

Springville High AP World History 2014-2015

Introduction:

Congratulations on registering for AP World History. This course offers the participant an opportunity to visit foreign lands and times with an eye on analytical and comparative analysis. This course provides the student the opportunity to learn new analytical methods and apply those to the principal themes of History.

The themes we will focus on are as follows: (per the Textbook)

1. *Technological and cultural innovation*
2. *Evolution of social class*
3. *Formation of global economic and political institutions*
4. *Diversity of global cultural values*
5. *Patterns of interaction and change*
6. *Geographic impact upon World History*

Grading and Late Work

Late work will be accepted with a 10% per day deduction. This means that you will lose 10% of the total possible for every school day an assignment is turned in late.

Grades are figured on a tradition percentage scale and the ranges are as follows:

- A- 100-90
- B- 89-80
- C- 79-70
- D- 69-60
- F -59-50

Assignments and quizzes will constitute 75% of your grade, tests 20%, and attendance 5% (per district attendance policy)

AP World History Test Themes:

The AP World History Exam highlights six overarching themes that should receive approximately equal attention throughout the class.

The themes are:

1. The dynamics of change and continuity across the world history periods covered in this course and the causes and processes involved in major changes of these dynamics.
 - a. Example: the role of agriculture in change?

2. Patterns and effects of interaction among societies and regions: trade, war, diplomacy, and international organizations.
 - a. Example: the role of the Silk Road in connecting civilizations?
3. The effects of technology, economics, and demography on people and their environment (population growth and decline, disease, labor systems, manufacturing, migrations, agriculture, and weaponry).
 - a. Example: the role of agricultural innovation in the high middle ages?
4. Systems of social structure and gender structure (comparing major features within and among societies, and assessing change and continuity).
 - a. Example: the social and economic impacts of the Chinese civil service system.
5. Cultural, intellectual and religious developments including interactions among and within societies.
 - a. Example: the evolution of Islamic intellectualism at the house of Wisdom.
6. Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).
 - a. Example: the evolution of states in the wake of the fall of Rome.

Course Benefits:

The course will teach its students to analyze evidence and interpretations in historical scholarship. The following activities will be used to support this goal.

- Primary Source Analysis
 - DBQ's: Each student will answer and work with 8-10 Documents Based Questions written in accordance with AP standards.
 - Our document analysis will come from document analysis using our text book; it will be a focus of nearly every class.
- Comparative analysis: a great deal of time will be devoted to analyzing cultures and civilizations and comparing them to one another. The themes of the AP World History exam will be employed to create an environment in which cross cultural comparisons are the focal point.
- Reading of historical scholarship:
 - Using the Bentley Text, the McKay Text, and other print and media sources.
 - Incorporation of AP writing assessments: Free Response and Change Over Time style questions.
 - Over the course of the year we will write and work with 8-10 such writing activities.

We will utilize several different modes of inquiry (ways of obtaining knowledge) in attempting to fully understand these themes.

1. *Reading (there will be reading each night)*
2. *Group work*
3. *Group presentation*
4. *Classroom seminars*
5. *Creative extension*
6. *Media presentation (film and PowerPoint)*
7. *Discussion and note taking*

AP Exam:

The conclusion of the course offers the student the opportunity to take the Advanced Placement World exam for college credit. This test is accepted at a large majority of colleges and universities and depending on the score achieved (1-5) varying amounts of credit or placement may be achieved. The test is not required for completion of this course.

Course Format:

This course will be largely based on discussion. Your analysis and inquiry of the assigned readings will be a crucial element of our success. Class sessions will not be based around a review of the materials assigned, but rather will be based around a deeper discussion and interpretation of the read material. It is thus vital to complete the reading assignments in a prompt fashion as to allow for your effective participation in class.

Units of Study:

The textbooks we will use divide themselves chronologically into seven periods of historical study. We will use those terms and descriptions while introducing the varied format the Advanced Placement programs use, the terms will eventually become interchangeable.

**Note: we will not necessarily proceed chronologically. For the sake of continuity and theme, we will move from era to the next examining one era: example India will be studied two eras at a time as there is significant overlap. This will happen frequently.*

***This course will provide a balanced examination of World History from the foundation of human civilization to the modern world. The emphasis in our course, as in our text is for global coverage: focusing on African, The Americas, Asia, and Europe. Europe will not be the focus of the course, as it will involve no more than 30% of the course.*

Unit I: Early Complex Societies 3500-500 B.C.E

- a. Prehistory
- b. Mesopotamia and Indo European Migration

- c. Egypt and Early African Civilization
- d. *Indian Civilization
- e. *Chinese Civilizations (Shang-Chou)
- f. Meso-American civilization

Unit II: Formation of Classical Societies: 500 B.C.E to 500 C.E

- a. ^Persian Civilization
- b. Chinese Unification (Chin-Han)
- c. *Classical India
- d. ^Greek Civilization (Hellenic and Hellenistic)
- e. ^Roman Civilization
- f. ^Civilizations along the Silk Road

^Note: some civilizations have an overlapping history and are often taught in conjunction together. For example Greek and Persian history (not Rome surprisingly) are often interwoven and may be taught together.

Unit III: The Post Classical Era 500 C.E to 1000 C.E

- a. Byzantium
- b. Islam
- c. Tang and Song China
- d. India and the Indian Ocean Basin
- e. -Development of Western Europe

-This textbook overlaps the Middle Ages of Europe into two different eras. (17 and 20)

Unit IV: An Age of Cross Cultural Interaction, 1000 to 1500 C.E

- a. Nomadic Empires
- b. Sub-Saharan Africa
- c. -Western Europe during the High Middle Ages
- d. Mesoamerica and Oceania
- e. Cross Cultural Interactions

Unit V: The Origins of Global Interdependence, 1500 to 1800 C.E

- a. Transoceanic Encounters and Global Connections
- b. >Transformation of Europe
- c. New Worlds America and Oceania
- d. Africa and the Atlantic World
- e. The Empires of the Islamic World
- f. The Russian Empire in Europe and Asia

>Note: Chapter 24 is incomplete for preparation for both the AP World and AP European Tests, we will supplement it with the McKay text.

Unit VI: An Age of Revolution, Industry, and Empire, 1750-1914 C.E

- a. Revolutions in the Atlantic World
- b. The Makings of Industrial Society
- c. The Americas in the Age of Independence
- d. ^Societies at Crossroads
- e. ^The Building of Global Empires

Unit VII:~ Contemporary Global Realignments, 1914 to the Present~

- a. World War I and Upheaval
- b. ^An Age of Anxiety
- c. ^World War II
- d. The Bipolar World
- e. The Retreat from Empire
- f. A World Without Borders

~Note: This section will require a significant amount of readings from outside the text to find current interpretations of the last 25 years. Those readings will be provided.

Texts:

Bentley: Traditions and Encounters

Bentley, Jerry H., Herbert F. Ziegler, and . Traditions and Encounters: A Global Perspective on the Past. New York: McGraw Hill, 2003.

McKay: A History of World Societies# (Supplement)

McKay, John P., Bennett D. Hill, and John Buckler. A History of World Societies. Boston: Houghton Mifflin, 1996.

Bulliet: The Earth and Its Peoples: A Global History

Bulliet, Richard, Pamela Crossley, Daniel Headrick, Steven Hirsch, Lyman Johnson, and David Northrup. The Earth and Its Peoples: A Global History. AP 5th ed. Boston: Houghton Mifflin Co., 2011.

Course Website

The following link is to the class website that will be shared with the all AP World History classes at Springville High. There will be some shared information but each teacher will have their own section on the website. **Make sure you are using the appropriate section.**

<https://sites.google.com/a/nebo.edu/shs-ap-world-history/>

AP World History: Course Outline

The study of World History is not exclusively chronological, nor is it specifically geographical. Rather it is a harmonious blending of themes that allow the student to not only understand the culture at hand but rather through comparative analysis all cultures at similar stages.

Themes of study: all of these themes should be applied either implicitly or explicitly to each unit of study.

Geographical Awareness	Political Development
Economic Development	Power Development
Cultural Development	Social Development
Technological Development	Demographic Development (Migration)

Each of these themes should be examined within each unit of study and the student should search for comparative commonalities between the themes of one unit of study say Greece and Egypt.

True understanding emerges from the ability to draw correlations between cultures.

Our course will be divided up into Strands and Components. A strand is a chronological or thematic unit of study based on either a time frame or a key event or transitional moment. A component is a cultural group or topical development that makes up a strand. Each component is made up of era's that will guide your study. Each era will have reading tasks and study guides to promote and measure understanding. To look up a specific unit or assignment use the following formula; strand.component.era. For example if you were asked to examine I.I.C-you would look to Strand I, Component I, Era C-the Hallmarks of Civilization. Reading assignments follow the McKay text follow the different Eras. We will be using both textbooks, and it is strongly encouraged when possible to utilize both textbooks.

Strand I: Foundations of Civilization. Prehistory-1000 A.D.

Component I: Building Blocks of Civilization

- A. Dawn of Man and the Stone Ages:
- B. Importance of Rivers:
- C. Hallmarks of Civilization-Reading

Component II: The River Civilizations Kingdom and Expansion

- A. Mesopotamia:
- B. Egyptians:
- C. Hittites:
- D. Near East Empires:
- E. Persia:

- F. India/Aryans
- G. Development of Eastern Faiths:
- H. Early Dynastic China:
- I. Chinese Philosophy
- J. Chinese Empires

Component III: Early European Civilization

- A. Aegean Civilizations:
- B. Early Greeks:
- C. Classical Greece:
- D. Alexander and Hellenism:
- E. Etruscan Civilization:
- F. Roman Republic:
- G. Pax Romana/Roman Republic:
- H. Advent of Christianity:
- I. Rome's Golden Age
- J. Rome's Collapse

Component IV: Non-River Based Asian Civilizations

- A. Nara and Heian Japan
- B. Angkor

Component V: Empires in Transition

- A. India Mauryan Empire
- B. Gupta Empire
- C. Chinese Unification
- D. Byzantium
- E. Development of Russia

Component VI: Early European Middle Ages

- A. Growth of Catholicism
- B. Migration of German Peoples
- C. Frankish Kingdoms

Component VII: Rise of Islam

- A. Muhammad and the faith of Islam
- B. Islam's expansion
- C. Christianity and Islam
- D. Development of the Islamic state
- E. Life of Early Muslims

Component VIII: Africa

- A. Land and Peoples of Africa
- B. Kingdoms of the Sudan
- C. Sub Saharan Trade
- D. Early Kingdoms

Component IX: Early Cultures of the Americas

- A. Meso-American Civilization
- B. Olmecs and Toltecs
- C. Aztecs
- D. Incas

Component X: Religious Traditions and Belief Systems:

- A. Review and conclusions

Strand II: Developing World 1000-1450

Component I: European Middle Ages:

- A. Carolingian Dynasty
- B. Feudalism and Socio-political organization of the Middle Ages
- C. Movements and migrations within Europe
- D. Reform and change
- E. Medieval states
- F. Thought and learning during the Middle Ages
- G. Medieval life
- H. Crisis within the church
- I. State Review

Component II: China, Japan, and East Asia

- A. Mongols
- B. Yuan dynasty
- C. Ming dynasty
- D. Decline of Heian Japan
- E. Feudal Japan
- F. Cultural Diffusion in Asia

Component III: Southeast Asia

- A. India and the rise of Islam within the subcontinent
- B. Mughal India
- C. Khmer Empire of Cambodia
- D. Srivijayan
- E. Polynesian culture

Component IV: Africa

- A. Factors affecting growth
- B. Senegambia and Benin
- C. Hausaland
- D. Ethiopia
- E. Swahili
- F. The Slave Trade, impacts and results

Strand III: World Cultures Interacting 1450-1750

Component I: The European Renaissance and Reformation

- A. Origins
- B. Italian Renaissance
- C. Characteristics
- D. Social Change
- E. Political Development
- F. Chaos in the church
- G. Early Protestants
- H. Growth of Protestants
- I. Catholic Response

Component II: European Expansion

- A. Renaissance and Discovery
- B. Political development during
- C. Social Change and Culture during the age of Expansion

Component III: Expansion and Growth of Islam

- A. *Africa and Islam*
- B. *Golden Age of Islam*
- C. *Rise of the Ottomans*
- D. *Safavids*
- E. *Mughal India*

Component IV: China, Japan, and East Asia

- A. Review Ming
- B. Review Japan

Component V: Mughal India

- A. India and the rise of Islam
- B. Mughal India

Component VI: Africa Review

- A. African Kingdoms
- B. Islam in Africa

Component VII: The New World

- A. Colonial perspectives, divergent approaches of colonialism
- B. Spanish colonization
- C. English colonization
- D. French colonization

Component VIII: Political Change in Europe:

- A. The French Model
- B. Absolutist Spain
- C. Absolutism in Eastern Europe
- D. Absolutist era culture
- E. England-the triumph of Constitutional Monarchy
- F. Dutch Development during the 17th century

Component IX: A New World View

- A. Revolution in Science
- B. Revolution in Social Thought
- C. Revolution in Political Thought

Component X: Daily life in 18th Century Europe

- A. Agriculture and Society
- B. Social Institutions
- C. Health
- D. Religion and Culture

Strand Four: The Modern Era 1750-1914

Component I: The Atlantic Revolutions

- A. The American Revolution
- B. The French Revolution
- C. French Revolution
- D. French Revolution
- E. Comparison between the revolutions
- F. Napoleonic Era
- G. Industrial Revolution
- H. Revolution in Energy
- I. Continental Industrialization
- J. Capital and Labor

Component II: Reactions in Europe

- A. Congress of Vienna
- B. Rise of Socialism and Radical Ideas
- C. Romantic Movement
- D. Nation building in the West

Component III: Imperialism and the West

- A. Causes of Imperialism
- B. The World Market
- C. The Great Migration
- D. Imperialism by Region
- E. Response to Imperialism
- F. Imperialism by region

Component IV: The Middle East

- A. Decline of the Ottoman State
- B. The Eastern Question
- C. Nationalism and the Balkans

Component V: Nationalism in China and Japan

- A. Nationalist China
- B. Nationalist Japan
- C. China and the West
- D. Meiji Restoration

Component VI: Nationalism in India

- A. British conquest of India
- B. Promise and repression of India
- C. Gandhi
- D. Impact of UK occupation and the future of India
- E. Modern India

Component VII: Anxiety in the West

- A. Modern Intellectual Development
- B. Advent of Modern Communication
- C. Political Changes in Europe
- D. The Great Depression

Component VII: The Second World War

- A. Rise of Authoritarianism
- B. Stalin
- C. Mussolini
- D. Hitler
- E. German Atrocities
- F. War and Peace

Component VIII: The Cold War World

- A. Origins
- B. Western European Renaissance and Unification
- C. Soviet Eastern Europe
- D. Gorbachev
- E. Post-Soviet World: Afghanistan and Middle East
- F. Change in the West
- G. Latin America Political and Economic Change

Component IX: Modern Asia

- A. Asian Resurgence (Political and Economic)
- B. Changes in the Muslim World

Component X: Modern Africa

- A. Imperialism and Nationalism
- B. Political Independence
- C. Black Africa since 1960
- D. South Africa: Apartheid

Component XII: The Third World

- A. Defining the Third World
- B. Economic and Social Changes
- C. The Process of Industrialization
- D. Agrarian Life
- E. Growth
- F. Development of Thought

Component XV: Our Global Community

- A. World Politics in the 20th century
- B. New Violence: Terrorism
- C. A New World Order: Post Superpower World
- D. “McDonaldization” and Independence
- E. Modern Philosophy