Daniel Defoe, A Journal of the Plague Year

USA Today, "Experts predict next plague will come from animals" and "Plague emerges in Grand Canyon"

African Kingdoms and Islam

The Mongol Empire Takes Shape

Aristotle on the world is round

Philostratos, Life of Apolloios of Tyana

The Concordat of Worms

Gregory Guzman, "Were the Barbarians a Negative or a Positive Factor in Ancient and Medieval History?" in Reilly.

Images of mosque architecture in Cordoba, and Timbuktu.

Selected Activities/Assessments

- Debate: The Mongols: How Barbaric Were the "Barbarians?" Discuss in relation to the Guzman reading.
- Short Answer: What were some of the technological advances that the Silk Road was responsible for?
- Short Answer: What does the chapter reveal about the status of Muslim women? Compare their status with the status of women in other parts of the world at that time.
- Discuss the images of mosques in Spain and Africa, considering the impact of geographical and cultural contexts on religion.
- Essay: Compare and Contrast Japanese and Western European feudalism; or Compare and Contrast the Trans-Saharan trade, Indian Ocean trade and Silk Routes (any two). **[CR12]**
- Essay: What were the causes and consequences of the Crusades? **[CR9]**
- Essay (Theme 4): Trace the changes and continuities in world trade from 500 BCE to 1000 CE in any one of the following regions: the Mediterranean, the Silk Road (Central Asia, East Asia, and Southwest Asia), the Indian Ocean, Sub-Saharan Africa. **[CR10]**

CR12: The course provides opportunities for students to: compare historical developments across or within societies in various chronological and/or geographical contexts. – Comparison

CR9: The course provides opportunities for students to examine relationships between causes and consequences of events or processes. – Historical causation

CR10: The course provides opportunities for students to identify and analyze patterns of continuity and change over time and across geographic regions, relating these patterns to a global context. – Patterns of change and continuity over time

CR3: Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. – Key concepts

Period 4: Global Interactions 1450 to 1750

- Key Concept 4.1. Globalizing Networks of Communication and Exchange
- Key Concept 4.2. New Forms of Social Organization and Modes of Production
- Key Concept 4.3. State Consolidation and Imperial Expansion **[CR3]**

Topics for Discussion [CR5a], [CR5b], [CR5c], [CR5d] & [CR5e]

- Transformations in Europe – Renaissance to Scientific Revolution
- Encounters and Exchange: Reconquista, Europe in Africa, Spanish in the Americas
- Encounters and Exchange: Portuguese and Indian Ocean Trade networks, Southwest Asian trade networks and the Ming Slave trade/Rise of Qing
- Labor Systems in the Atlantic World— The Africanization of the Americas
- The Columbian Exchange in Atlantic and Pacific Context
- Expansion of Global Economy and Absolutism: Muslim, Tokugawa, and Romanov empires
- Effects of the Atlantic Slave Trade on demography in West Africa, resistance to the Atlantic slave trade, and expansion of Islam in sub-Saharan Africa

Time period: six weeks

Sources

- Textbook Chapters 17-22
- Maps (in text)

Supplemental Readings or Reader (such as but not limited to):

*Nzinga Mbemba from Basil Davidson, trans.
The African Past*

*Christopher Columbus from Journal of the First Voyage to America Christopher Columbus
Native American Account of Cortés's Conquest from Miguel Leon-Portilla in The Broken
Spears: The Aztec Account of the Conquest of Mexico*

*Amerigo Vespucci from The Letters of Amerigo Vespucci trans. by Clements R. Markham
Martin Luther's 95 Theses*

Selected Activities/Assessments

- Short Answer: The later Middle Ages was a period of great intellectual and artistic achievement marked by what is often called the renaissance. What was the renaissance, and what were some of its most important and lasting cultural and artistic achievements?
- Discussion: Does the label "Renaissance" apply to members of the lower classes in late medieval Europe? Are there other "Renaissances" in other parts of the world? If so, how might this change our understanding of this term as a marker of a particular period in time? **[CR11]**
- Debate: Who was Christopher Columbus – hero or villain? Students will use primary sources listed (see Supplemental Readings) to develop arguments for their case.
- Essay (Theme 4): Compare and Contrast any two coercive systems of labor: Caribbean Slavery, Slavery in the English North American colonies, Slavery in Brazil, Spanish Mita system in South America, West African slavery, Muslim slavery in South West Asia, India Hindu castes, or East European serfdom. **[CR12]**
- Essay (Theme 3): Compare the process of empire-building of one European and one Afro-Asiatic empire (gun-powder empire): France, Portugal, Spain, England, Holland, Russia, Austria or Prussia, Ottoman Empire, Safavid Empire, Mughal Empire, Ming (Chinese) Empire, West African Forest State, West African Sahel State, Japan Shogunate **[CR12]**
- Essay (Theme 4): Analyze the changes and continuities in commerce in the Indian Ocean region from 650 CE to 1750 CE

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CR5b: The course provides balanced global coverage, with the Americas represented.

CR5c: The course provides balanced global coverage, with Asia represented.

CR5d: The course provides balanced global coverage, with Oceania and Australia represented.

CR5e: The course provides balanced global coverage with Europe represented. No more than 20% of course time is devoted to European History.

CR11: The course provides opportunities for students to examine diverse models of periodization constructed by historians. – Periodization

CR12: The course provides opportunities for students to compare historical developments across or within societies in various chronological and/or geographical contexts. – Comparison

- Essay (Theme 2): Trace the intellectual and artistic transformation from 600 to 1750 in any one region: East Asia; South Asia; Southwest Asia, Western Europe; Eastern Europe
- Class Discussion (Theme 5): Describe the disparities among the various social classes in European urban society between the sixteenth and eighteenth centuries. Who were the bourgeoisie? What conditions did the poorer classes endure?

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Period 5: Industrialization and Global Integration, 1750 to 1900

- Key Concept 5.1. Industrialization and Global Capitalism
- Key Concept 5.2. Imperialism and Nation—State Formation
- Key Concept 5.3. Nationalism, Revolution and Reform
- Key Concept 5.4. Global Migration **[CR3]**

Topics for Discussion

- European Enlightenment
- American, French, Haitian, and Latin American Revolutions
- Napoleonic Wars/Congress of Vienna/ Conservatism vs. Liberalism
- British Industrial Revolution
- De-Industrialization of India and Egypt
- Imperialism and Modernization
- Anti-Slavery, suffrage, labor movements, anti-imperialist movements, non-industrial reactions
- Reaction to industrialism and modernization

Time Period: six weeks

Sources

- Textbook Chapters 23-29
- Maps (in text)

Supplemental Readings or Reader (such as but not limited to):

The United States Bill of Rights
The English Bill of Rights
Toussaint L'Ouverture, Letter to the Directory
A call to expel the British: The Azamgarh Proclamation
Olaudah Equiano, The Interesting Narrative
Testimony for the Factory Act 1833
Jamaican Letter by Símon Bolívar
The United States Declaration of Independence
Karl Marx, Communist Manifesto
Chinese Footbinding, ed. Dr. Richard Cruz, et. al.

CR13: The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. – Contextualization

Selected Activities/Assessments

- Discussion: How did the spread of Social Darwinism in the 19th century influence justifications for European imperialism? **[CR13]**
- Essay: Trace the demographic shift from 1450 to 1914 in any one region: Latin America, Western Europe, North America, Sub-Saharan Africa, or East Asia; or, Trace the changes and continuities in world trade from 1450 to 1914 CE in any one of the following regions:

Latin America, North America, Western Europe, Eastern Europe, Southwest Asia, Sub-Saharan Africa, South Asia, East and Southeast Asia.

- Essay: Analyze how the intended audience and purpose of Equiano’s “Interesting Narrative” may have affected the tone of his story. **[CR8]**

Period 6: Accelerating Global Change and Realignments, 1900 - Present [CR3]

- Key Concept 6.1. Science and the Environment
- Key Concept 6.2. Global Conflicts and Their Consequences
- Key Concept 6.3. New Conceptualizations of Global Economy, Society and Culture

Time Period: six weeks

Topics for Discussion

- World War I, Total War, and Reactions to the Fourteen Points
- Rise of Consumerism and Internalization of Culture
- Depression and Authoritarian Responses
- World War II and Forced Migrations
- United Nations and Decolonization
- Cold War, Imperialism, and the End of the Cold War
- The Information and Communication Technologies Revolution

Sources

- Textbook Chapters 30-35
- Maps (in text)

Supplemental Readings or Reader (such as but not limited to):

Woodrow Wilson *Fourteen Points*
 WWI propaganda posters in Reilly
 Vladimir Lenin, *Power to the Soviets*, September 1917
 Mohandas Gandhi, *There is no salvation for India, and The Doctrine of the Sword* by Mohandas K. Gandhi – 1920
 Mao Zedong, *Problems of China’s Revolutionary War* by Mao Zedong – 1936
 Adolf Hitler, *Mein Kampf*
 Benito Mussolini, *The Political and Social Doctrine of Fascism*
The Decision to Drop the Atom Bomb
 Yamaoka Michiko *The Bombing of Hiroshima--1945*
 Sherif Hetata, “*Dollarization*” (Reilly)
 Philippe Legrain, “*Cultural Globalization Is Not Americanization*” (Reilly)
 Tables showing variety of income and life expectancies around the world in 2000 (p.450
 Maps of Time)

Selected Activities/Assessments

- What do the WWI posters have in common, even though they are from different countries? Analyze the images for their point of view and purpose. **[CR8], & [CR14]**
- Essay: Compare and Contrast the impact and consequences of World War I on any two regions: East Europe, Middle East, South Asia, East Asia, Sub-Saharan Africa; or Compare and Contrast the impact and consequences of World War II on the following regions: Middle East, Oceania, Africa **[CR12]**

CR8: The course provides opportunities for students to analyze evidence about the past from diverse sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources. – Appropriate use of historical evidence.

CR3: Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. – Key concepts

CR14: The course provides opportunities for students to: Apply multiple historical thinking skills to examine a particular historical problem or question and connect insights from one historical context to another, including the present. – Synthesis

CR12: The course provides opportunities for students to compare historical developments across or within societies in various chronological and/or geographical contexts. – Comparison

- Discuss the different views on globalization in the articles by Hetata and Legrain.
- Compare the tables on income and life expectancies in 2000 and discuss possible conclusions that might be drawn. **[CR1b]**
- Essay: Trace the transformation of warfare from 1750 to 2000 CE in any one region: Western Europe, Eastern Europe, Sub-Saharan Africa, East Asia, and Southeast Asia.

CR1b: The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources.

Review Period

Time period: three weeks

Sources

- Study Guide/Notebook (student created and containing materials used throughout the year, such as maps, timelines, notes and previous essays)

Selected Activities/Assessments

- Peer grading and discussion of AP Practice Exam