Sample of past course description/syllabus used for AP World History

AP World History

This course is designed to act similar to a college level survey course in World History. The purpose is to broaden students’ understanding of the ever-changing global processes and contacts between and among the various civilizations of the world. The scope of the course spans the beginnings of human civilization and extends to the present. With this in mind, it must be stated that the traditional political narrative history course model does not apply for this class. This class highlights the nature of changes in human societies over time by focusing on five fundamental themes: Interaction between humans and the environment; the development and interaction of cultures throughout history; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and the development and transformation of social structures.

### Historical Periodization in AP World History

<table>
<thead>
<tr>
<th>Period</th>
<th>Period Title</th>
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<tbody>
<tr>
<td>1</td>
<td>Technological &amp; Environmental Transformation</td>
<td>c. 8000 BCE to c. 600 BCE</td>
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<td>2</td>
<td>Organization &amp; Reorganization of Human Societies</td>
<td>c. 600 BCE to c. 600 CE</td>
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<td>3</td>
<td>Regional &amp; Trans-regional Interactions</td>
<td>c. 600 CE to c. 1450</td>
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<td>4</td>
<td>Global Interactions</td>
<td>c. 1450 to c. 1750</td>
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<td>5</td>
<td>Industrialization &amp; Global Integration</td>
<td>c. 1750 to c. 1900</td>
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<td>6</td>
<td>Accelerating Global Change &amp; Realignments</td>
<td>c. 1900 to the present</td>
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</table>

The goal is to engage students intellectually, academically and prepare them for post-secondary education. The class is designed for students to succeed on the AP Exam in May. I will expect everyone to take the exam [and do well]; I cannot require it, however. It is my hope that you will find this class challenging and rewarding – and see it through to the exam in May and the end of the school year.

### Themes in AP World History

Throughout this course we will continuously revisit the five themes below as we analyze change over time in World History. These themes will serve as our reference points as we analyze the different world regions, or the world collectively, through the six different periods of world history.

- **INTERACTION BETWEEN HUMANS & ENVIRONMENT** – how humans adapted and/or manipulated their physical surroundings.
- **DEVELOPMENT & INTERACTION OF CULTURES** – the development of religions (regional and world religions), philosophies, ideas, and technologies; their spreading, adapting and blending throughout world history. The cultural “signature” of artistic and architectural expression will also be analyzed.
- **STATE-BUILDING, EXPANSION & CONFLICT** – how have humans ordered, organized and mobilized themselves throughout world history? Rise of political structures, empires, nations – and how they change will be explored.
- **CREATION, EXPANSION, AND INTERACTION OF ECONOMIC SYSTEMS** – Impact of agriculture and pastoral production on early civilization and how trade/commerce became a significant catalyst for historical change. The change of economic systems over time – and the role of technology – is a significant topic of analysis
- **DEVELOPMENT & TRANSFORMATION OF SOCIAL STRUCTURES** – the impact of change over time on gender roles/relations and the family unit; the rise of identification through racial, ethnic, and economic status – the changes that comprise “social history”.

All five themes are clearly inter-related and impact one another to varying degrees. Our task will be to explore historical change through these themes as though they are each a different lens.

We will examine a variety of primary and secondary sources and able to explain significant historical change for each theme in each of the six periods of world history.
**Geographic Literacy**

Identifying the regions, locations, and places of what we are studying in world history requires a college level of geographic literacy.

The regions of study:
- Africa
- Americas
- Asia
- Australia/Oceania
- Europe

We will be required to know the sub-regions within in the regions listed above. Geographic literacy is a key component to this course.

**Student Responsibilities**
- Heavy emphasis on writing and analytical skills: expect to read and write a great deal over the course of the school year.
- Homework will be assigned virtually every night – even over vacations.
- Absences will not allow a grace period from assignments: if you’re absent it is your responsibility to refer to the course syllabus or check with a classmate who will inform you on what you missed and what you may do to catch up, or you will email me and I will inform you on what you need to do so that you’re not behind when you return.
- Expect 50 – 60 pages of text to read a week. Numerous handouts from many sources are distributed, in addition to the textbook readings. You are responsible for all of it.
- Be engaged and participate in discussion. Many class sessions are dedicated to discussion on the material we’ve read – and the class that is the most engaged is the most valuable for all students. Class Participation will factor into your marking period grade.
- Participation must be constructive and contribute positively to the class.

**Resource Materials**

**Main Text:**

Other secondary sources to be used are specified in the syllabus.

**Primary Sources** will be used from the following sources:


The following website will be used for primary source materials: [http://www.fordham.edu/halsall/](http://www.fordham.edu/halsall/)

**Web Support Resources**
- [http://wps.ablongman.com/long_stearns_wcap_4/0,8810,1189431-00.html](http://wps.ablongman.com/long_stearns_wcap_4/0,8810,1189431-00.html)  
  [This link is for the 4th edition, but the practice quizzes are still effective]
Organization and Supplies
Due to the volume of material covered in this class your organization is crucial. You must have the following everyday in class:

1.) A Three-ring Binder (at least 3") rings
2.) Pens, pencils and highlighters are all needed for this class. Pencils are needed for multiple choice tests.
3.) A separate spiral notebook.
4.) Notebook paper.
5.) Your textbook.

Grading
Your grade will be done on a point system. Total points will be added at the end of each marking period and will be broken down as follows:

100% - 90 = A
89%-- 80 = B
79%-- 74 = C
73%-- 64 = D
63% or less = E

Your average for three marking periods will be worth 80% of your semester grade. Your midterm exam will account for 20%. The same percentages will be in place for the Second Semester as well.

--You are encouraged to email your papers to me: snydera@royaloakschools.com

Writing
The writing assignments in this course will be to prepare students for the types of essay questions given on the AP World History Exam. There are three particular questions on the exam that will determine our focus throughout the school year.

Document Based Question (DBQ)
You will have at least 4 Document Based Questions before the exam in May [2 each semester]. More information on these assignments later; the first DBQ will be in November. Points: 30 per each DBQ; also a score on the AP World History 9 point rubric.

Comparative Questions (Comp)
These questions, on the surface, are similar to traditional compare/contrast questions. However, these questions require deeper analysis in order to achieve a more complete interpretation. We will begin working with this type of question stem with the first unit on the earliest civilizations and we will continue to work with comparisons throughout the school year. The focus of our comparative questions will be cross-regional and cross-temporal. Points: 15 per each individual Comp Question; 40 points if on an essay test -- also a score on the AP World History 9 point rubric.

Change and Continuity Over Time (CCOT)
These questions ask students to analyze broad changes in one or more regions of the world over at least one of the time periods of the course. Students will explain patterns, themes, trends and their evolution – while also noting significant change and its causes. What caused the evolution, and what was the impact of the change? Points: 15 per each CCOT Question; 40 points if on an essay test also a score on the AP World History 9 point rubric.

Supplemental Readings
Each week, we will have supplemental reading assignments/reading quizzes (approximately 5 per quarter). These readings are in addition to the textbook. We will have more than one day to complete, depending on the length of the reading. Heavy emphasis will be placed on Primary Source assignments – analyzing the bias of Primary Sources is one of the focal points of this class. Points: 10 - 15 each.
Chapter Outlines
This is the most tedious, time-consuming, arduous and necessary task of the class — but also the most helpful in terms of preparing for tests and the AP Exam. You are responsible for the material covered in the textbook chapters for our quizzes and tests. The chapters will be divided into thirds [in most cases] — each installment of notes is equal to 10 points, or: 20 to 30 points per chapter — depending on the length of the chapter.

Credit for notes will be reflected in 5 points possible for completing the entire installment; the additional 5 points will be earned for the overall quality if the notes. This is determined by my judgment — following my guidelines for “good notes” that I present in the first week of class.

Late assignments will be strongly discouraged, but it does happen: if an assignment is late, but turned in before our test, results in half credit. Late assignments turned in AFTER the unit test results in 1/3 credit for the assignment. No late assignments will be accepted after the marking period has ended.

Quizzes and Tests
Tests – Unit tests will occur approximately 1-2 times per time period. Their format will vary from multiple choice, short essay response, and identifications. Points 60-80

Essay Question Tests – These tests will begin in the second half of the first semester and will be a Comparative Essay Question and a Change and Continuity Over Time Question. Points: 80

Quizzes – One per chapter; mostly fill-in, however some quizzes will be identification and multiple choice. All material in the textbook and supplemental readings are fair game. Points: 15-25 (depending on the size of chapter(s).

Class Expectations
• Bring your textbook to class everyday. Map assignments are drawn from the textbook. Also, referencing the text when making your argument/point in discussion is encouraged. This is even more significant for our use with primary sources; we must be proficient with making historical arguments by using source evidence as support.
• We will have a quiz at the end of each chapter: the format will vary from quiz to quiz, however most quizzes will be ‘fill-ins.’
• We will have a unit test after every three (3) chapters.
• The Midterm is comprehensive and equals 20% of your semester grade. The midterm is a combination of multiple choice, reading analysis, and essay response (which will be modeled after the Free-Response Questions of the AP World History exam). All students take the midterm.
• The Final Exam at the end of the Second Semester is worth 20% of the semester grade. All students will take the exam – seniors on the Senior Exam Schedule; Juniors will take the Second Semester Exam on their class exam day in June.

Note to Student: This may appear to be overwhelming — but remember that someone has recommended you for this class, which means they know you are capable of handling it. I am excited for this class and if you have any concerns do not hesitate to talk to me.
The six periods of World History are identified on the syllabus, along with the key concepts for each Period. Focus questions are provided for each key concept to guide our study of each period; we will be able to answer these focus questions by the end of each unit. The focus questions will also guide our review in the second semester as we prepare for the AP Exam.

**Period One – Technological and Environmental Transformations, to c.600BCE (“Early Civilizations”)**

1 week

Key Concepts for Period One

- **Big Geography and the Peopling of the Earth** – *Explain the impact of physical geography on the migration/movement of early humans.*

- **The Neolithic Revolution and Early Agricultural societies** – *Describe the significance of the Agricultural revolution; Explain the connection between the Agricultural Revolution and the characteristics of civilization* (refer to Stearns textbook, Chapter 1 for characteristics of early civilization).

- **The Development and Interaction of Early Agricultural, Pastoral, and Urban Societies** – *How did the earliest civilizations adapt to their geographic surroundings? Explain the significance of cultural expression in the earliest civilizations – monumental structures, art and literature. To what extent was trade a goal of the economic systems in the earliest civilizations? Explain the process of ‘state-building’ in the early civilizations – to what extent did beliefs systems factor into the ‘state-building’ process? Identify the location of the core and foundational civilizations:*
  - Mesopotamia in Tigris-Euphrates River Valleys
  - Egypt in the Nile River Valley
  - Mohenjo-Daro & Harappa in the Indus River Valley
  - Shang in the Huang He River Valley
  - Olmecs in Mesoamerica
  - Chavin in Andean South America

Week of September 4 – Sept. 7

Intro. to the Approach of AP World History: The Historical Thinking Skills

- Crafting Historical Arguments from Historical Evidence
- Chronological Reasoning
- Comparison and Contextualization
- Historical Interpretation and Synthesis

Explanation of “Geographic Literacy”
The importance of the thesis statement: writing sample provided by students

*Begin content:* “From Hunter-Gatherers to Civilization; Mesopotamia and Egypt”

2.5 Million – 1000 BCE: Origins of Civilization

**SEPTEMBER**

**Chapter 1**


1.2 – pg. 19 – 29 “Tigris-Euphrates Civilization to (end)"

Powerpoint images: compare the archeological evidence from Egypt, Indus, Chavin, China, and Mesopotamia; what can we tell about these civilizations, based on the visual evidence?
Class discussion: Jared Diamond’s chapter entitled “History’s Haves and Have-Not” from *Guns, Germs, and Steel* – Explain the arguments posed by Diamond in this chapter and how they might impact our understanding of history of different world regions.

Gerda Lerner’s essay, “The Urban Revolution: Origins of Patriarchy” [from *Worlds of History: A Comparative Reader*, Kevin Reilly, ed.] – What are the elements of Lerner’s argument about the beginnings of patriarchal societies early in history? What evidence did she use?

Charles Mann’s essay: “The Birth of Religion”, *National Geographic*, June, 2011. How does the evidence from Gobekli Tepe challenge our understanding about the connection between agriculture and the beginnings of civilization? In what ways does Mann’s essay contradict our textbook’s first chapter?

Period Two – Organization and Reorganization of Human Societies, c.600 BCE to c.600CE (“The Classical Era”) 4 Weeks

Key concepts for Period Two

- **The Development and Codification of Religious and Cultural Traditions** – *Explain the following:* the development monotheistic Judaism and diaspora of the Hebrews; the development of the Vedic religions into Hinduism; the development and spreading of Buddhism; the development of Jainism; the ideas and core beliefs of Confucius; the impact of Daoism on Chinese culture; the development of Christianity and the change over time in Roman attitudes toward that belief system; the cultural impact of Greco-Roman philosophy and logic. How did the aforementioned belief systems affect gender roles in their respective civilizations? To what extent did alternative belief systems persist, parallel to the codified, written belief systems in the core civilizations? What were the distinctive cultural developments in the area of artistic expressions – art, literature, drama, architecture – in the core civilizations?

- **The Development of States and Empires** – *Locate the following empires/key states:*
  - Persian Empires – Southwest Asia
  - Qin & Han Empires – East Asia
  - Maurya and Gupta Empires – South Asia
  - Phoenician colonies, Greek city states, Hellenistic & Roman Empires – Mediterranean Region
  - Teotihuacan, Mayan city states – Mesoamerica
  - Moche – Andean South America

  Explain the techniques used to maintain imperial power by the empires of the “Classical Era”. What were the unique social and economic characteristics that developed imperial societies in Afro-Eurasia and the Americas? What accounted for the decline and fall of the Roman, Han, Persian, Mauryan, and Gupta empires? Describe the transformation into successor states following these fallen empires.

- **Emergence of Trans-regional Networks of Communication and Exchange** – *Identify the variety of trade networks that expanded in Period Two:*
  - Eurasian Silk Roads
  - Trans-Saharan caravan routes
  - Indian Ocean sea lanes
  - Mediterranean sea lanes
How did new technologies facilitate long-distance communication and trade? What was the extent of the exchange of people, ideas, religious and cultural beliefs, and disease across vast trade networks? How was Christianity, Buddhism, and Hinduism transformed across the Afro-Eurasian trade networks? How did the Afro-Eurasian trade networks compare to the trade networks of the Americas?

Skill Development and Activities

- Primary Source Analysis will utilize the “tool” known as SOAPSTone – which is an acronym for identifying “Speaker [author], Occasion, Audience, Purpose, Subject, Tone”.
- Write a Change and Continuity Essay – Political changes in the Late Classical Period, choose either Imperial Rome, Han China, or Mauryan/Gupta India.
- Write a Comparative Essay – Compare the development of world religions during the classical period [SELECT TWO]: Animism (focusing on Australasia and Sub-Saharan Africa), Judaism, Christianity, Hinduism, Buddhism, Daoism.
- Secondary Source Analysis:

Classical Civilization in China, 1000 BCE to 500 CE

Chapter 2 -- 2.1 – pg. 34 to pg. 45 “The Han Dynasty”
2.2 – pg. 45 “Han…” to pg. 57 (end)
Primary Source Booklet – Excerpts from Confucius’s Analects; Excerpts from the Dao De Ching; Two Views on How to deal with Empire: Huan Kuan’s Discourses on Salt & Iron; Ban Zhao’s Lessons for Women.

We will examine Jared Diamond’s explanation of “How China Became Chinese” (Chapter 16 of Guns, Germs and Steel) and compare it to the conclusions drawn from the Stearns text, Chapter 2.

Classical Civilization in India, 1000 BCE to 500 CE

Chapter 3 -- 3.1 – pg. 60 to pg. 68 “The Formation of Hinduism”
3.2 – pg. 68 “Hinduism” to pg. 76 (end)
Primary Source Booklet: Excerpts from “Asoka’s Edicts”; Excerpts from “The Laws of Manu”; Excerpts from the “Tales of Guanshiyin”

Classical Civilizations in the Mediterranean: Greece and Rome, 1000 BCE to 500 CE

Chapter 4 -- 4.1 – pg. 80 to pg. 88 “Greek and Roman Political Institutions”
4.2 – pg. 88 “Greek and Roman…” to pg. 100 (end)
Primary Source Booklet: Excerpts from “The constitution of Athens”; Pericles funeral oration; Roman Constitution; Rome’s Twelve Tables

OCTOBER

The end of the “Classical Era” of Civilizations, 500-1450
Chapter 5 -- 5.1 – pg. 104 to pg. 114 “Symptoms of Decline”
5.2 – pg. 114 “Symptoms…” to pg. 125 (end)
William H. McNeill’s essay on historical periodization of World History; Why is Period Two, “chunked” the way that it is and why is it called the “classical era”? What were the patterns and trends described by McNeill in his essay? How might this essay impact our understanding of the other Periods of World History that we will be studying in this class?
Period Three – Regional & Trans-regional Interactions, c.600 CE to 1450 ("The Postclassical Era")
11 Weeks

Key Concepts of Period Three

- **Expansion and Intensification of Communication and Exchange Networks** – Explain the increase of trade contact in Afro-Eurasia; Identify the previously existing trade routes:
  - The Silk Roads
  - The Mediterranean Basin
  - The Trans-Sahara
  - The Indian Ocean Basins

  Explain the growth of interregional trade of luxury items. To what extent did new trade routes develop in Mesoamerica and the Andes? To what extent was the Australian continent, Oceania, and Southeast Asia connected in trade? What impact did Postclassical empires (China, Byzantine Empire, Muslim Caliphates, the Mongols) have on Eurasia trade networks? What were the effects of human migration in the Postclassical Era on the environment, belief systems, political centralization, and the development/expansion of belief systems?

- **Continuity and Innovation of State Forms and Their Interactions** – Explain the process/characteristics for reconstituted empires such as the Byzantine Empire and the Chinese dynasties of the Postclassical Era (Sui, Tang, Song). What were the significant technological and cultural transfers stemming from interregional contacts and conflicts: Tang China and the Abbasids, the expansion of the Mongols, during the Crusades?

- **Increased Economic Productive Capacity and Its Consequences** – What were the innovations that led to increased agricultural production and new manufacturing practices? What changed in the urbanization of the time period, taking into consideration the following factors: disease, invasion, climate change? What changed over time in the Postclassical Era in social, gender, and familial relations?

Skill Development and Activities

- Continued focus on SOAPSTONE for primary sources.
- Change and Continuity Essay – Explain the changes and continuities in the interactions along the Silk Roads, 200 BCE to 1450 BCE.
- Comparative Essay – Compare the impact of nomadic peoples on the political, economic, and cultural development of Afro-Eurasia during the postclassical time period. SELECT TWO: Bedouin Arabs, Mongols, Seljuk Turks.
- Comparative Essay – Compare the level of technological achievement including the production of goods, 500 – 1000.
- Comparative Essay – Compare the Bantu, Polynesian, and Viking migrations, 500 to 1000.
- Class Debate: “The Postclassical Period is too long, too broad, and too unwieldy to be an appropriate period of history.” Either support this statement with ample historical evidence OR oppose this statement by providing a historically evidenced alternative period.
- In small groups, students will research and present on the impact of leaders [SELECT THREE] in the Postclassical period, and explain their political, economic, social and cultural impact on their respective societies: Chinggis Khan, Harun al-Rashid, Charlemagne, Montezuma I, Justinian I, Mansa Musa, Vladimir I, Umar ibn al-Khattab
- Secondary Sources Analysis:

The First Global Civilization: Rise and Spread of Islam,
Chapter 6 – 6.1 – pg. 128 to pg. 142 “The Life of Muhammad and the Genesis of Islam”
6.2 – pg. 142 “The Life of Muhammad...” to pg. 151 “Umayyad Decline & Fall”
6.3 – pg. 151 “Umayyad Decline...” to pg. 160 (end)
Primary Source Booklet: Quran, Surah 2; Excerpts from Ibn Ishaq’s “Life of Muhammad”; Excerpts from the “Hadiths”;
Excerpts from Ibn el-Hakem’s “History of Conquest of Spain”

Decline of centralized Muslim Empire and the spreading of Islam into South Asia and SE Asia
Chapter 7 – 7.1 – pg. 162 to pg. 172 “The Coming of Islam to South Asia”
7.2 – pg. 172 “The Coming of Islam...” to pg. 182 (end)
Primary Source Booklet: Excerpt from Abul Raihan al-Biruni’s “Description of India”; Excerpt from Muhammad Mujir Wajib Adib’s “The Key to Paradise: Islam in India”; Excerpt from “The Four Legs of the Realm” by Muhammad Baqir Khan.

Statistical Data: tables showing conversion to Islam through the 11th century [available through googlebooks via *Islam: the View from the Edge* by Richard W. Bulliet] -- In what regions was Islam the most successful in spreading and why?

African Societies and the Bantu Migrations
Chapter 8 – 8.1 – pg. 184 to pg. 193 “The Songhay Kingdom”
8.2 – pg. 193 “The Songhay...” to pg. 202 (end)
Primary Source Booklet:
Secondary source: “How Africa Became Black” by Jared Diamond: What is Diamond’s argument about the diversity of Sub-Saharan Africa?

The Byzantine Empire
Chapter 9 – 9.1 – pg. 204 to pg. 210 “The Split Between Eastern and Western Christianity”
9.2 – pg. 210 “The Split between...” to pg. 218 (end)
Primary Source Booklet: Analyze images of Byzantine Art – what were its distinctive features? What were the examples of iconoclasm? Excerpts from Procopius’s “De Aedificis” [on the Hagia Sophia]; Excerpts from Justinian’s Code; Excerpt from Procopius’s “History of the Wars”; John of Damascus’s “In Defense of Icons”

NOVEMBER
Post-Classical Era in Europe: “Middle Ages” and society based upon feudalism
Chapter 10 -- 10.1 – pg. 220 to pg. 230 “Religious Reform and Evolution”
10.2 – pg. 230 “Religious Reform...” to pg. 240 (end)
Primary Source Booklet: Excerpts from Pope Gregory VII’s “Letters: Secular and Ecclesiastical Authority”; Excerpts from Pope Urban II’s Clermont speech, calling for the Crusades; Excerpt from Gratian’s “The Decretum: Women not in God’s image”; Excerpts from St. Francis of Assisi’s “The Rule of St. Francis”; Excerpt from Boccaccio’s “Decameron”;

Statistics on Demographics of World Population – 1000 to 1400; Chart on crime and wheat prices in Western Europe in 1300s. From the Sherman text, “World Civilizations: Sources, Images, and Interpretations” Third Edition. Introduce DBQ Rubric; application of the “Historical Thinking Skills”; Class collaborate on initial DBQ practice
Period Four – Global Interactions, c.1450 to c.1750 (“The Early Modern Era”)

5 Weeks

Key Concepts for Period Four

- **Globalizing Networks of Communication and Exchange** – Why did new trans-oceanic maritime reconnaissance occur in this time period? Explain the impact of these maritime expeditions: Ming China in the Indian Ocean region; Portugal in West Africa and South America; Spain in the Atlantic and Pacific; Northern Europeans in the North Atlantic; Oceanic and Polynesian exchange networks in the South Pacific. Explain the impact of the “Columbian Exchange” on the Eastern and Western hemispheres. To what extent did the increase of interactions between Eastern and Western hemispheres, as well as the intensified connections within hemispheres, impact the development of belief systems in this time period?

- **New Forms of Social Organization and Modes of Production** – Why did peasant labor intensify while the rise of slave labor increased in this time period? Why did new social and political elites take rise in this time period in places like China, Western Europe, the Americas, and sub-Saharan Africa?

- **State Consolidation and Imperial Expansion** – How did rulers use a variety of methods to centralize and legitimize their power: religiously, artistically, politically, economically, and socially? To what extent was imperial expansion linked to technological innovation in this time period? Identify the location of the European maritime empires of the time period.
Skill Development and Activities

- Continued SOAPSTONE analysis of primary sources.
- Student Project: each student will apply the techniques used by art historians to examine visual displays of power in one of the land or sea-based empires that developed in this time period.
- Comparative Essay – the process of building an empire: compare the Spanish to either the Ottoman or Russian empires.
- Change and Continuity Essay – How did the “Columbian Exchange” of the Atlantic world impact the global economy from 1492 to c.1750?
- Secondary Sources:

Transformation of the West: Changes in commerce and culture

Chapter 17 -- 17.1 – pg. 380 to pg. 389 “The Scientific Revolution: The Next Phase of Change”
17.2 – pg. 389 “The Scientific Revolution...” to pg. 398 (end)
DBQ in Class

JANUARY

The Rise of Russia
Chapter 18
Pgs. 400 to 413 ALL
Political centralization; Removal of the Mongols; “Westernization”; Tsarist Autocracy

Early Latin America
Chapter 19 -- 19.1 – pg. 416 to 426 “The Destruction and Transformation of Indigenous Societies”
19.2 – pg. 426 “The Destruction...” to pg. 434 “multiracial societies”
19.3 – pg. 434 “Multiracial societies” to 441 (end)

Exam Week – January

Midterm Exam will cover material from the beginnings of human civilization through the Transatlantic Slave Trade. [i.e. Chapters 1 through Chapter 20]

- Bring your textbook to class everyday. Map assignments are drawn from the textbook. Also, referencing the text when making your argument/point in discussion is encouraged. This is even more significant for our use with primary sources; we must be proficient with making historical arguments by using source evidence as support.
- We will have a quiz at the end of each chapter: the format will vary from quiz to quiz, however most quizzes will be ‘fill-ins.’
- We will have a unit test after every three (3) chapters.
- The Midterm is comprehensive and equals 20% of your semester grade. All students take the midterm.
2nd Semester

JANUARY

The Transatlantic Slave Trade
Chapter 20 -- 20.1 – pg. 444 to pg. 454 “Asante and Dahomey”
20.2 – pg. 454 “Asante...” to 465 (end)
Primary Sources: Excerpt from Olaudah Equiano; Excerpts from Willem Bosmen’s “A New and Accurate Description of the Coast of Guinea Divided into the Gold, the Slave, and Ivory Coasts”; Excerpts from the “Observations on the Maroon Negroes on the Island of Jamaica”

FEBRUARY

The Ottoman Empire: the impact of location on its development and maintenance
Chapter 21 -- 21.1 – pg. 468 to pg. 479 “Politics and War Under the Safavid Shahs”
21.2 – pg. 479 “Politics and War...” to pg. 492 (end)
Primary Source Booklet: Letter from Selim I to Ismail I; Ogier Ghiselin de Busbecq, “Suleyman the Lawgiver”; Excerpt from Ghiselin’s “Women in Ottoman Society”; Excerpt from “Akbarnama”; Excerpt from Khayr al-Din Ramil’s “Legal Opinions”

The Ming Dynasty and China in an Era of Global Change
22.2 – pg. 494 “An Age of Growth...” to pg. 515 (end)
Primary Source Booklet: Excerpt from “Common Sense teachings for Japanese Children” in Tokugawa period; Zhang Han’s “On Strange Tales” and “On Merchants”; Tokugawa edicts on Christian Missionaries
Practice DBQ in class

Period Five – Industrialization and Global Integration, c.1750 to c.1900 (“The Industrial Era”)
5 Weeks
Key Concepts for Period Five

- **Industrialization and Global Capitalism** – Explain the impact of the following factors on the rise of industrial production: Europe’s location on the Atlantic Ocean; the geographical distribution of coal, iron and timber; European demographic changes; urbanization; improved agricultural productivity; legal protection of private property; an abundance of rivers and canals; access to foreign resources; the accumulation of capital. What were the new patterns of global trade that arose in this time period and how did these new patterns further integrate the global economy? Describe the technological significance of railroads, steamships, telegraphs, and canals, on global economic development. What were the alternative visions that were developed as a response to the growing global capitalism of the time period?

- **Imperialism and Nation State Formation** – How closely linked was industrialization to imperial expansion? How did imperialism influence political development around the globe? What were the justifications/rationalizations for imperialism?

- **Nationalism, Revolution, and Reform** – Why did the European ideological fermentation of the time period have a global impact? What forms did this ideological impact take in the different regions of the world in this time period? To what extent were the revolutionary documents of the time period, in particular the American Declaration of Independence, French Declaration of the Rights of Man and of the Citizen, and Simon Bolivar’s Jamaica Letter, a rejection of existing political authority as compared to new ideas in political power? In what ways and to what extent did the rebellions in America, France, Haiti, and Latin America impact their people’s sense of identity?
Global Migration -- What were the reasons for increased human migration in this time period? What impact did human migration of this time period have on social relations in both industrialized and unindustrialized societies?

Skill Development and Activities

- Continue SOAPSTONE analysis of Primary Sources.
- Class Debate: French Revolution during the time of “The Directory” in the late-1790s -- students will research and debate from the perspectives of either the liberals, conservatives, radicals, or the reactionaries. The issues they will confront will be the political, social, and economic rights in revolutionary France; the rising popularity of Napoleon Bonaparte; potential war with Great Britain; slave rebellion in Saint Domingue (Haiti). Through simulation, students will analyze the various perspectives toward the reordering of state structure, economic interaction, and social hierarchy in revolutionary France.
- Change and Continuity essay – What were the changes and continuities in social structures in Western Europe and Sub-Saharan Africa as a result of European imperialism, c.1850 to 1945?
- Comparative Essay – Compare the social and cultural reactions to industrialization in Japan with that of Russia in the late-19th and early-20th centuries.

Industrial Revolution as a global phenomenon
Chapter 23 -- 23.1 – pg. 520 to pg. 530 “The French Revolution: Radical and Authoritarian Phases”
23.2 – pg. 530 “The French Revolution...” to pg. 539 “Cultural Transformations”
23.3 – pg. 539 “Cultural Transformations” to pg. 548 (end)
Primary Source Booklet: American Declaration of Independence; French Declaration of Rights of Man and of the Citizen; Guiseppe Mazzini’s “On Nationality”; Modern History Sourcebook’s primary sources on German Unification, 1848-1871; Theodor Herzl’s “On the Jewish State”; Excerpt from The Communist Manifesto; Excerpt from Charles Darwin’s “Origin of Species”; Visuals: political cartoons of the American, French Revolutions; Napoleon’s empire; the rise of 19th century socialism

Industrialization and Imperialism
Chapter 24 -- 24.1 – pg. 550 to pg. 563 “Patterns of Dominance: Continuity and Change”
24.2 – pg. 563 “Patterns of Dominance...” to pg. 572 (end)

Statistical data: Square mileage of European countries as compared to square mileage of their respective empires; European country populations as compared to overall population of their empires; percentage of territories belonging to European/US colonial powers on six continents, 1900.

MARCH
Consolidation in Latin America
The Consolidation of Latin America: addressing the colonial legacy while confronting new problems
My experiences in Peru: indigenous culture blended with the Spanish colonial heritage
Chapter 25 -- 25.1 – pg. 574 to pg. 584 “Economic Resurgence and Liberal Politics”
25.3 - pg. 593 “The Great Boom...” to pg. 600 (end)
Primary Source Booklet: Excerpts from Pierre Toussaint L’Ouverture’s Proclamations; Excerpts from Simon Bolivar’s Jamaica Letter and Angostura Address; US recognition of Cuba, 1898; US/Panama Canal Treaty, 1903; Excerpt from Francisco Garcia Calderon’s “Imperialism of Decadence, 1913”
Civilizations in Crisis: Ottoman Empire in the Middle East and the Qing Dynasty in China
Chapter 26
26.1 - pg. 602 to pg. 613 “The Last Dynasty: The Rise and Fall of the Qing Empire in China”
26.2 – pg. 613 “The Last Dynasty...” to pg. 624 (end)
Primary Source Booklet: Excerpt from Mehmed Pasha’s “The Book of Counsel for Viziers and Governors”; Young Turks’ Proclamation for the Ottoman Empire, 1908; Excerpt from Lin Zexu’s letter to Queen Victoria; The Treaty of Nanking, 1842; Proclamation of the Abdication of the Manchus, 1912; Excerpts from Dr. Sun Yat-Sen

Russia & Japan: Industrialization outside of the West
Chapter 27 -- 27.1 – pg. 626 to pg. 636 “Japan: Transformation Without Revolution”
27.2 – pg. 636 “Japan...” to pg. 644 (end)
Primary Source Booklet: Tsar Alexander II’s abolition of serfdom; Tsar Nicholas II’s October Manifesto; Visuals: prints and drawings from the end of Tokugawa Japan and the Meiji Restoration; Constitution of the Empire of Japan, 1889; Excerpts from Japan’s declaration of war on Russia and Russia’s response.

DBQ Practice – take home.

Period Six – Accelerating Global Change and Realignments, c.1900 to the Present (“The Modern Era”)
6 Weeks
Key Concepts for Period Six
- Science and Environment – What impact did science have on human understanding of the natural world in the 20th century? How did human population trends in the 20th century fundamentally change their relationship with the environment? What were changes to demographic trends in the 20th century as a result of scientific innovations, disease and conflict?
- Global Conflicts and Their Consequences – Why did European political dominance at the beginning of the 20th century dramatically change by the end of the 20th century? Why did non-European empires (Ottoman, Russia, Qing) collapse in the early 20th century? Why were the political changes in the latter half the 20th century in Africa, Asia, and Latin America have major demographic and social consequences? Explain the extent to which the following were sources of global conflict in the 20th century: imperialist expansion by European power, Japan and US; competition for resources; ethnic conflict; “Great Power” rivalries between Great Britain and Germany; nationalist ideologies; the economic crisis known as the Great Depression. What were the examples of individuals and/or groups that attempted to reject violence in the 20th century – and to what extent were they successful?
- New Conceptualizations of Global Economy, Society, and Culture -- What individuals and/or groups promoted alternatives to the existing economic, political, and social orders? How did states respond to the economic challenges of the 20th century? What did the perceived need for institutions of global governance take rise in the 20th century? How did the new conceptualizations of society and culture challenge the old assumptions about race, class, gender, and religion in the 20th century? In what ways did popular and consumer culture become global by the end of the 20th century (considering music, movies, sports)?

Skill Development and Activities
- Continue primary source analysis -- SOAPSTONE
- In this unit, students will research the impact science has had on human society in the 20th century. They will research and then present their findings (by the end of the unit) on one of the following areas: Global Warming warnings, Green Revolution, Advances in Medical Care, or the Environmentalist Movement – and explain its potential impact on human society in the future.
Statistical data will need to be included in the students’ presentation to substantiate their prognostications.

**World War I: Europe’s Crisis and the Decline of the West**

Chapter 28 -- 28.1 – pg. 648 to pg. 660 “The Coming of the Great War”
28.3 – pg. 671 “The Nationalist…” to pg. 683 (end)

Primary Source Booklet: Austria-Hungary’s Ultimatum to Serbian and Serbia’s response; Lenin’s April Theses; The Balfour Declaration; The Covenant of the League of Nations; visuals: propaganda posters from World War One

**APRIL**

The World Between the Wars: Authoritarianism and Economic Crisis

Chapter 29 -- 29.1 – pg. 686 to pg. 697 “Stabilization of Russia’s Communist Regime”
29.2 – pg. 697 “Stabilization…” to pg. 707 “Responses to the Depression in Western Europe”
29.3 – pg. 707 “Responses…” to pg. 719 (end)

Primary Source Booklet: Excerpts from the Nuremberg Laws of Nazi Germany; Stalin’s “Dizzy with Success”; visuals: Soviet propaganda posters, Nazi propaganda posters

World War II and its Global Impact

Chapter 30 – 30.1 pg. 724 to pg. 734 “The Rise and Fall of the Japanese Empire in the Pacific War”
30.2 – pg. 734 “Rise and Fall of Japanese…” to pg. 741 “The Liberation of Non-Settler Africa”
30.3 – pg. 741 “The Liberation…” to pg. 747 (end)

Cold War in Europe: the bi-polar world; Emergence of non-European alternatives – Non-Aligned Movement

Chapter 31 -- 31.1 – pg. 752 to pg. 764 “Culture and Society in the West”
31.2 – pg. 764 “Culture…” to pg. 779 (end)

Primary Source Booklet: The Yalta conference; Charter of the UN, chapter xii on trusteeship (colonies)

Cold War & Decolonization: Impact on Latin America, Africa, Middle East, & Pacific Rim

Chapter 32 -- “The Search for Reform and the Military Option”

Primary Source Booklet: Excerpts from the writings of Gandhi, Nyrere, Kenyatta, Frantz Fanon, Fidel Castro, Sukharno, Marshal Tito

Practice AP Exam – full length, including DBQ; site TBD

Continue Cold War & Decolonization

Chapter 33 -- 33.1 – pg. 804 to pg. 816 “Post-Colonial Options for Achieving Social Justice”
33.2 – pg. 816 “Post-Colonial…” to pg. 828 (end)

**MAY**

End of the Cold War and the “New World Order”; Rise of China; Islamic World and the US

Chapter 34 -- 34.1 – pg. 830 to pg. 841 “Common Themes and New Problems”
34.2 – pg. 841 “Common Themes…” to pg. 856 (end)

Primary Source Booklet: Excerpts from the writings of Mao’s Little Red Book; Speeches of Nasser, Yassir Arafat, Ayatollah Khomeini

Revisit DBQ rubric; review

DBQ practice

Review significant characteristics of each period of World History
Review of themes in World History: Interaction between Humans & Environment; Development & Interaction of cultures; State-building, expansion & conflict; Creation, expansion, & interaction of economic systems; Development & transformation of social structures

Focus on Free-Response Question prep: Change & Continuity Over Time Essay and Comparative Essay

Post AP Exam

- Course Survey – appraisal of course preparation for AP Exam
- The Non-Aligned Movement Simulation – historical context: The War in Southeast Asia, c. 1975
- African Union Simulation – conflict and economic development in contemporary Africa

Second Semester Addendum to the Course Outline

1.) Notes will remain a requirement & expectation through Chapter 34.

   Late work will be discouraged. If notes or a paper must be late then expect only half credit. Major paper assignments may not be late.

2.) Following the exam in the first week of May, we will still continue with the class – studying the non-Western World

3.) All students will take a Second Semester Exam – seniors in May; Juniors on exam day in June.

4.) The Second Semester Exam will be worth 20% of the overall semester grade. It will cover material from the second semester only.

5.) AP Exam Prep – teacher-led study sessions outside of class time [optional attendance] will begin in March.
This class is a part of the Royal Oak High School Advanced Placement Program, which encourages the students in the program to work toward taking the AP Exam. The exam is strongly encouraged, and the class is designed to prepare students to take the exam, however it is not mandatory. There is a cost of $91 to take the exam, which is given in May. If there are any questions or concerns, please contact me by telephone and/or email.

After they have read this course description, please have your parent/guardian sign this sheet.

Sign here: ____________________________________________

Date: ______