

AP[®] World History

Syllabus 2

Course Overview

My course is based on a global perspective of the world and human interactions from 8000 BCE to present day, using the five themes outlined in the *AP[®] World History Course Description* consistently throughout the course. [C2] Students refine their analytical abilities and critical thinking skills in order to understand historical and geographical context, make comparisons across cultures, use documents and other primary sources, and recognize and discuss different interpretations and historical frameworks. [C4, C5] The course imposes a heavy reading and writing load throughout the year, and the demands on students are equivalent to a full-year introductory college course. [C6]

Continuity and change will be addressed in the themes of each unit. [C2]

Main Textbook

Spodek, Howard. *The World's History*. 3rd ed. Combined vol. Upper Saddle River, N.J.: Prentice Hall, 2006.

Course Planner [C1, C2, C3]

Unit I. Formation of Civilizations: Foundations, from 8000 BCE to 600 CE [7 weeks] [C1]

Primary Sources for Unit:

- Selection from Hammurabi's Code
- Selection from *The Epic of Gilgamesh*
- The Hymn to the Nile
- Selection from *The Republic*
- Selection from the Classic of History (Shu Jing)
- Selection from Confucius' Analects
- Selection from Ashoka's Rock and Pillar Edicts
- Selection from Constantine's Edict of Toleration
- Selection from *The Art of War*
- The Ten Commandments
- Setting in Motion the Wheel of the Law
- The Sermon on the Mount

C2— The five overarching themes articulated in the Course Description receive approximately equal attention throughout the course. The course requires students to engage with the dynamics of continuity and change across the historical periods that are included in the course.

C4— The course teaches students to analyze evidence and interpretations presented in historical scholarship.

C5— The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

C6— The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays addressing issues of change, continuity, and comparison (see the *AP World History Course Description* for more information).

C1— Periodization guidelines are used to select relevant course content from 8000 BCE to the present.

C3— The course provides balanced global coverage, with Africa, the Americas, Asia, and Europe all represented. No more than 30 percent of course time is devoted to European history.

A. Historiography/Introduction of the AP World History Themes (1 week)

Objectives

- For students to start thinking in a global perspective
- For students to begin working on the seven AP World History “habits of mind”
- For students to become familiar with the five AP World History themes [C2]
- For students to gain a sense of the pacing of the course

Readings

Spodek, *The World’s History*, introduction

Fernández-Armesto, *Millennium*, prologue (summer reading assignment) [C5]

Historiography packet: Articles by Lerner, Nash, Stearns, and Zinn [C4]

Major Activities and Assessments

- Summer reading quiz and essays
- Socratic seminar: Approaching world history [C4]

B. World Geography and the Agricultural Revolution (1 week)

Objectives

- For students to understand the effects of the Agricultural Revolution
- For students to have a better sense of world geography and how it affects history

Readings

Spodek, *The World’s History*, Chapter 2

Major Activities and Assessments

- Socratic seminar: Defining “civilization” [C4]
- Essay on civilization [C6]

C. Major Early Civilizations and the Emergence of Cities (2 weeks)

Objectives

- For students to understand how city-states arose
- For students to know the characteristics of major civilizations
- For students to become familiar with the art of early civilizations

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C4— The course teaches students to analyze evidence and interpretations presented in historical scholarship.

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Readings

Spodek, *The World's History*, "Settling Down" (Chapters 3–4)

Major Activities and Assessments

- Comparison essay on Egypt and the Indus Valley [C6]
- DVD: Excerpts from the National Geographic production, aired on PBS, of Jared Diamond's *Guns, Germs, and Steel*
- Lecture: Early Chinese art (*PowerPoint*) [C5]
- Early civilization art organizer

D. Establishment of World Religions (2 weeks)

Objectives

- For students to be able to compare and contrast different aspects of world religions
- For students to gain a sense of how to analyze change over time

Readings

Spodek, *The World's History*, "The Rise of World Religions" (Chapters 9–11)

Hesse, *Siddhartha* [C5]

Major Activities and Assessments

- Socratic seminar: *Siddhartha* and essay [C5, C6]
- Lecture: Hindu and Buddhist art (*PowerPoint*)
- Project: World Religions *PowerPoint* presentation and change-over-time essay
- DBQ essay on Christian/Muslim attitudes toward trade (2002 Released Exam) [C6]

E. Emergence of Empires (1 week)

Objective

- For students to be able to understand the nature of empire (rise, apex, fall)

Readings

Spodek, *The World's History*, Chapter 5

Major Activities and Assessments

- Lecture: Conrad-Demarest model of empire

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Unit II. Expanding Zones of Exchange and Encounter: The World from 600 to 1450 [8 weeks] [C1]

C1— Periodization guidelines are used to select relevant course content from 8000 BCE to the present.

Primary Sources for Unit:

- Selection from Corpus Juris Civilis
- Selection from The Qu'ran
- A Mirror for Princes
- Collection of Chinese poetry from the Tang and Song dynasty (Li Bao, etc.)
- Selection from Sei Shonagon's The Pillow Book
- Selection from Eisai's Drinking Tea for Long Life
- Selection from the Mayan Popol Vuh
- Ordinances of the Merchants
- Urban II's Call for the Crusades
- Selection from Bahul ad-Din's Saladin's Courage and Steadfastness
- Selection from Ibn Battuta's Travels in Africa
- Selection from *Sundiata: An Epic of Old Mali*
- Selection from the Magna Carta
- Selection from *The Decameron*
- Selection from *The Travels of Marco Polo*

A. Early World Interactions and Empires (3 weeks)

B. Interregional Trade: Silk Road, Indian Ocean Trade, and the Atlantic World (3 weeks)

C. Early Amerindian Civilizations (1 week)

D. African Kingdoms and Empires (1 week)

Readings

Spodek, *The World's History*, "Empire and Imperialism" (Chapters 6–8); and "The Movement of Goods and Peoples" (Chapters 12–13)

Major Activities and Assessments

- Socratic seminar: Is America an empire? [C4]
- Group work: Problems with empires
- Lecture: Comparison of Rome and Han

C4— The course teaches students to analyze evidence and interpretations presented in historical scholarship.

- Comparison essay on empires [C6]
- Project: Empires Museum exhibit
- Lecture: Silk Road (*PowerPoint*)
- Lecture: Indian Ocean trade (*PowerPoint*)
- Simulation: Indian Ocean trade
- Global coffeehouse: Food commodities from around the world

Unit III. Emergence of the First Global Age: The World from 1450 to 1750 [7 weeks] [C1]

Primary Sources for Unit:

- Selection from Bernal Diaz's *The True Story of the Conquest of Mexico* (Montezuma's death)
- Selection from Bartoleme de Las Casas' *Brief Account of the Devastation of the Indies*
- Selection from Christopher Columbus's journal—*The First Voyage of Christopher Columbus*
- Letters from the King of the Kongo to the King of Portugal
- Selection from Tokugawa Iemitsu's *Exclusion of the Portuguese; Closed Country Edict of 1635*
- Selection from Yamaga Soko's *The Way of the Samurai*
- Selection from Matteo Ricci's *Journal*
- Selection from a Confucian Morality Book—*Meritorious Deeds at No Cost*
- Selection from Niccolo Machiavelli's *The Prince*
- Selection from Martin Luther's 95 Theses
- Selection from Peter the Great—*Edict and Decrees—Learning from Europe*
- Selection from Cardinal Richelieu's *The Political Testament*
- Selection from the English Bill of Rights
- Art from the Renaissance, the Mughals (miniatures), and Ming art, including porcelain

A. Columbian Exchange and the Emergence of Atlantic Trade (1 week)

B. World Trade: Empire Building (Spanish, Portuguese, Dutch) (2 weeks)

C. Asian Migrations: Mughal, Ottoman, Safavid (1 week)

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C1— Periodization guidelines are used to select relevant course content from 8000 BCE to the present.

**D. Renaissance/Reformation/Enlightenment: Impact on the World
(1 week)**

E. Demographic and Environmental Changes (2 weeks)

Readings

Spodek, *The World's History*, "The Movement of Goods and Peoples" (Chapters 14–15)

Thornton, "Birth of the Atlantic World," in *Africa and Africans in the Making of the Atlantic World*

Major Activities and Assessments

- Lecture: Atlantic world (*PowerPoint*)
- Globalization Web
- Group work: Response to trade dominance
- Socratic seminar: Beginning of globalization/world systems theory [C4]
- Change-over-time essay on world trade (2002 exam, but with 1750 as the endpoint) OR change-over-time essay on the Atlantic world (2005 exam) [C6]

C4— The course teaches students to analyze evidence and interpretations presented in historical scholarship.

Unit IV. Age of Revolutions and Empire: The World from 1750 to 1914 [6 weeks] [C1]

Primary Sources for Unit:

- The American Declaration of Independence
- The Declaration of the Rights of Men and The Declaration of the Rights of Women
- Selection from Wollstonecraft's *Vindications of the Rights of Women*
- Selection from Edward Jenner's *An Inquiry into the Causes and Effects of the Variole Vaccine*
- Selection from the Records of the Maji Maji Rebellion
- Selection from Rudyard Kipling's "The White Man's Burden"
- Selection from Kangxi's Self Portrait
- Selection from Lin Zexu's *Letter to Queen Victoria (opium)*
- Selection from The Treaty of Nanjing
- Selection from Mitsui Takafusa's *Some Observations on Merchants*

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A. Political Revolutions (2 weeks)

B. Industrial Revolutions/Imperialism (2 weeks)

- Technology, labor systems, capitalism, changing class systems
- The scramble for Africa
- Decolonization in Africa

C. Social Revolutions (1 week)

- Women's rights movements, labor movements, socialism

D. Rise of Nationalism (1 week)

Readings

Spodek, *The World's History*, "Social Change" (Chapters 16–18)

Major Activities and Assessments

- Lecture: Crane Brinton's model for revolution (*PowerPoint*)
- Group work: Venn diagrams of political revolutions
- Comparison essay: Women's rights (2003 exam)
- Group work: Cartoons of China's relationship with the West [C5]
- DBQ essay: Choose among the following: (1) political revolutions and expansion of rights, (2) technology and imperialism, (3) effects of imperialism [C6]
- Project: *Timeliner* from 1750 to 1914

Unit V. A Technological Age: The World from 1914 to the Present Day [5 weeks] [C1, C2]

Primary Sources for Unit:

- Selection from Wilfred Owen—Dulce et Decorum Est
- Selection from Woodrow Wilson—Fourteen Points
- The Balfour Declaration
- Selection from Lazaro Cardenas's Speech to the Nation
- Selection of twentieth-century propaganda posters—World War I, Russian Revolution, World War II, the Cultural Revolution, peace protests in the nuclear world
- Selection from the Muslim Brotherhood's *Toward the Light*
- Selection from James Aggrey's *Parable of the Eagle*
- Selection from Gandhi's *Indian Home Rule*

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- Selection from Nehru’s On the Colonial Revolution
- Selection from Joseph Stalin’s The Results of the First Five-Year Plan
- Selection from the U.S. Strategic Bombing Survey—The Effects of the Atomic Bomb
- Israeli Proclamation of Independence

A. Rise of Communism, Fascism, and Totalitarianism (1 week)

B. World Wars (2 weeks)

C. Cold War/Postcolonialism (1 week)

D. Issues of Globalization and Technology (1 week)

Readings

Spodek, *The World’s History*, “Exploding Technologies and Evolving Identities” (chapters 19–24)

Major Activities and Assessments

- DBQ group activity: Causes of World War I
- Create your own DBQs
- Change-over-time essay on technology [C6]
- Socratic seminar: Globalization
- Unit review study guides and change-over-time charts

Teaching Strategies

Lectures

In our 79-minute classes, I find it unproductive to lecture more than half the time. I usually talk for only 20 to 30 minutes. Almost all of my lectures are accompanied by a *PowerPoint* presentation.

Discussions

I train students using the Socratic seminar method from the first week of school. To scaffold to the level I would like, I start with fishbowls with students peer-grading each other, and I model how to facilitate using the Socratic method. To create a fishbowl discussion, I merely split the students into two groups, where one group first discusses a prompt in an inner circle, while the outer circle observes silently. When the inner circle is done, I solicit critiques from the outer circle observers. The two groups then switch places, and the new inner circle is given a related, but new prompt. Eventually, students come prepared with their own prompts and can ideally lead a whole-class discussion. [C4, C5]

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Group Work

I often put students in groups to process primary-source documents or large amounts of content, usually with the goal of generating theses and outlines for sample questions that I have written on the board. The processing is accomplished through various exercises that focus on a selected set of skills. For example, the groups might focus on how to determine and analyze point of view, or on how to group a set of documents. [C5]

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Student Evaluation

Essays/Exams

Tests and quizzes cover information from the readings, handouts, and lectures and are usually in multiple-choice format. The multiple-choice questions are taken from various test banks and are also of my own creation. Early in the year the essays are take-home assignments, and the students engage in peer-grading of each other's work to better understand what I am assessing. Later, I provide more practice with in-class essay assignments using questions in the style of the AP World History Exam, as well as the AP Exam free-response questions posted on AP Central®. [C6] Usually, exams are given at the end of a unit. (40 percent)

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Homework/Notebook

Students keep a spiral-bound notebook (at least 100 pages) devoted solely to history, as well as a binder for handouts. They take lecture notes and outline notes on the textbook chapters, using the “Doing World History” method adapted from Professor David Smith to process the chapters. Another homework component is a weekly current events assignment in which students connect a news story with a theme in the course. I collect notebooks periodically, and they are graded at the end of each term. (30 percent)

Class Participation

Participation is a crucial part of the class. I often employ the Socratic method for whole-class discussion and use “fishbowl” techniques as described above. (20 percent)

Projects

Each term has at least one larger project. (10 percent)

Because our school year ends in mid-June, the research paper is completed in Term 4, after the AP Exam, and counts for approximately 50 percent of that quarter's grade. The other parts of the grading scheme are recalculated (for instance, essays/exams would be worth only 20 percent, and the notebook would be 10 percent, as the students are no longer assessed in these areas). Students can choose any topic within the span of world history and are given instruction over the course of the year about how to complete different parts of the research paper. The bulk of the paper is written after the AP Exam.