

Advanced Placement World History Modern  
Syllabus 2020-2021

Rules for On-line Learning

**Any prohibited actions connected with online learning and video conferencing including, but not limited to: “cyberbullying” or “Inappropriate and/or questionable uses of internet, software and hardware” will result in school disciplinary actions as outlined in Chapter 19.**

- a. **When attending class virtually, students are expected to abide by the behaviors and expectations of school policies.**
- b. **Students are expected to**
  - i. **Log on to the meeting on time**
  - ii. **Be in proper dress code.**
  - iii. **Conduct themselves appropriately and professionally at all times.**
  - iv. **Participate fully in class by activating their video to create opportunities for 2-way communication and ensure full participation.**
  - v. **Mute when you are not speaking**

**Prerequisites:** Students obtain recommendation from faculty, counselor or parent.

**Course Motto:** World history is human in substance and global in scope.

**Textbooks and Resources:**

Principal Text:

Strayer, Robert W. and Eric W. Nelson. 2016. Ways of the World. Third Edition, AP. New York: bedford, freeman & Worlth, high school publishers.

Secondary Texts:

Bentley, Jeremy and Herbert Ziegler. 2008. Traditions & Encounters: A Global Perspective on the Past. 4<sup>th</sup> Edition. McGraw-Hill; and its companion web site: PRIMARY SOURCE INVESTIGATOR. The McGraw-Hill Companies. “Social Studies Student Center.” Traditions and Encounters, 4<sup>th</sup> Edition.

McNeill, J.R. and William H. McNeill. 2003. The Human Web: A Bird’s-Eye View of World History. W.W. Norton & Company.

Other Sources

Crosby, Alfred W. 1986. Ecological Imperialism: The Biological Expansion of Europe, 900-1900. Cambridge University Press.

- Hanke, Lewis. 1935. The First Social Experiments in America: A Study in the Development of Spanish Indian Policy in the Sixteenth Century. Harvard University Press.
- Mann, Charles C. 2011. 1493: Uncovering the New World Columbus Created. Alfred A. Knopf.
- Reilly, Devin. 2009. Worlds of History: A Comparative Reader: Third Edition. Bedford/St. Martin's.
- Riley, Philip F. et. al. 2006. The Global Experience: Volume I: Readings in World History to 1550. Pearson-Prentice Hall.
- Riley, Philip F. et. al. 2006. The Global Experience: Volume II: Readings in World History since 1550. Pearson-Prentice Hall.
- Sandoz, Ellis. Editor. 2000. The Collected Works of Eric Voegelin. University of Missouri Press.
- Stearns, Peter N. et. al. 2009. Documents in World History: Volume 1: The Great Traditions: From Ancient times to 1500. 5<sup>th</sup> Edition. Pearson-Longman.
- Stearns, Peter N. et. al. 2009. Documents in World History: Volume 2: The Modern Centuries: From 1500 to the Present. 5<sup>th</sup> Edition. Pearson-Longman.

Scholarly Articles: Students will read articles and view videos from various sources:

Journal of World History

World History Connected | The e-Journal of Learning and Teaching \ Home  
<http://worldhistoryconnected.press.illinois.edu/>

“Bridging World History,” Annenberg Lerner

“Colonialism in the Congo: Conquest, Conflict, and Commerce.” World History Series: The Choices Program. A Program of the Watson Institute for International Studies at Brown University

“Indian Independence and the Question of Pakistan.” World History Series: The Choices Program. A Program of the Watson Institute for International Studies at Brown University

Multimedia Resources – SPICE

Stanford Program on International and Cross-Cultural Education  
[http://spice.stanford.edu/docs/spice\\_multimedia\\_resources](http://spice.stanford.edu/docs/spice_multimedia_resources)

## WORLD HISTORY SOURCES

George Mason University

<http://chnm.gmu.edu/worldhistorysources/>

Web Gallery of Art...

<http://www.wga.hu/index1.html>

The National Gallery, London: Western European painting 1250-1900

<http://www.nationalgallery.org.uk/>

World History Maps by Thomas Lessman

[http://www.worldhistorymaps.info/maps.html#Ancient\\_maps](http://www.worldhistorymaps.info/maps.html#Ancient_maps)

**Course Design:** AP World History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit in World History. It is a year-long study of “*interconnections between human societies*” from 1200 C.E. to the present.

Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography.

AP World History students are expected to take the Advanced Placement Exam held in May. The exam fee is \$94, and a passing score of 3, 4, or 5 is accepted by many colleges and universities. A passing grade, therefore, translates to less tuition for undergraduates. Although it is true that some popular colleges do not accept AP courses for credit, admissions officers do assess student preparedness based on AP courses and AP exams. Transcripts revealing AP courses should also, in the eyes of admissions officers, include AP test scores.

### Course Objectives – Students will:

\_ acculturate six historical thinking skills:

1. **Developments and Processes:** Identify and explain historical developments and processes
  2. **Sourcing and Situation:** Analyze sourcing and situation of primary and secondary sources
  3. **Claims and Evidence in Sources:** Analyze arguments in primary and secondary sources
  4. **Contextualization:** Analyze the context of historical events, developments, or processes
  5. **Making Connections:** Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
  6. **Argumentation:** Develop an argument
- master a broad body of historical knowledge based on six major themes
  - demonstrate an understanding of historical chronology based on nine time periods

- use historical data to support an argument or position defined by a thesis
- differentiate among schools of thought with various historical perspectives
- interpret and apply data from original documents, including maps, cartoons, graphs, letters, and images of art
- effectively use analytical skills of change and continuity, comparison and contextualization, interpretation, and synthesis
- work effectively with others to produce products and solve problems
- prepare for and successfully pass the Advanced Placement Exam

**Units by Time Periods and Topics      August 22 – May 1 Saturday Review May 10 Exam**

<b>Unit 1</b>  <b>The Global Tapestry c. 1200 to 1450</b> <b>2.5 Weeks (~10-13 Class Periods)</b> <b>August 24 – September 10</b> <b>8-10 % AP Exam Weighting</b>  <b>Saturday August 22, September 5: 8-11am</b>	<b>Topic 1.1</b> <b>Developments in East Asia from c. 1200 to c. 1450</b>
	<b>Topic 1.2.</b> <b>Developments in Dar al-Islam</b>
	<b>Topic 1.3.</b> <b>Developments in South and Southeast</b>
	<b>Topic 1.4</b> <b>State Building in the Americas</b>
	<b>Topic 1.5</b> <b>State Building in Africa</b>
	<b>Topic 1.6</b> <b>Developments in Europe</b>
	<b>Topic 1.7</b> <b>Comparison in the Period from c. 1200 to c.1450</b>
<b>Unit 2</b>  <b>Networks of Exchange c. 1200 to c. 1450</b> <b>2.5 Weeks (~10-13 Class Periods)</b> <b>September 11 – September 25</b> <b>8-10% AP Exam Weighting</b>  <b>Saturday September 19</b>	<b>Topic 2.1.</b> <b>The Silk Roads</b>
	<b>Topic 2.2.</b> <b>The Mongol Empire and the Making of the Modern World</b>
	<b>Topic 2.3.</b> <b>Exchange in the Indian Ocean ECN CDI ENV</b>
	<b>Topic 2.4.</b> <b>Trans-Saharan Trade Routes</b>
	<b>Topic 2.5.</b> <b>Cultural Consequences of Connectivity</b>
	<b>Topic 2.6.</b> <b>Environmental Consequences of Connectivity</b>
	<b>Topic 2.7.</b> <b>Comparison of Economic Exchange</b>
<b>Unit 3</b>  <b>Land Based Empires c. 1450 to c. 1750</b> <b>3 Weeks (~8-11) Time Periods</b> <b>September 28 – October 19</b> <b>12-15% AP Exam Weighting</b> <b>Saturday October 3, October 17</b>	<b>Topic 3.1.</b> <b>Empires Expand</b>
	<b>Topic 3.2.</b> <b>Empires: Administration</b>
	<b>Topic 3.3.</b> <b>Empires: Belief Systems</b>
	<b>Topic 3.4.</b> <b>Comparison in Land-Based Empires</b>
<b>Unit 4</b>	<b>Topic 4.1.</b> <b>Technological Innovations from 1450 to 1750</b>
	<b>Topic 4.2.</b>

<p><b>Transoceanic Interconnections c. 1450-1750</b>  <b>4 - 5 Weeks (~22-25 Class Periods)</b>  <b>October 20 – November 25</b>  <b>12-15% AP Exam Weighting</b></p> <p><b>Saturday October 31, November 14,</b>  <b>November 28, December 12</b></p> <p><b>November 30 – December 18</b>  <b>Units 1-4 Review and Semester Exam</b></p>	<b>Exploration: Causes and Events</b>
	Topic 4.3. Columbian Exchange
	Topic 4.4. Maritime Empires Established
	Topic 4.5. Maritime Empires Maintained and Developed
	Topic 4.6. Internal and External Challenged to State Power from 1450 to 1750
	Topic 4.7. Changing Social Hierarchies from 1450 to 1750
	Topic 4.8 Continuity and Change from 1450 to 1750
<b>Christmas Break</b>	
<p><b>Unit 5</b></p> <p><b>Revolutions c. 1750 to c. 1900</b>  <b>4.5 Weeks (~20-25 Class Periods)</b>  <b>January 5 – February 3</b>  <b>12-15% AP Exam Weighting</b>  <b>Saturday January 9, 23</b></p>	Topic 5.1. The Enlightenment
	Topic 5.2. Nationalism and Revolutions
	Topic 5.3. Industrial Revolution Begins
	Topic 5.4. Industrialization Spreads
	Topic 5.5. Technology of the Industrial Age
	Topic 5.6. Industrialization: Government's Role
	Topic 5.7. Economic Developments and Innovations in the Industrial Age
	Topic 5.8. Reactions to the Industrial Economy
	Topic 5.9. Society and the Industrial Age
	Topic 5.10. Continuity and Change in the Industrial Age
<p><b>Unit 6</b></p> <p><b>Consequences of Industrialization c. 1750-  c. 1900</b>  <b>2.5 - 3 Weeks (~12-15 Class Periods)</b>  <b>February 4 - 23</b>  <b>12-15% AP Exam Weighting</b></p> <p><b>Saturday February 6, 20</b></p>	Topic 6.1. Rationales for Imperialism from 1750-1900
	Topic 6.2. State Expansion
	Topic 6.3. Indigenous Responses to State Expansion
	Topic 6.4. Global Economic Developments
	Topic 6.5. Economic Imperialism
	Topic 6.6. Causes of Migration in an Interconnected World
	Topic 6.7. Effects of Migration
	Topic 6.8.

	<b>Causation in the Imperial Age</b>
<b>Unit 7</b>  <b>Global Conflict c. 1900 to present</b> <b>2 - 2.5 Weeks (~9-12 Class Periods)</b> <b>February 24 – March 9</b> <b>8-10% AP Exam Weighting</b>  <b>Saturday March 5</b>	<b>Topic 7.1.</b> <b>Shifting Power After 1900</b>
	<b>Topic 7.2.</b> <b>Causes of World War I</b>
	<b>Topic 7.3.</b> <b>Conducting World War I</b>
	<b>Topic 7.4.</b> <b>The Economy in the Interwar Period</b>
	<b>Topic 7.5.</b> <b>Unresolved Tensions After World War I</b>
	<b>Topic 7.6.</b> <b>Causes of World War II</b>
	<b>Topic 7.7.</b> <b>Conducting World War II</b>
	<b>Topic 7.8.</b> <b>Mass Atrocities After 1900</b>
	<b>Topic 7.9.</b> <b>Causation in Global Conflict</b>
<b>Unit 8</b> <b>Cold War and Decolonization c. 1900-</b> <b>present</b> <b>March 10 – April 8</b> <b>2.5-3.5 Weeks (~14-17 Class Periods)</b> <b>8-10% AP Exam Weighting</b>  <b>Saturday March 20, April 3</b>	<b>Topic 8.1</b> <b>Setting the Stage for Cold War and Decolonization</b>
	<b>Topic 8.2.</b> <b>The Cold War</b>
	<b>Topic 8.3.</b> <b>Effects of the Cold War</b>
	<b>Topic 8.4.</b> <b>Spread of Communism After 1900</b>
	<b>Topic 8.5.</b> <b>Decolonization</b>
	<b>Topic 8.6.</b> <b>Newly Independent States</b>
	<b>Topic 8.7.</b> <b>Global Resistance to Established Order</b>
	<b>Topic 8.8.</b> <b>End of the Cold War</b>
	<b>Topic 8.9.</b> <b>Causation in the Age of the Cold War and Decolonization</b>
<b>Unit 9</b>  <b>Globalization c. 1900-present</b> <b>2.5 Weeks (~8-11 Class Periods)</b> <b>April 9-23</b> <b>8-10% AP Exam Weighting</b>  <b>Saturday April 17, May 1</b>  <b>AP Exam May 10</b>	<b>Topic 9.1.</b> <b>Advanced in Technology and Exchange After 1900</b>
	<b>Topic 9.2.</b> <b>Technological Advances and Limitations After 1900; Disease</b>
	<b>Topic 9.3.</b> <b>Technological Advances: Debates About the Environment after 1900</b>
	<b>Topic 9.4.</b> <b>Economics in the Global Age</b>
	<b>Topic 9.5.</b> <b>Calls for Reform and Responses</b>

	<b>Topic 9.6. Globalized Culture</b>
	<b>Topic 9.7. Resistance to Globalization</b>
	<b>Topic 9.8. Institutions Developing in a Globalized World</b>
	<b>Topic 9.9. Continuity and Change in a Globalized World</b>

Unit 1: The Global Tapestry c. 1200 to c. 1450

Unit 2: Networks of Exchange c. 1200 to c. 1450

Unit 3: Land Based Empires c. 1450 to c. 1750

Unit 4: Transatlantic Interconnections c. 1450 to c. 1750

Unit 5: Revolutions c. 1750 to c. 1900

Unit 6: Consequences of Industrialization c. 1750 to c. 1900

Unit 7: Global Conflict c. 1900 to the present

Unit 8: Cold War and Decolonization c. 1900 to the present

Unit 9: Globalization c. 1900 to the present

### Six Themes of the Course

1. Interaction between humans and the environment
2. Development and interaction of cultures
3. State-building, expansion, and conflict
4. Creation, expansion and interaction of economic systems
5. Development and transformation of social structures

**\*UNIT 1: Technological and Environmental Transformations, to 600 B.C.E.** (5 instruction days: August 7 – August 21)

#### Key Concepts:

- 1.1. Big Geography and the Peopling the Earth
- 1.2 Neolithic Revolution and Early Agricultural Societies
- 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

**Readings:** *PART I*: Chapters 1-2 in *Ways of the World*

Chapter 6 in *Traditions & Encounters*

“Introduction: Webs and History” in McNeill, *The Human Web*.

“The Human Apprenticeship” in McNeill, *The Human Web*.

“Furs for Evening, But Cloth Was the Stone Age Standby” in Reilly, *World of History*.

“Interaction Along the Ancient Silk Roads,” in *Zones of Interaction: Long-Distance Trade and Long Term Connections Across Afro-Eurasia*. AP World History:

Professional Development Curriculum Module. 2011. (*Zones of Interaction...is*

based on David Christian's "*Silk Roads or Steppe Roads? The Silk Roads in World History*," in *Journal of World History*).

Michel Louis Seferiades. "Spondylus and Long-Distance Trade in Prehistoric Europe," in David W. Anthony and Jennifer Y. Chi. *The Lost World of Old Europe: The Danube Valley, 500-3500 B.C.* (Princeton: Princeton University Press, 2009).

"*Colonizing an Oceanic World*," in Ben Finney, "The Other One-Third of the Globe." *Journal of World History*. 275-281.

### Topics:

Prehistoric Societies

The Neolithic Revolution

Early Civilizations: Middle East, North Africa, South Asia, East Asia, Mesoamerica, South America, and Oceania

### Student Activities:

**Mapping:** locate on blank maps *the migration of human beings from Africa* (historiogenesis: from Adam and Eve to Out of Africa); locate on blank maps the *core and foundational civilizations* of the Middle East; North Africa; South Asia; East Asia; Mesoamerica; and South America; locate and draw in on blank maps Sunda and Sahul and possible routes of early Pacific migration

**Create a Web** that defines gender roles in early human society: migrations of Indo-Europeans, Bantu Africans, and Austronesian cultures

**Analyze** characteristics of Neolithic Revolution in terms of possible causes and effects; sedentary and nomadic societies, and gender roles

**Mapping:** designate on "Outline Map of Afro-Eurasia" the regions that engaged in ancient long-distance trade

**Analysis:** In what way does archaeological evidence of prehistoric Europe, presented by Seferiades, contribute to our understanding of long-distance trade? Does the existence of spondylus long-distance trade give rise to the possibility of interregional trade that parallels Christian's notion of trans-ecological trade within the Asian steppes?

**Brainstorm and Compare:** in small groups students will brainstorm the effects of regional Afro-Eurasian interaction and then compare their thoughts with a table that summarizes Christian's interpretation of evidence.

**Analyze** impact of human settlements in river valleys of AfroEuroAsia and in the varied geography of the Americas in the Andes and Yucatan. How did roles of men and women change in terms of labor and social cohesion? What were the beginnings of culture?

**\*UNIT 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E** (20 Days: August 22 – September 19)

### Key Concepts:

- ❑ The Development and Codification of Religious and Cultural Traditions
- ❑ The Development of States and Empires
- ❑ Emergence of Transregional Networks of Communication and Exchange

**Readings:** PART 2: Chapters 3-6 in *Ways of the World*



Chapter 12 in *Traditions & Encounters*

*China and Rome Compared* in Reilly, Worlds of History

*Were the Barbarians a Negative or Positive Factor in Ancient and Medieval History?* In Reilly, Worlds of History

“*Han Dynasty Agriculture*,” in “Chapter 11: How to Organize Economic Life: The Salt and Iron Debates,” Stearns (2009). Documents in World History: Volume 1: The Great Traditions: From Ancient times to 1500.

“Interaction Along the Classical Silk Roads,” in *Zones of Interaction: Long-Distance Trade and Long Term Connections Across Afro-Eurasia*. AP World History: Professional Development Curriculum Module. 2011. (*Zones of Interaction...* is based on David Christian’s “*Silk Roads or Steppe Roads? The Silk Roads in World History*,” in Journal of World History.)

“The Architecture of Continents: The Development of the Continental Scheme: **Classical Precedents**,” in Martin W. Lewis and Karen E Wigen, The Myth of Continents: A Critique of Metageography.

“Diversity and Adaptation,” in Ben Finney, “The Other One-Third of the Globe.” Journal of World History

“Lesson 1. Introduction to Gender in World History;” “Lesson 2. Comparing the Economic Role of Women,” in “*The Economic Role of Women in World History*,” Linda Black, AP World History Teaching Unit D1.

Douglas Baily. “The Figurines of Old Europe,” in David W. Anthony and Jennifer Y. Chi. The Lost World of Old Europe: The Danube Valley, 500-3500 B.C. (Princeton: Princeton University Press, 2009).

“Bands and Tribes” and “Chiefdoms and States,” in *Political Organization: An Anthropological View of Political Systems*. Dennis O’Neil. Palomar College, San Marcos, California. <http://anthro.palomar.edu/political/default.htm>.

### Primary Documents:

*Analects*, Confucius; Taoism, *Lao Tzu*; *Legalism: The Writings of Han Fei Tzu*, in Riley (2006), The Global Experience: Volume I: Readings in World History to 1550 and in Stearns (2009), Documents in World History: Volume 1: The Great Traditions: From Ancient times to 1500

“Agriculture in Northern China,” Han Dynasty rubbing in Stearns (2009), Documents in World History: Volume 1: The Great Traditions: From Ancient times to 1500.

The Mahabharata, in PRIMARY SOURCE INVESTIGATOR. Chapter 9. *Traditions and Encounters*

Herodotus, “Reports on the Nomads,” in Stearns (2009), Documents in World History: Volume 1: The Great Traditions: From Ancient times to 1500.

Sima Qian, “Xiongnu Lifeways,” in Stearns (2009), Documents in World History: Volume 1: The Great Traditions: From Ancient times to 1500.

Plutarch, “Numa the Lawgiver,” in Riley (2006), The Global Experience: Volume I: Readings in World History to 1550.

### Topics:

Classical Civilizations

Cosmologies

Trade Networks

**Student Activities:**

**Mapping:** locate on blank maps the *key states and empires* of Southwest Asia; East Asia; South Asia; Mediterranean region; Mesoamerica; and Andean South America; locate on blank maps a variety of trade routes: Eurasian Silk Roads; Trans-Saharan caravan routes; Indian Ocean sea lanes; Mediterranean sea lanes; Oceanic migration

**Mapping:** designate on “Outline Map of Afro-Eurasia” the regions that engaged in classical long-distance trade

**Brainstorm and Compare:** in small groups students will brainstorm the effects of regional Afro-Eurasian interaction and then compare their thoughts with a table that summarizes Christian’s interpretation of evidence.

**Mapping:** locate on blank maps the Mediterranean “complex interior waterway” and the “continents” that the waterway connected: Asia, Europe, Libya, Aegean Sea, Dardanelles, Sea of Marmara, Bosphorus, Black Sea, Kerch Strait, Sea of Azov, Don and Volga Rivers; locate the Ob and Yenisy Rivers.

**In assigned groups:** students will **create webs** of various trade routes, technologies, empires.

**In assigned groups:** students will **create either an illustrated story board or a skit** that demonstrates how Daoist, Confucian, and Legalist principles would deal with litter on a public beach.

**In small groups:** students will learn gender concepts and will chart regional differences in women’s economic roles.

**In small groups:** students will consider how anthropology contributes concepts in gender studies.

**Reassessing Gender:** In what way does “modern archaeology of the prehistoric past” challenge “long-accepted interpretations about ritual and ceremony, religion and divinity” in regards to matriarchal primacy?

**Comparison chart:** students will compare the customs of the Scythians and the Xiongnu by creating a chart of their similarities and differences

**Compare:** students will write a brief essay that compares Confucius’ “Mandate of Heaven” to Plutarch’s “government as a service to God.”

**Interpretation:** students will view a rubbing from a Han tomb and explain in writing the characteristics of Han agriculture.

**Comparison:** Compare the decline and collapse of the Han and Roman empires through a thesis-based essay that analyzes corruption, border conflicts, and epidemics.

**CCOT:** Following the outline in Reilly, discuss the political, economic, and social changes of the Roman and Han dynasties by creating a thesis based essay.

**Analysis:** “analyze Han and Roman attitudes toward technology.” (**DBQ: 2007**) Students will review rubrics, take notes, interpret POVs, suggest additional documents, and construct a thesis-based essay.

**\*UNIT 3: Regional and Transregional Interactions 600 C.E. – 1450 C.E. (25 days: Sep 20 – Oct 31)**

**Key Concepts:**

- ❑ Expansion and Intensification of Communication and Exchange Networks
- ❑ Continuity and Innovation of State Forms and Their Interactions

□ Increased Economic Productive Capacity and Its Consequences

- Readings:** PART 3: Chapters 7-12 in Ways of the World  
 Chapters 13, 17, 18 in Traditions & Encounters  
 “The Norse and the Crusaders” in Crosby, Ecological Imperialism  
 “Were the Barbarians a Negative or Positive Factor in Ancient and Medieval History” in Reilly, Worlds of History  
 “Ibn Fadlan. “The Viking Rus,” in Reilly, Worlds of History  
 “PROVENANCE OF THE MANUSCRIPT” in Michael Crichton’s  
 “INTRODUCTION” to Eaters of the Dead  
 “Preliminary Observations” in Eric Voegelin’s “The Mongol Orders of Submission to European Powers, 1245-1255,” The Collected Works of Eric Voegelin, Volume 10: Published Essays, 1940-1952  
 “The World System in the Thirteenth Century: Dead-End or Precursor?” Janet Abu-Lughod  
 “Southernization,” Linda Shaffer  
 “Overland and Maritime Interactions in the Post-Classical Era,” in Zones of Interaction: Long-Distance Trade and Long Term Connections Across Afro-Eurasia. AP World History: Professional Development Curriculum Module. 2011. (*Zones of Interaction...* is based on David Christian’s “Silk Roads or Steppe Roads? The Silk Roads in World History,” in Journal of World History.)  
 “The Opening of the Silk Road,” in Stearns (2009), Documents in World History: Volume 1: The Great Traditions: From Ancient times to 1500  
 “The Age of the Outrigger,” in J.R. McNeill, “Of Rats and Men: A Synoptic Environmental History of the Island Pacific.” Journal of World History  
 “Cross-Cultural Interaction and Periodization in World History,” in Jerry H. Bentley, The American Historical Review.  
 “The Periodization of History – Excerpts,” in Bernard Lewis, Hudson New York.  
 “The Architecture of Continents: The Development of the Continental Scheme: Medieval and Renaissance Constructions,” in Martin W. Lewis and Karen E Wigen, The Myth of Continents: A Critique of Metageography.

**Primary Documents:**

- Procopius, “*History of the Wars*” and “*The Secret History*” in Stearns (2009), Documents in World History: Volume 1: The Great Traditions: From Ancient times to 1500.  
Qur’an in Riley (2006). The Global Experience: Volume I: Readings in World History to 1550.  
Genesis in Riley (2006). The Global Experience: Volume I: Readings in World History to 1550.

**Topics:**

- Eastern Roman Empire
- Crusades
- Sui, Tang, Song, and Ming empires of China
- Mongol Khanates
- The Rise of Islam
- African Trade

Italian City-States  
Original Americans  
Oceanic Societies

**Student Activities:**

**Discussion:** after reading selections from the Qur'an and Genesis, students will engage in an open discussion about “creation,” “women,” and “the flood.”

After watching two scenes from the movie “The Thirteenth Warrior,” students will compare scenes from the movie to “The Viking Rus.” Students will compare Ibn Fadlan’s description of “The Viking Rus” to Reilly’s question: “Were the Barbarians a Negative or Positive Factor...?”

**Compare:** Students will compare the historiographies of Crichton and Voegelin and then answer in writing the question: “What are the scaffolds of historical sources?”

**Compare and Debate:** Students will compare “The Order of God” of Genghis Khan and the title of “Vicar of Christ” of Innocent IV as a means of addressing the spiritual nature of empires and then debate whether or not the Mongols were barbarians or emissaries of God.

**Comparison Chart:** Students will compare the rise of the Umayyad caliphate and the Mongol empire.

**Mapping:** on blank maps, students will draw the various boundaries of the Khanates; on blank maps, students will draw out the various regions of “The World [Trade] System” and its “trans-ecological” borders; on blank maps students will draw out the trans-Saharan trade routes and their Islamic connections as well as Islamic-trade influence on Swahili city-states; on blank maps, students will trace Polynesian settlement within the “triangle of Polynesia.”

**Drawing:** students will draw both a representation of the “threefold division of the earth” inherited from classical antiquity and the new conception of “Europe [as opposed to Christendom] as the referent for Western society.”

**List:** the Polynesian “Portmanteau biota”

**CCOT:** students will develop a thesis for analyzing Western Europe in the time period 600-1450 by addressing the political, economic and social factors that guided Western development; students will develop a thesis for analyzing “Southernization” during the time period 600-1450.

**Compare:** after reading Christian’s “Silk Roads or Steppe Roads,” Bentley’s “Cross-Cultural Interaction,” and Lewis’s “The Periodization,” students will write an answer to the question: What determines historical periods?

\*UNIT 4: Global Interactions, c. 1450 to c. 1750 (25 Days: November 1 – Dec 21)

**Key Concepts:**

- ❑ Globalizing Networks of Communication and Exchange
- ❑ New Forms of Social Organization and Modes of Production
- ❑ State Consolidation and Imperial Expansion

**Readings:** PART 4: Chapters 13-15 in *Ways of the World*

José de Acosta, *Speculations on the Origins of the Indians* (1590)

Lewis Hanke. *The First Social Experiments in America*.

Charles C. Mann. “Prologue.” 1493.

Charles C. Mann. “Introduction: In the *Homogenocene*.” 1493.

- Charles C. Mann. "Chapter 2: The Tobacco Coast" in "Part One: Atlantic Journeys." 1493.
- Charles C. Mann. "Chapter 4: Shiploads of Money" in "Part Two: Pacific Journeys." 1493.
- Lynda Shaffer. "*China, Technology and Change*." World History Bulletin.
- Lynn White, Jr. "Tibet, India, and Malaya as Sources of Western Medieval Technology." American Historical Review.
- "The Architecture of Continents: The Development of the Continental Scheme: **Old Worlds, New Continents**" in Martin W. Lewis and Karen E Wigen, The Myth of Continents: A Critique of Metageography.
- "Lesson 3. Gender and Empire," in "The Economic Role of Women in World History." Linda Black, AP World History Teaching Unit D1.
- Unit 18: "Rethinking the Rise of the West," in Bridging World History, Annenberg Lerner.

### Primary Documents:

- Olaudah Equiano, *Enslaved Captive*, in Reilly, Worlds of History.
- William Bosman, *Slave Trader*, in Reilly, Worlds of History.
- The Curse of Ham*, in Genesis: 9:20-27.

### Topics:

- Ming and Qing Empires of China
- Japanese Shogunates
- Trading Networks
- Columbian Exchange
- Ottoman, Safavid, and Mughal Empires of Islam
- The Atlantic Slave Trade
- The Rise of European Trade

**Student Activities: Mapping:** on blank maps students will draw routes of the Atlantic Slave Trade; pre and post Magellan trade routes; and smuggling routes of China's southeastern coast;

**Draw:** students will draw a representation of the "new world" both in the sense of a new land mass and of a replacement of a threefold continental system

**Chart:** items of Columbian exchange (with special attention to "Portmanteau biota") and analyze: "Lowly Organized Creatures" from 1493: The effects of worms in the Columbian Exchange

**Analysis:** Students will view Hans Holbein's "*The Ambassador*" and identify the accouterments and paraphernalia of Renaissance officials which reflect long distance trade and consumption of Asian products.

**Compare invention and innovation** in Shaffer's analysis of invention of technology and its impact in China to White's analysis of the innovative use of imported technology in Europe.

**Analysis:** "Using primary and secondary sources and a world map, students analyze the levels of interaction between women, the economy, and the state."

**Compare:** "Within the period from 1450 to 1800," students will compare the political, social, and economic processes of empire building in the Spanish Empire with the Ottoman Empire

or the Russian Empire.” (FRQ: 2007) Students will focus first on de Acosta’s “Speculations on the Origins of the Indians” and then on Hanke’s First Social Experiments in order to consider whether or not European empire building in the Americas is differentiated from Ottoman or Russian Empire building by the problem of both the origin and nature of the Indian.

**Analysis:** After watching the Bridging World History’s “Early Global Commodities,” students will view John Singleton Copley’s portrait “*Paul Revere*” and search both for the source of silver that Revere used to make the teapot he is holding and for the possible sources of tea brewed in British Colonial America.

**CCOT:** after reading assigned sections from 1493, discuss the role of brass, paper, and silver in the economy of China during the Song, Yuan, Ming dynasties. Include the role both Japan and of the *washu* and the Spanish in ushering the use of silver as currency during the Ming dynasty.

**DBQ:** students will “analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century.” (**DBQ 2006**) and continue reviewing rubrics, taking notes, interpreting POVs, suggesting additional documents, and constructing thesis-based essays.

**Compare:** students will compare the POVs between the “slave” and the “slave-trader.”

**Research:** To what extent has the “Curse of Ham” been misused as a rationale to justify enslavement of Africans by Christian and Muslim slave traders?

**Historiography:** students will develop their own thesis concerning “the Rise of the West.”

\*UNIT 5: Industrialization and Global Integration, c. 1750-1900 (25 days: Jan 8 – Feb 13)

**Key Concepts:**

- ❑ Industrialization and Global Capitalism
- ❑ Imperialism and Nation-State
- ❑ Nationalism, Revolution, and Reform
- ❑ Global Migration

**Topics:**

The Age of Revolutions: Vox Populi, Vox Dei

Enlightenment and Science

American Revolution, French Revolution, Haitian Revolution, Latin American Revolutions

Global Transformations:

Demographic Changes

Cessation of the Atlantic Slave Trade

The Emergence of Industrial Society (mass consumption and production)

Nationalism and Imperialism

**Readings:** PART 5: Chapters 16-19 in Ways of the World

“*The Age of Cook, Part I: Sailing Ships and Extraction, 1769-1880*,” in J.R. McNeill, “Of Rats and Men: A Synoptic Environmental History of the Island Pacific.”

Journal of World History

“*Intruders from Another Ocean*,” in Ben Finney, “The Other One-Third of the Globe.”

Journal of World History

- “*Imperialism and Tropical Trade before 1914*,” in Daniel R. Headrick, “Botany, Chemistry, and Tropical Development,” Journal of World History
- “Images of ‘the Other’ across Zones of Interaction,” in *Zones of Interaction: Long-Distance Trade and Long Term Connections Across Afro-Eurasia*. AP World History: Professional Development Curriculum Module. 2011.
- “Colonialism in the Congo: Conquest, Conflict, and Commerce.” World History Series: The Choices Program. A Program of the Watson Institute for International Studies at Brown University
- “The Architecture of Continents: The Development of the Continental Scheme: **The Continuing Career of the Continental Scheme**,” in Martin W. Lewis and Karen E Wigen, The Myth of Continents: A Critique of Metageography.
- “Indian Independence and the Question of Pakistan.” World History Series: The Choices Program. A Program of the Watson Institute for International Studies at Brown University
- “Economic Trajectories in Latin America,” John H. Coatsworth in Reilly, Worlds of History: A Comparative Reader.
- “Lesson 4. Women and Industrialization,” in “The Economic Role of Women in World History.” Linda Black, AP World History Teaching Unit D1
- Video:** “Opium Trade and the Free Market,” in *Mangal Pandey*

### Primary Documents:

- “A Constitution for Venezuela,” Simon Bolivar in Reilly, Worlds of History: A Comparative Reader
- “Women Miners in the English Coal Pitts,” in Riley (2006). The Global Experience: Volume II: Readings in World History since 1550.
- “The Communist Manifesto,” in Riley (2006). The Global Experience: Volume II: Readings in World History since 1550.
- “The American Declaration of Independence,” in Reilly, Worlds of History: A Comparative Reader
- “‘Chinoiserie’ footbath, 19<sup>th</sup> century,” in “Images of ‘the Other’ across Zones of Interaction,” in *Zones of Interaction: Long-Distance Trade and Long Term Connections Across Afro-Eurasia*.
- “Cruikshank’s (1792-1878), a sketch of a British Sailor,” in “Images of ‘the Other’ across Zones of Interaction,” in *Zones of Interaction: Long-Distance Trade and Long Term Connections Across Afro-Eurasia*.
- “‘The Harry One’: Chinese sketch of an English Sailor, 1839,” in “Images of ‘the Other’ across Zones of Interaction,” in *Zones of Interaction: Long-Distance Trade and Long Term Connections Across Afro-Eurasia*.
- “Quianlong’s letter to King George III, 1793,” in “Images of ‘the Other’ across Zones of Interaction,” in *Zones of Interaction: Long-Distance Trade and Long Term Connections Across Afro-Eurasia*.

### Student activities:

**Compare:** students will create a chart that illustrates planned biological industry (Headrick) with unplanned biological replacement (McNeill) and the relationship of human depopulation upon the latter.

**Mapping:** on blank maps students will connect tropical areas of the world that are connected to the European imperialist drive to utilize tropical zones for controlled biological production.

**Analysis:** In what ways did the “Age of Cook” connect the “most extensive Nation spread over the face of the earth” with the AfroEurAsian world system?

**Analysis:** after reading “Women Miners...” and selections from the “Communist Manifesto,” students will discuss Marx’s statement that “The bourgeois sees in his wife only an instrument of production.” Students will then consider the context of “Opium Trade and the Free Market,” as presented in Mangal Pandey, and the Marxian critique of marriage: In what way does the critique of capitalism threaten the status quo?

Students will use charts from “*Imperialism and Tropical Trade before 1914*” and “Economic Trajectories in Latin America” to make generalizations about industrialization and economic productivity as well as increased population densities.

**Compare:** students will compare the Enlightenment principles of the “Declaration of Independence” to Bolivar’s American principles.

**Analysis:** In a brief essay, students will explain the religious factors behind the Sepoy Revolt (1857) and how the Sepoy Revolt was the beginning of “nationalism” in India.

**Analysis:** students will “examine the influence of global processes on women’s lives and economic opportunities in the period 1750-1914” by analyzing “primary and secondary sources.”

**CCOT:** using the primary documents of “Images of ‘the Other’ across Zones of Interaction,” students will create theses that “produce specific examples of change over time.”

**POV:** using the primary documents of “Images of ‘the Other’ across Zones of Interaction,” students will “discern motivation and intentionality in the sources beyond mechanical attribution.”

**Analysis:** In an essay, students will explain in what way the “myth of the continents” influenced European partition of Africa.

**Analysis:** students will “analyze African actions and reactions in response to the European Scramble for Africa” (DBQ 2009), and therefore continue reviewing rubrics, taking notes, interpreting POVs, suggesting additional documents, and constructing thesis-based essays.

\*UNIT 6: Accelerating Global Change and Realignment, c. 1900 to the Present (25 days: Feb 14 – Mar 28)

**Key Concepts:**

- ❑ Science and the Environment
- ❑ Global Conflicts and Their Consequences
- ❑ New Conceptualizations of Global Economy, Society, and Culture

**Topics:**

Crisis and Conflict in the Early 20<sup>th</sup> Century:

Nationalism, World War I, Revolution in Russia, China and Mexico, the Great Depression, Militarism, Fascism, Communism, World War II

Internationalization:

National liberation, Transnational Ideologies of the Cold War, the Death and Birth of International Organizations, the Market-State of the Post-Cold War, Globalization,



## Planetary Culture

**Readings:** PART Six: Chapters 20-23 in *Ways of the World*

“*The Age of Cook, Part II: Steamships and Plantations, 1880 to the Present*,” in J.R.

McNeill, “Of Rats and Men: A Synoptic Environmental History of the Island Pacific.” Journal of World History

“*The New Pacific*,” in Ben Finney, “The Other One-Third of the Globe.” Journal of World History

“The Architecture of Continents: The Development of the Continental Scheme: **Into the Twentieth Century**,” in Martin W. Lewis and Karen E Wigen, The Myth of Continents: A Critique of Metageography.

“*A Manifesto for Global Geography*” in Martin W. Lewis, “Global Ignorance,” The Geographical Review.

“*The Chemistry of Synthetics*,” in Daniel R. Headrick, “Botany, Chemistry, and Tropical Development,” Journal of World History.

“Lesson 5. Inner/Outer Circle Seminar Discussion;” “Lesson 6. Change-Over-Time Essay,” in “The Economic Role of Women in World History.” Linda Black, AP World History Teaching Unit D1.

Betty Friedan, The Feminine Mystique, in Reilly, Worlds of History: A Comparative Reader

“The Marriage Law in the People’s Republic of China,” in Reilly, Worlds of History: A Comparative Reader

Theodore Herzl, “The Jewish State,” in Reilly, Worlds of History: A Comparative Reader

David Fromkin “*On The Balfour Agreement*,” in Reilly, Worlds of History: A Comparative Reader

Abba Eban, “*The Refugee Problem*,” in Reilly, Worlds of History: A Comparative Reader

“Cold War and Global Hegemony, 1945-1991.” Melvin P. Leffler.

[http://apcentral.collegeboard.com/apc/members/courses/teachers\\_corner/44788.html](http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/44788.html)

“iPods and Commodity Chains,” in in *Zones of Interaction: Long-Distance Trade and Long Term Connections Across Afro-Eurasia*. AP World History: Professional Development Curriculum Module. 2011.

**Music Video:** “Living Darfur”

**Video:** “God Grew Tired of Us”

**Student activities:**

**Analysis:** What are the political (Chiefdom to representation), social (hierarchical to egalitarian), and economic (agrarian to consumer) impacts of “Pacific islander[] entanglement with global society”?

**Analysis:** students will compile a list of everyday items made of synthetics and using the Internet, research their origin. Students will then create a brief history of synthetics and its relationship to war.

**Analysis and Synthesis:** students will “participate in a graded seminar discussion on change and continuity in women’s economic roles for the time period 600-1914.” Notes from the

seminar will be used to outline a **change-over-time** essay that will be expanded to include the present.

**Application:** using a blank map of the world, and the notions of “empirical and theoretical geography,” students will identify the “continental scheme of the twentieth century” and then explain whether or not they agree with conventional maps.

**Analysis:** In what way did American containment of communism affect the global economy?

**Commodity Chain:** to help students visualize globalization, on a blank map of the world, students will trace the origin of the purchase of an iPod and the “collection, transportation, and transformation of natural resources” used in its production.

**Analysis:** after watching “Living Darfur” and segments of “God Grew Tired of Us,” students will write an essay that addresses the following prompt: “In what ways are events of the past (the Berlin Conference) still creating ripples in the present (Southern Sudan).”

**Analysis:** students will “analyze the causes and consequences of the Green Revolution in the period from 1945 to the present” (**DBQ 2010**), and therefore continue reviewing rubrics, taking notes, interpreting POVs, suggesting additional documents, and constructing thesis-based essays.

**Analysis:** students will analyze the “issues that twentieth-century Muslim leaders in South Asia and North Africa confronted in defining their nationalism (**DBQ 2005**), and therefore continue reviewing rubrics, taking notes, interpreting POVs, suggesting additional documents, and constructing thesis-based essays.

### **General Learner Outcomes:**

Self-Directed Learner (The ability to be responsible for one’s own learning.)

Community Contributor (The understanding that it is essential for human beings to work together.)

Complex Thinker (The ability to demonstrate critical thinking and problem solving.)

Quality Producer (The ability to recognize and produce quality performances and quality products.)

Effective Communicator (The ability to communicate effectively)

Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically.)

### **Common Core Standards:**

#### **Reading**

##### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

##### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical,

connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### *Writing*

#### **Text Types and Purposes**

##### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

##### **Craft and Structure**

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9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

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**Student Grading Policy based on Evidence of Student Learning:**

## 1. General Policy

- a. Individual achievement of stated learning objectives shall be the primary basis for grades.
- b. Effort, participation, attitude contribute to learning.
- c. Completion of all assignments are required to earn an A.

**School Discipline Policy:**

School administered discipline through Chapter 19, student discipline and dress code will be adhered to by all students. Violation of A and B sections of Chapter 19 must be reported to administration who will determine further action.

**Classroom Rules:**

As a student in this class, you will follow the Board of Education *Student Code of Conduct*, obey all Kailua High School rules, follow the attendance policy, and abide by the following class rules:

*Class Rules*

1. Respect the privilege of public education.
2. Do not distract others from the privilege of education.
3. Respect yourself and the property of others.
4. Be responsible for your own learning.
5. Discipline yourself to be respectful.
6. Be prepared to learn.

**Safety:**

All class safety and or emergency procedures for the school's evacuation plan shall be taught to and followed by all students.

**Parent Communication:**

Education is a partnership among the student, teacher and parent that thrives only when good communication exists.

The teacher will contact the parent for any attendance, discipline or class work assignment praise or problem. A parent teacher conference will be scheduled as needed with the grade level counselor and/or administrator. The parent, teacher, counselor, or administrator may make a student referral for further discipline or student support services.

**Modification of Instructional Strategies:**

Reasonable modifications will be made to ensure that the qualified student with a disability or *learning need* receives an education which is comparable to that received by a student without disability within a regular education program. Please inform the teacher about any modifications that will help you to achieve success in this class.

**Class Participation:**

Education needs to be experienced in order for learning to be fully appreciated. Participation will be expected as it is vital to your learning and understanding of this course.

**Homework:**

Homework is a policy of the Board of Education. The purpose of homework is to strengthen and reinforce learning. Homework assignments will include one or more of the following:

Acquisition and organization of AP World History binder (4 inch binder).

Long-term assignments to conduct independent research projects (civilization studies, comparative religion studies, comparative art history studies, book review, or movie analysis).

Weekly current events from which students will identify historical themes as well as practice reading comprehension.

Study assignments for tests.

**Consequences for failure to turn in homework:**

Students will be required to make up work after school on Tuesdays and Thursdays.

## Materials Needed:

<ol style="list-style-type: none"> <li>1. Blue or black ball point pens</li> <li>2. 1 <u>Four</u>-inch Binder with following tabs: <b>tests, lecture notes, charts, maps, video notes, quizzes, and miscellaneous</b></li> <li>3. 1 ream of notebook paper, college ruled</li> <li>4. Metric or standard ruler, 30 centimeters or 12 inches</li> </ol>	<ol style="list-style-type: none"> <li>5. Crayola colored pencils</li> <li>6. Number 2 pencils with erasure</li> <li>7. Computer word processing and the Internet</li> <li>8. USB Flash Drive</li> </ol>
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