

# AP<sup>®</sup> World History

## Syllabus 3

### Course Overview

AP World History is for the exceptionally studious high school senior who wishes to earn college credit in high school through a rigorous academic program. This class approaches history in a nontraditional way in that it looks at the common threads of humanity over time—trade, religion, politics, society, and technology—and it investigates how these things have changed and continued over time in different places. [C1, C5]

**Specifically, the following AP World History themes will be used throughout the course to identify these broad patterns and processes that explain change and continuity over time.**

The Six AP World History Themes:

1. The relationship of change and continuity from 8,000 BCE to the present.
2. Impact of interaction among and within major societies.
3. Impact of technology, economics, and demography on people and the environment.
4. Systems of social structure and gender structure.
5. Cultural, religious, and intellectual developments.
6. Changes in functions and structures of states and in attitudes toward states and political identities, including the emergence of the nation-state. [C1, C3]

Taking the AP World History exam is a requirement of the course.

### Main Textbook

Adas, Michael, Marc J. Gilbert, Peter Stearns, and Stuart B. Schwartz. *World Civilizations: The Global Experience*. 4th ed. Upper Saddle River, N.J.: Prentice Hall, 2005.

### Document Reader:

Andrea, Al and Overfield, James. *The Human Record: Sources of Global History*. 4th ed. Vols. 1 & 2. Boston: Houghton Mifflin, 2001. [C6]

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

**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.

**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.

**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).

## Outside Readings and Resources used in the course:

2002 AP World History Released Exam (College Board)

2003–2006 AP World History Essay Questions, Rubrics and Student Samples (AP Central)

*Archaeology* magazine <http://www.archaeology.org>

*The Columbian Exchange* (Crosby, Praeger, 2003)

\**Cracking the AP World History Exam: Student Study Guide*. Princeton Review, 2004.

*Cultures in Motion: Mapping Key Contacts and Their Imprints in World History* by Stearns (Yale Press, 2001)

*Document-Based Assessment Activities for Global History Classes* by Noonan (J., Weston Walch, 1999) [C6]

*DBQ Practice: 10 AP-Style DBQs* (Williams, ed., Social Studies School Services, 2004) [C7]

*Experiencing World History* (Adams, et al., NYU Press, 2000)

*Eyewitness to History* (Carey, ed., Avon Press, 1987)

*Guns, Germs and Steel* by Diamond (Norton, 1999) [C5]

*King Leopold's Ghost* by Hochschild (Mariner, 1999)

*Norton Anthology of World Masterpieces* (1997)

*Old World Encounters* by Bentley (Oxford Press, 1993)

*Rand McNally Historical Atlas of the World* (2003) [C6]

*Readings in Ancient History: From Gilgamesh to Diocletian* by Bailkey (DC Heath, 1992) [C6]

*Something New Under the Sun: An Environmental History of the 20th Century World* (J. R. McNeill, Norton, 2000) [C5]

\**Sophie's World: A Novel About the History of Philosophy* by Gaarder (Berkley Press, 1996)

*Tastes of Paradise: A Social History of Spices, Stimulants and Intoxicants* by Schivelbusch (Vintage Books, 1993) [C5]

*Technology in World Civilizations* by Pacy (M.I.T. Press, 1998) [C5]

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\**Things Fall Apart* by Achebe (Anchor, 1994) [C6]

*World History Map Activities* by Scott (J. Weston Walch Publisher, 1997)

*The World That Trade Created* by Pomeranz and Topik (A.E. Sharpe, 1999) [C5]

\* denotes use as summer reading assignment, which rotates year to year.

## Course Planner

### Unit One: The twentieth century to the present. ("Where are we?") [C1, C2, C3, C4]

1. Wars and Diplomacy
  - The World Wars, Holocaust, Cold War, international organizations
  - Globalization of diplomacy and conflict
  - Reduction of European influence
  - League of Nations, United Nations, European Union, nonaligned nations.
2. Patterns of Nationalism
  - Decolonization: its political, economic, and social causes and effects
  - Genocide [C5]
  - Rise and fall of the USSR
3. Effects of Major Global Economic Developments
  - The Great Depression: political, social, and economic causes and effects
  - Development of the Pacific Rim and multinational corporations
4. Social Reforms and Social Revolutions
  - Changing gender roles; family structures; rise of feminism
  - Marxism in its various forms [C5]
5. Globalization of Science, Technology, and Culture
  - Developments in global cultures and regional reactions
  - Patterns of resistance against technology [C5]
6. Demographic and Environmental Changes
  - Migrations; explosive population growth; new forms of urbanization; deforestation and environmental movements

The rest of the course ("How did we get here?")

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

**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.

**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.

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

**Unit Two: Foundations—c. 8000 BCE to 600 CE** [C1, C2, C3, C4]

1. World History in Place and Time
  - Interaction of geography and climate with the development of human society
  - Major population changes resulting from human and environmental factors
  - Nature and causes of changes
  - Continuities and breaks within the course—what “works” and doesn’t? [C5]
2. Developing Agriculture and Technology
  - Agricultural, pastoral, and foraging societies and their characteristics
  - Emergence of agriculture and other technological change
  - Nature of villages
  - Effects of agriculture on the environment and peoples
3. Basic Features of Early Civilizations in Different Environments
  - Political and social structure of: Mesopotamia, Egypt, Indus, Shang, Mesoamerican and Andean South America
4. Classical Civilizations
  - Major political developments in China, India, and the Mediterranean
  - Social and gender structures
  - Major trading patterns within and among Classical civilizations
  - Arts, sciences, and technology
5. Major Belief Systems
  - Basic features of major world belief systems prior to 600 CE
  - Physical place of each belief system by 600 CE: Polytheism, Hinduism, Judaism, Confucianism, Daoism, Buddhism, Christianity
6. Late Classical period (200 CE to 600 CE)
  - Collapse of empires (Han, Western Roman Empire, Gupta)
  - Movements of peoples (Huns, Germans)
  - Interregional networks by 600 CE: trade and religious diffusion

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### Unit Three: 600–1450 [C1, C2, C3, C4]

1. The Islamic World
  - The rise and role of Dar al-Islam in Eurasia and Africa
  - Islamic political structures
  - Arts, sciences, and technologies [C5]
2. Interregional networks and contacts
  - Development and shifts in interregional trade, technology, and cultural exchange: Trans-Saharan trade, Indian Ocean trade, Silk routes
  - Missionary outreach of major religions
  - Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam
  - Impact of the Mongol empires
3. China's Expansion
  - The Tang and Song economic revolutions and the early Ming dynasty
  - Chinese influence on surrounding areas and its limits
4. Developments in Europe
  - Restructuring of European economic, social, and political institutions
  - The division of Christendom into Eastern and Western cultures
5. Social, Cultural, Economic, and Political Patterns in the Amerindian World:
  - Maya, Aztec, Inca
6. Demographic and Environmental Changes
  - Causes and effects of the nomadic migrations on Afro-Eurasia
  - Bantu migrations
  - Consequences of the plague in the fourteenth century
  - Growth and role of cities [C5]

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### Unit Four: 1450–1750 [C1, C2, C3, C4]

1. Changes in Trade, Technology, and Global Interactions
2. Knowledge of Major Empires and Other Political Units and Social Systems
  - Ottoman, China, Portugal, Spain, Russia, France, England, Tokugawa, Mughal
  - African empires: Kongo, Benin, Oyo, Songhay
  - Gender and empire

3. Slave Systems and Slave Trade
4. Demographic and Environmental Changes:
  - Diseases, animals, new crops, and comparative population trends
5. Cultural and Intellectual Developments
  - Scientific Revolution and the Enlightenment
  - Comparative global causes and effects of cultural change
  - Changes and continuities in Confucianism
  - Major developments and exchanges in the arts [C5]

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**Unit Five: 1750–1914** [C1, C2, C3, C4]

1. Changes in Global Commerce, Communications, and Technology
  - Changes in patterns of world trade
  - Causes and effects of the Industrial Revolution: political, economic, social, environmental
  - (also see #3 below)
2. Demographic and Environmental Changes
  - Migrations, the end of the Atlantic slave trade, new birthrate patterns, food supply
3. Changes in Social and Gender Structure, Especially as Related to the Industrial Revolution
4. Political Revolutions and Independence Movements and New Political Ideas
  - Revolutions in the United States, France, Haiti, Mexico, China, Latin America
  - Rise of nationalism, nation-states, and movements of political reform
  - Rise of democracy and its limitations
5. Rise of Western Dominance
  - Imperialism
  - Cultural and political reactions [C5]

REVIEW, FINAL EXAM, and AP EXAM

## Assessments

Quizzes:	On readings from each chapter of <i>Stearns</i>
Homework:	Assigned readings, with questions, from <i>The Human Record</i> Historical maps to label and color [C6] Essay-writing practice: Practice in writing change and continuity over time essays, as well as writing comparative essays, will occur periodically throughout the course. [C7]
Tests:	Follow every three chapters in the textbook (approximately) and after the completion of each unit.
DBQ Project:	In place of a term paper, students will work in pairs to create an AP World History–style DBQ of their own. DBQ practice will occur periodically throughout the course. [C7]
Final Exam:	Students will take a 3-hour, 5-minute AP Released Exam as their final exam, in preparation for the “live” AP World History Exam. [C7]