AP World History
Mr. DiSanti

Syllabus:

Introduction: AP World History is designed to develop a greater understanding of global processes and interaction between all human societies. This understanding is advanced through a combination of factual knowledge and analytical skills. The course follows a thematic approach which will highlight the nature of international continuities and changes, their causes and consequences, and comparisons among major societies. The course emphasizes relevant factual knowledge in conjunction with interpretive issues and many types of historical evidence. The course will also focus on learning to write mechanically in the "AP style". Beginning with the start of civilization, focusing on the past millennium, the course builds on an understanding of cultural, institutional, and technological precedents that influence developments throughout history. The course begins with the rise of civilizations and extends through the turmoil of the modern world.

Basis of course: The AP World History course is based on five themes and the use of the four historical thinking skills that will guide our discussions and activities throughout the year. The five themes will also be the basis for the AP World History Exam, which all of you will take at the end of the school year. (CR2)

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**

Use of the Four Historical Thinking Skills (Crafting Historical Arguments from Historical Evidence, Chronological Reasoning, Comparison and Contextualization, and Historical Interpretation and Synthesis)

Materials:

TEXT: *Traditions and Encounters: A Global Perspective of the Past: 5th Edition* by Jerry Bentley, New York: McGraw-Hill, 2011. (CR1a)

PARTIAL LIST OF SUPPLEMENTAL MATERIALS:

Guns, Germs, and Steel by Jared Diamond, New York: W.W. Norton and Co., 1999. (CR1c)

World History in Documents: A Comparative Reader by Peter Stearns, New York: University Press, 2008 (CR1c)

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

Frequently Asked Questions Answered:

1. AP World History is designed to cover the major developments that link the "five themes" of civilizations in Asia, Africa, Europe, Pacifica and the Americas.
2. Knowledge of year-to-year political events is not required.
3. Most of the AP World History course covers the years 600 CE to the present, but a "Foundations" element covers c. 8000 BCE to 600 CE.
4. No more than 19% of the total course will cover European History (CR5e)
5. United States history will be included in relation to its interaction with other societies.
6. The Exam consists of 70 multiple choice questions and three essays: One Document Based Question (DBQ), one Change-Over-Time essay and one Comparative Essay, each equally weighted on the exam.

The Course:

This class will consist of, among other things, lecture, document review, discussion, and activities. Your willingness to participate in all aspects of the class will enable you to achieve the grade that you would like. Throughout the year, many outside assignments will be given. It is impossible for me to cover all the material that you will be responsible for in this class, therefor you must do number of reading and writing activities outside of class. These readings will need to be completed in a timely manner in order to add to the classroom discussion. Also, essays that are assigned will be graded as if they were college-level material. This means that you need to provide yourself with enough time to complete all assignments. Your performance will be measured at the end of each unit by completing an objective/essay test and throughout based on your ability to analyze and evaluate historical information. These assignments and tests will serve as practice for the AP exam which you will take at the end of the course.

Things To Know

This course is all about making connections and learning how to “think globally”. Simply knowing facts in a vacuum, knowing the “story” of a given civilization, is insufficient for success. Students must be able to assess and evaluate how societies endure and change over time, as well as make comparisons to other societies. Often this will goal will be met through primary source analysis and synthesis.

Course Objectives

Students will:

1. Analyze how geography and history interact to compare and contrast the cultures and patterns of social interaction that occur within and without civilizations.

2. Analyze cause and effect relationships across time and civilizations that cause change and continuity.
3. Compare and contrast within the same civilization across time and between different civilizations.
4. Distinguish between primary and secondary sources while analyzing and evaluating the perspectives, reliability, and use of each.
5. Develop the ability to create compelling written argument including a thesis and appropriate support.
6. Develop a global perspective of the changes and continuities in World History.

Course Themes:

1. **Interactions between humans and the environment**

    1. Demography and Disease
    2. Migrations
    3. Patterns of Settlement
    4. Technology

2. **Development and interactions of culture:**

a. Religions
b. Belief Systems, Philosophies and Ideologies
c. Science and Technology
d. The Arts and Architecture

3. **State Building, Expansion, and Conflict**

a. Political Structures and Forms of Government
b. Empires
c. Nations and Nationalism
d. Revolts and Revolutions
e. Regional, Transregional, and Global Structures and Organizations

4. **Creation, Expansion, and Interaction of Economic Systems**

a. Agricultural and Pastoral
b. Trade and Commerce
c. Industrialization
d. Capitalism and Socialism

5. **Development and Transformation of Social Structures**

    1. Gender Roles and Relations
    2. Family and Kinship
    3. Racial and Ethnic Constructions
    4. Social and Economic Classes

Historical Thinking Skills:

1. Crafting Historical Arguments from Historical Evidence
    1. Historical Argumentation
    2. Appropriate Use of Relevant Historical Evidence
2. Chronological Reasoning
   Historical Causation
        A. Patterns of Continuity and Change Over Time
        B. Periodization
3. Comparison and Contextualization
    1. Comparison
    2. Contextualization
4. Historical Interpretation and Synthesis
        A. Interpretation
        B. Synthesis

Key Concepts: Inside of each Unit the course is organized around 19 Key Concepts which are as follows:
(CR3)
KC 1.1 – Big Geography and the Peopling of the Earth
KC 1.2 – The Neolithic Revolution and Early Agricultural Societies
KC 1.3 – The Development and Interaction or Early Agricultural, Pastoral and Urban Societies

KC 2.1 – The Development and Codification of Religious and Cultural Traditions
KC 2.2 – The Development of States and Empires
KC 2.3 – Emergence of Transregional Networks of Communication and Exchange

KC 3.1 – Expansion and Intensification of Communications and Exchange Networks
KC 3.2 – Continuity and Innovation of State Forms and Their Interactions
KC 3.3 – Increased Economic Productive Capacity and Its Consequences

KC 4.1 – Globalizing Networks of Communication and Exchange
KC 4.2 – New Forms of Social Organization and Modes of Production
KC 4.3 – State Consolidation and Imperial Expansion

KC 5.1 – Industrialization and Global Capitalism
KC 5.2 – Imperialism and Nation-State Formation
KC 5.3 – Nationalism, Revolution, and Reform
KC 5.4 – Global Migration

KC 6.1 – Science and the Environment
KC 6.2 – Global Conflicts and Their Consequences
KC 6.3 – New Conceptualizations of Global Economy, Society and Culture

GRADING:

Grades will be derived from a combination of tests, quizzes, document interpretation, discussion, papers, and projects.

UNITS:

List of AP Historical Periods, Chapters and select assignments:

Period 1: Technological and Environmental Transformations (Pre-Classical) – before 600 BCE
Period 2: Organization and Reorganization of Human Societies (Classical) – 600 BCE – 600 CE
Period 3: Regional and Transregional Interaction (Post-Classical) – 600 CE – 1450
Period 4: Global Interactions (Early Modern) – 1450 – 1750
Period 5: Industrialization and Global Integration ("the Long 19th Century")– 1750 – 1900
Period 6: Accelerating Global Change and Realignments (Modern) – 1900 to the present

Summer – Students will read and respond to *Guns, Germs, and Steel* by Jared Diamond. Among other activities, students will use Diamond's findings as an anthropologist and also his study of linguistics to answer specific focus questions **(CR1c, CR15)**

1 – Beginnings to 600 BC – 5% - (8 days) – Chapters 1-6

CH1 – Before History

- AP World History regions Maps and Quiz – AP World History Course Exam and Description p. 22 **(CR1b)**
- P. 8- Map 1.1 – Peopling of the Earth (interactive online with graphs), **(CR1b)**
- P. 13 Cave Painting, Lascaux **(CR1b)**
- KC 1.1 – Big Geography and the Peopling of the Earth
- KC 1.2 – The Neolithic Revolution and Early Agricultural Societies

Ch2-6 – Earliest Civilizations Comparative Jigsaw **(CR13)**

- KC 1.3 – The Development and Interactions of Early Agricultural, Pastoral and Urban Societies
    - Mesopotamia
    - Egypt
    - Mohenjo-Daro and Harappa
    - Shang in Yellow River
    - Olmec
    - Chavin

CH2 – Early Societies in Southwest Asia and the Indo-European Migrations

- *The Gift of the Jews*, Thomas Cahill. (Gilgamesh Chapter) **(CR1c)**

CH3 – Early African Societies and the Bantu Migrations

- P. 33 – Map 3.3 – Bantu Migrations (interactive online) **(CR1b)**

CH4 – Early Societies in South Asia

- P. 79 – Sources from the Past – The Rig Veda on the Origin of the Castes **(CR1b)**

CH5 – Early Society in East Asia

CH6 – Early Societies in the Americas and Oceania

Topics for Discussion

- Early Humans spread across the earth
- Neolithic Revolution
- Basic features of early civilizations: Mesopotamia, Egypt, Kush, Indus, Shang; Mesoamerican and Andean
- How does a civilization interact with its environment?

2 – 600 BC to 600 AD -15%- (24 days) – Chapters 7-12

Ch7-12 – Students will be assigned a classical empire (Persia, Macedonian, China, India, Rome). They will research and evaluate the origins and effectiveness of the empire's governmental system.

- "Expert Presentations"

CH7 – The Empires of Persia

CH8 – The Unification of China

- P. 152 – Sources from the Past – Confucius on Good Government **(CR1b)**

CH9 – State, Society, and the Quest for Salvation in India

- "Ganges Trail" activity
- Select excerpts from the Four Noble Truths
- Select excerpts from the Badhavad Gita
- Confucianism vs. Daoism Survey
- Short Answer: What was the condition of Indian women during the Gupta Empire? What important factors affected women's live?
- Short Answer: Discuss the effects of polytheism and the lack of unification in India prior to Ashoka

CH10 – Mediterranean Society: The Greek Phase

- *World History in Documents*, Peter Stearns. Ch3 – Comparing Primary Sources to study Political Ideals in Confucian China and Democratic Greece with students responses comparing and contrasting as well as evaluating the effectiveness of each – **(CR4)**

CH11 – Mediterranean Society: The Roman Phase

- Primary Source Analysis "cheat sheets"
- New Testament - PS

CH12 – Cross Cultural Exchange on the Silk Roads

- P. 237 - Map 12.1 – The Silk Roads, (interactive online) – SWBAT describe patterns of goods, ideas, and diseases that spread along these routes.
- • Short Answer: What were some of the technological advances that the Silk Road was
- responsible for?
- Human Map: Trade Routes
- • Essay (Theme 4): Trace the changes and continuities in world trade from 500 BCE to 1000 CE in any one of the following regions: the Mediterranean, the Silk Road (Central Asia, East Asia, and Southwest Asia), the Indian Ocean, Sub-Saharan Africa. **[CR10]**

- P. 241- Map 12.2 – Spread of Hinduism, Buddhism, and Christianity (interactive online)
- Select excerpts from the New Testament

Unit Two Culminating Activity – Students will evaluate multiple causes and effects for the fall of the Han, Roman, and Gupta Empires. **(CR9)** and/or
Essay: Compare and Contrast the developments and beliefs of any two religons.

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

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

3- 600 AD to 1450 AD -20%- (33 days) – Chapters 13-21

CH13 – The Expansive Realm of Islam

- P. 260 – Carved Stone Monastery at Petra (Last Crusade)
- P. 265 – Map 13.1 – Expansion of Islam 632-733 (interactive online)

CH14 – The Resurgence of Empire in East Asia
CH15 – India and the Indian Ocean Basin

- P. 313 – Map 15.2- Trading World of the Indian Ocean Basin, 600-1600 (interactive online). SWBAT describe patterns of weather and goods, ideas, and diseases that traveled these routes. **(CR4)**

CH16 - The Worlds of Christendom
CH17 – Nomadic Empires and Eurasian Integration

- P. 362 – Map 17.2 – The Mongol Empire (interactive online)
- Mongol Debate

CH18 – States and Societies in Sub-Saharan Africa
CH19 – The Increasing Influence of Europe

- Students will complete a jigsawing activity researching and reporting the social, economic, commercial, cultural, and political consequences of the Crusades.

- Analyzing ten primary source documents to answer the question "How does the Crusades contribute to cross-cultural exchanges between Western Europe and the Middle East?" Students will be instructed step-by-step in a workshop using the following strategies to write successful AP style DBQ analysis. http://tjca.teamcfa.org/staff_pages/shaun_alexander/view/41537/ap_world_history_dbq_writing_tips_and_rubric **(CR6)**

CH20 – Worlds Apart: the Americas and Oceania

- P. 420 – Sources from the Past – Mexica (Aztec) Expectations of Boys and Girls. Students will read and debate the question: How did gender roles and expectations of Mexica society compare with other settled, agricultural societies such as: China? India? The Islamic World? Sub-Saharan Africa? Europe? **(CR4)**

CH21 – Reaching Out: Expanding Horizons of Cross-Cultural Interaction

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

• The Islamic World, the Crusades and Schism in Christianity

• European and Japanese feudalism

• Mongols across Eurasia and urban destruction in SW Asia, Black Death

• Bantu and Polynesian migrations

• Great Zimbabwe and Mayan empires and urbanizations

• Aztec and Incan empires and urbanization

• Ming Treasure Ships and Indian Ocean trade (Swahili Coast)

4- 1450 to 1750 AD -20%- (33 days) – Chapters 22-27

CH22 – Transoceanic Encounters and Global Connections

- SWBAT compile a list of the ecological exchanges that occurred as a result of the Columbian Exchange
- SWBAT will be divided into groups to facilitate a town council debate on whether Columbus Day should be celebrated. Columbus' legacy and consequences of his voyages will be discussed at length

CH23 – The Transformation of Europe

• Short Answer: The later Middle Ages was a period of great intellectual and artistic achievement marked by what is often called the renaissance. What was the renaissance, and what were some of its most important and lasting cultural and artistic achievements?

CH24 – New Worlds: The Americas and Oceania

- Double Four Square: Economic Activities and Labor Systems
- Review Ch.3 of *Guns, Germs, and Steel* – Clash at Cajamarca

- Students will identify and evaluate diverse historical interpretations: *Guns, Germs and Steel* vs. *Clash of Cultures* by Victor David Hanson **(CR7)**
- P. 530 – Map 24.1 – European Empires and Colonies in the Americas about 1700 (interactive online)
- Students will conduct a comparative study, including mini-presentations, on the various activities of New World economies, examples including: **(CR4)**
    - Silver Mining
    - Sugar and the Engenho
    - Fur Trade
    - Tobacco and Other Cash Crops
- As well as the use of:
    - Indentured Servants
    - Slaves
- Students will research and discuss the quote "Historian Rhea Talley Stewart has stated that two men did irreparable damage to Afghanistan. The first was Genghis [Chinggis] Khan, the second was Christopher Columbus..."

CH25 – Africa and the Atlantic World

- P. 554 – Sources From the Past – King Alfonso I Protest Slave Trading in the Kingdom of Kongo – Students will analyze document for voice, point-of-view, and intended audience **(CR8)**
- P. 560 – Map 25.2- The Atlantic Slave Trade, 1500-1800

CH26 – Traditions and Change in East Asia

CH27 – The Islamic Empires

- Persia Jigsaw
- P. 599 – Sources From the Past – Ghislain de Busbecq's Concerns about the Ottoman Empire - Students will analyze document for voice, point-of-view, and intended audience **(CR8)**

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

• Transformations in Europe – Renaissance to Scientific Revolution

• Encounters and Exchange: Reconquista, Europe in Africa, Spanish in the Americas

• Encounters and Exchange: Portuguese and Indian Ocean Trade networks, Southwest

Asian trade networks and the Ming Slave trade/Rise of Qing

• Labor Systems in the Atlantic World—The Africanization of the Americas

• The Columbian Exchange in Atlantic and Pacific Context

• Expansion of Global Economy and Absolutism: Muslim, Tokugawa, and Romanov

empires

• Effects of the Atlantic Slave Trade on demography in West Africa, resistance to the

Atlantic slave trade, and expansion of Islam in sub-Saharan Africa

Unit Culminating Activity - Essay (Theme 3): Compare the process of empire-building of one European and one Afro-Asiatic empire (gun-powder empire): France, Portugal, Spain, England, Holland,Russia, Austria or Prussia, Ottoman Empire, Safavid Empire, Mughal Empire, Ming(Chinese) Empire, West African Forest State, West African Sahel State, Japan Shogunate **[CR12]**

5 - 1750 to 1900 -20% - (33 days) – Chapters 28-32

CH28 – Revolutions and National States in the Atlantic World
- Revolution Jigsaw
- Students will write a comparative essay about the causes of Atlantic basin revolutions **(CR12)**

CH29 – The Making of Industrial Society
- P. 651 – Eyewitness: Betty Harris, a Woman Chained in the Coal Pits (this class is hard, but at least you are not pregnant, working in a 19th century coal mine).
- P. 664 – Sources From the Past – Thomas Malthus on Population

CH30 – The Americas in the Age of Independence

CH31 – Societies at Crossroads (Ottoman Empire, Russia, China, Japan)
- SWBAT analyze how Western powers used military force to coerce the less industrialized Ottoman, Russian, Qing and Tokugawa led societies. Students will discuss (in jigsaw format) how the societies were weakened by population pressure, declining agricultural productivity, famine, falling government revenue, and corruption.
- P. 707 – Political Cartoon – Western Powers Compete over the Ottoman Empire – Why was the Ottoman Empire known as "the sickman of Europe"?

CH32 – The Building of Global Empire
- P. 735 – Sources From the Past – Rudyard Kipling on the White Man's Burden - Students will analyze document for voice, point-of-view, and intended audience **(CR8)**
- Students will be assigned a power to represent in an in class role playing debate of the Berlin Conference

Unit 5 Culminating Activity – Students will have an in class debate on the merits of beginning "modern history" with a threshold date of 1450 vs. 1750 for both Western and World History **(CR11)**

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

6 -1900 to Present -20%- (33 days Monday March 16 to TEST DAY – Thursday May 14) – Chapters 33-38

CH33 – The Great War: The World in Upheaval
• What do the WWI posters have in common, even though they are from different countries? Analyze the images for their point of view and purpose by using a graphic organizer and other visuals. **[CR8, CR14, CR 15]**
CH34 – An Age of Anxiety (Post-War Depression and Rise of Totalitarianism)
- Comparative Activity: Capitalist, Communist, and Fascist responses to the Great Depression

CH35 – Nationalism and Political Identities in Asia, Africa, and Latin America
- Imperialism/Neocolonialism Jigsaw
- "Truth About Gandhi" – Harvard Crimson http://www.thecrimson.com/article/1983/3/7/the-truth-about-gandhi-pbtbhe-movie/
- P. 824 – Sources From the Past – Africa for Africans by Marcus Garvey

CH36 – New Conflagrations: World War II and the Cold War
- P. 851 - Sources From the Past – "We Will Never Speak About It in Public" by Heinrich Himmler
- P. 855 – Map 36.4 – Occupied Germany, 1945-49 (interactive map online)
- • Essay: Compare and Contrast the impact and consequences of World War I on any
- two regions: East Europe, Middle East, South Asia, East Asia, Sub-Saharan Africa; or
- Compare and Contrast the impact and consequences of World War II on the following
- regions: Middle East, Oceania, Africa **[CR12]**

- Cuban Missile Crisis Game

CH37 – End of Empire (Independence in Asia, Decolonization in Africa)
- Independence and Anti-Imperialism Jigsaws
- P. 875 – Map 37.3 – Decolonization in Africa (Interactive map online)

CH38 – A World Without Borders
- P. 895 – Map 38.1 – The Collapse of the Soviet Union and European Communist Regimes, 1991 (Interactive map online)
- P. 906 – Sources from the Past – Climate Change: An Inconvenient Truth, Al Gore

Topics for Discussion

• World War I, Total War, and Reactions to the Fourteen Points

• Rise of Consumerism and Internalization of Culture

• Depression and Authoritarian Responses

• World War II and Forced Migrations

• United Nations and Decolonization

• Cold War, Imperialism, and the End of the Cold War

• The Information and Communication Technologies Revolution

(all above days approximate)

AP EXAM DAY: THURSDAY MAY 12, 2016

THE COURSE WILL BE DIFFICULT,
BUT REWARDING.
YOU WILL BE PROUD OF YOURSELF FOR CONQUERING THIS TASK.

The dates listed above and below are approximate. They are subject to change at any time. Keep this syllabus nearby in order to make changes.