



AP World History Syllabus
Grand Haven High School
Social Studies Department



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AP World History

Course Description- Advanced Placement World History is a year- long study of the themes and events that have shaped the world as we know it. The course highlights the nature of cultural, institutional, and technological changes and their causes and consequences, as well as comparisons among major societies. Roughly 75% of the course will focus on cultures other than the United States and Europe. In addition to expanding their understanding of world history, the course will help develop the skills necessary to think critically, research diligently, and express themselves maturely. AP World History is designed for students with a passion for history and a desire to think independently. To be successful, students should possess the discipline to put forth serious intellectual effort, the ability to read and analyze college level text, and the skills to express their thoughts maturely in both written assignments and class discussions.

- The AP World history course is designed to highlight **five overarching themes** throughout history:
 1. **Interaction** between humans and the environment
 - Demography and disease
 - Migration
 - Patterns of settlement
 - Technology
 2. Development and interaction of **cultures**
 - Religions
 - Belief systems, philosophies, and ideologies
 - Science and technology
 - The arts and architecture
 3. State-building, expansion, and conflict
 - Political** structures and forms of governance
 - Empires
 - Nations and nationalism
 - Revolts and Revolutions
 - Regional, transregional, and global structures and organizations
 4. Creation, expansion, and interaction of **economic** systems
 - Agricultural and pastoral production
 - Trade and commerce
 - Labor systems
 - Industrialization
 - Capitalism and socialism

5. Development and transformation of **social** structures
 - Gender roles and relations
 - Family and kinship
 - Racial and ethnic constructions
 - Social and economic classes

Historical Thinking Skills-

In addition to a focus on the five themes described above, the AP World History course also focuses rather heavily on a series of four skills necessary for any true historical thinking.

1. **Historical Argumentation.** You will spend considerable time developing the skill involved in creating a clear, comprehensive, and analytical thesis, and supporting that thesis with relevant evidence
2. **Chronological Reasoning.** You will develop the ability to identify, analyze, and evaluate the relationships between historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence causation, and correlation.
3. **Comparison and Contextualization.** Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographic contexts. It also involves the ability to connect these developments with broader regional or global processes.
4. **Historical Interpretation and Synthesis.** Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past – as revealed through primary and secondary sources – through analysis of evidence, reasoning, contexts, points of view, and frames of reference.

Every part of the AP World History Examination assesses historical thinking skills as well as content. For example, in the multiple-choice section, maps, graphs, artwork, and quotations are used to judge students' ability to assess primary data, while other questions focus on evaluating arguments, handling diversity of interpretation and making comparisons among societies, drawing generalizations and understanding historical context. In the essay section of the examination, the document-based question (DBQ) focuses on assessing students' ability to construct arguments; use primary documents; analyze point of view, context and bias; and understand the global context. The remaining two essay questions focus on global patterns over time and space and comparisons within and among societies.

Course Materials-

You will want a notebook just for this course, and will need a pen or pencil and highlighter every day.

College level text: Strayer, Robert W. *Ways of the World: A Global History*. Boston: Bedford/ St. Martins, 2009.

A variety of other reading and resources utilized throughout the course include:
Stearns, Peter N., et al. *World Civilizations: The Global Experience*. 4th ed. New York, NY: Pearson Longman.

Weisner, Merry E., et al., *Discovering the Global Past: A Look at the Evidence*. Boston: Houghton Mifflin.

Andrea, Alfred and Overfeld, James. *The Human Record: Sources of Global History*, 5th Edition. Boston: Houghton Mifflin.

Mitchell, Joseph and Mitchell, Helen Buss. *Taking Sides: Clashing Views on Controversial World History*, 2nd Edition. Dubuque, IA: McGraw-Hill.

Pomeranz, Kenneth. *The World that Trade Created*, M.E. Sharpe, 2000.

Diamond, Jared. *Guns, Germs, and Steel*. New York: Norton & Co. 1997.

Shaffer, Lynda. *Southernization*

Classroom Guidelines & Rules-

- Respect the ideas and feelings of others, and show respect to the instructor, yourself, and school property.
- Come to class on time and prepared with all of the required materials. Listen attentively and follow directions the first time. Begin working immediately upon entering class.
- Do not disrupt the learning process by: talking out of turn, eating, playing, fighting, putting on makeup, etc.
- Late assignments will not be accepted. Major assignments (100 points or more) will be accepted with points deducted (10% drop per day late). If for some reason you need an extension, talk to me **before** the due date.
- Refer to the student handbook for all other school rules (tardy policy, etc.)

Grading-

Papers and tests will be graded from the perspective that this is a college class. This should help prepare you for the strict standards of the AP exam in May. You will be expected to complete the assigned reading and be able to discuss your homework intelligently with little outside assistance.

Writing assignments will be numerous and will usually require a comprehensive and detailed analysis of the course material, including class discussion, lecture and reading assigned outside of class. Most essays will be either document based questions, comparison essays requiring cross-cultural analysis, or questions that require you to analyze the degree to which some aspect of a society changed over time. Assignments will be given well ahead of the due dates, and you will be expected to come to class with the assignment prepared, **even if you've recently been absent**. Falling behind can be disastrous.

Your semester grade will break down like this:

Tests	= 40%
Essays, Homework, and Quizzes	= 30%
Class Participation	=30%

Types of Assignments

Writing Assignments:

Each Monday will contain a writing workshop. We will spend that time developing your writing skills. While some of that time will focus on general writing skills, much of it will focus on the three essay styles you will see on the AP World History test.

Each unit will include writing assignments designed to develop the skills necessary for creating well-evidenced essays on historical documents including clarity and precision

Short Document Analysis: Students analyze three documents (one written, one visual, and one quantitative) from the course primary source readers. For instance, in Unit 1, students will analyze sources for point of view, intended purpose, audience, and historical context of each source. These skills of primary source analysis will be applied throughout the course.

Document Based Question (DBQ): Students analyze evidence from a variety of sources in order to develop a coherent written argument that has a thesis supported by relevant historical evidence. Students will apply a multiple historical thinking skills as they examine a particular historical problem or question.

Example: Based on the following documents, analyze the various responses to the spread of Buddhism in China?

Change and Continuity over Time (CCOT): Students identify and analyze patterns of continuity and change over time and across geographic regions. They will also connect these historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.

Example: Analyze the changes and continuities in labor systems between 1750 and 1914 in ONE of the following world regions: Latin America, Sub-Saharan Africa, Russia.

Comparative Essay: Students compare historical developments across or within societies in various chronological and/or geographical contexts. Students will also synthesize information by connecting insights from one historical context to another, including the present.

Example: Assess the similarities and differences in the cultural and economic impact of silk road trade with the cultural and economic impact of either Indian Ocean trade or Trans-Saharan trade.

Sample Questions will include, but not be limited to, the following:

- Compare the migrations and exploration of the Vikings to that of the Polynesians
- Compare the social and cultural impact of the spread of Chinese culture into two of the following: Japan, Korea, and Vietnam.

- Assess the similarity between the Mongol conquest of China with that of their conquest of either Russia or the Muslim world.
- Using the Documents, assess Han and Roman attitudes toward technology.
- Using the documents, analyze the Chinese responses to the Spread of Buddhism.
- Compare Japanese and European styles of Feudalism.
- Assess the impact of the spread of Islam into Africa up to 1750.
- Assess the changes and continuities in Indian Ocean Trade from 1750 to the present.

Historical Analysis:

Each Friday will focus on historical analysis. We will work with a variety of primary sources (documents, art, music, etc.) as well secondary sources to explore the differing viewpoints of historians. You will become an expert at identifying point of view, context, and bias in these sources.

For example, we will debate the work of historians as published in Mitchell and Mitchell's Taking Sides and other sources, and analyze documents found in Andrea and Overfeld's The Human Record and various other sources, including Lynda Shaffer's *Southernization*.

Text Timeline Review:

The Text Timeline review is an activity that will be completed by the end of each unit. The reason for this activity is to address chronological thinking. This activity requires students to use the chronological timeline of their book as a baseline for the other primary and secondary source materials they encounter in their readings, research, and other studies. The students will place items from these other sources onto the timeline associated with their textbook. Students will then be asked to write their responses in the following prompts at the bottom of their timeline:

1. What is the relationship between the causes and consequences of the events or processes identified on the completed timeline?
2. Discuss the contradictions/inconsistencies between the textbook's chronological timeline and that of other sources.

Learning Log:

Each unit, the student will write a reflective commentary discussing how the history of the (identified) region or era fits into the larger story of world history. These commentaries should be three to five paragraphs in length and will be submitted in the student notebook. This is not a place to put your notes, but rather to think about what you really learned concerning "contextualization." It also allows the student to continue to refine their abilities to develop a written argument and analyze patterns of continuity and change over time.

Topics will include, but not be limited to, the following:

- Human Migration in the prehistoric era and its connection to the larger story of world history.
- Trans –regional connections of trade, communication and exchange in the postclassical era and their connection to the larger story of world history.

- The continued exchange of flora, fauna, and pathogens throughout the Eastern Hemisphere and its connection to the larger story of world history.
- The Columbian Exchange and its connection to the larger story of world history.
- The roots and influences of the Enlightenment and its connection to the larger story of world history.
- The social movements of the 20th Century and their connection to the larger story of world history.

Oral Debate/Discussion

Students will use a variety of formats (Socratic seminar, “Around the Horn,” “Mano a Mano,” “Jerry Springer Day,” etc.) to explore key controversies in world history from ancient times to the present. The foundation for these controversies may come from, for example, *Taking Sides: Clashing views on Controversial Issues in World Civilizations*. This book examines issues that allow students to identify and evaluate diverse historical interpretations by introducing them to controversies in world civilizations.

Example: Students may debate such questions as:

- Which world region was most affected by trade from 500-1500CE?
- Was Africa more affected by Trans-Saharan trade or Indian Ocean trade?
- Should Australia be considered part of Oceania or part of “the West”?
- Which postclassical society had the most effective political system?
- Which postclassical society had the largest cultural impact on the modern world?
- Which postclassical society had the “best” social structures?

Historical Artifact

Sort of like show and tell. For each unit, students will discover a historical artifact that they believe represents the unit and topic being studied. The teacher will set parameters to ensure that students recognize that the study of history has been shaped by the findings and methods of other disciplines. (Archeology, visual arts, political science). They will then post an image of the artifact and lead a discussion that identifies the artifact (who, what, when, where, why significant) and addresses what the artifact says (indicates, suggests) about society, politics, interaction with environment, culture, or economics (SPICE) in the time or place it was made.

Tag Team Teaching

Students will be divided into five or six groups each unit. These groups correspond to the AP World History key concepts. Students will be given “workshop” days where they will be expected to consult a variety of sources, including the “big six” AP texts (Bentley, Bulliet, Spodek, Stearns, Lockard, and Armesto) along with the regular class texts. Students consider and analyze the different themes and periodizations that are contained in these sources and record their findings on Unit Focus sheets in categories mirroring the AP World History themes. Students will identify continuities from previous studies, as well as the nature and causes of change as they apply to their assigned topic. Students will also evaluate multiple causes and consequences of the main historical developments represented in the textbooks. Using an inverted pyramid approach, students will prioritize their most important information.

The goal is to synthesize information into five listings per identified heading. Students will use this information to prepare a powerpoint presentation for their classmates. Students will be required to cite the information used on their slides and they must be able to answer questions and justify their selections.

In the Postclassical World, for example, topics might include (but will not be limited to):

The Islamic World, Central Asia, East Asia, the Latin West, the Byzantine Empire, Africa, South and Southeast Asia, Mesoamerica and the Andes, social and cultural effects of the Crusades, Mongols, the Hanseatic League, Bantu peoples, Vikings, Polynesians, and Bedouins; importance of travelers such as Marco Polo and Ibn Battuta; role of new cities such as Timbuktu, Tenochtitlan, or Cordoba; influence of new ideas and technologies: Neo-Confucianism, printing, gunpowder, and medical responses to bubonic plague and other diseases.

General Syllabus-

Unit I: Foundations of World Civilizations (8000 BCE – 600 CE) (5 weeks)

Key Concepts:

1.1 Big Geography and the Peopling of the Earth

1. Paleolithic migrations lead to the spread of technology and culture

1.2 The Neolithic Revolution and Early Agricultural Societies

1. Neolithic Revolution leads to new and more complex economic and social systems.
2. Agriculture and pastoralism begin to transform human society.

1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

1. Location of early foundational civilizations
2. State development and expansion
3. Cultural development in the early civilizations

2.1 The Development and Codification of Religious and Cultural Traditions

1. Codification and further developments of existing religious traditions
2. Emergence, diffusion, and adaptation of new religious and cultural traditions
3. Belief systems affect gender roles
4. Other religious and cultural traditions continue
5. Artistic expressions show distinctive cultural developments

2.2 The Development of States and Empires

1. Imperial societies grow dramatically
2. Techniques of imperial administration
3. Social and economic dimensions of imperial societies
4. Decline, collapse, and transformation of empires (Rome, Han, Gupta)

2.3 Emergence of Trans-regional Networks of Communication and Exchange

1. The geography of trans-regional networks, communication and exchange networks
2. Technologies of long-distance communication and exchange
3. Consequences of long-distance trade

Week 1: Course Introduction

Geography and the building blocks of civilization (Guns, Germs, and Steel)

- Week 2:** Classical China and India
- Week 3:** Classical Greece and Rome
- Week 4:** The Classical Period as a whole
- Week 5:** Compare and Contrast essay, review, unit 1 test

Unit 2: The Postclassical Era 600 CE – 1450 (7 weeks)

Key Concepts:

3.1 Expansion and Intensification of communication and Exchange Networks

1. Improved transportation technologies and commercial practices and their influence on networks
2. Linguistic and environmental contexts for the movement of peoples
3. Cross-cultural exchanges fostered by networks of trade and communication
4. Continued diffusion of crops and pathogens throughout the Eastern Hemisphere

3.2 Continuity and Innovation in State Forms and their Interactions

1. Empires collapse and were reconstituted
2. Greater inter-regional contacts and conflict encourages technology and cultural transfer.

3.3 Increased Economic Productive Capacity and its Consequences

1. Increasing productive capacity in agriculture and industry
2. Changes in urban demography
3. Changes and continuities in labor systems and social structures

Week 6: The Rise and Spread of Islam

Week 7: Abbasid Decline and Africa

Week 8: Byzantium and Medieval Europe

Week 9: Pre-Columbian America, Tang & Song China

Week 10: Chinese Renaissance and the Sinification of East Asia

Week 11: Mongols, other Nomads, and the Changing World Balance

Week 12 & 13: The Document Based Essay, review, unit 2 test

Unit 3: The World Shrinks 1450 – 1750 (7weeks)

Key Concepts:

4.1 Globalizing Networks of Communication and Exchange

1. Intensification of regional trade networks (Mediterranean, trans-Saharan, overland Eurasian, and Siberian trade routes)

2. Trans-Oceanic maritime reconnaissance
3. New maritime commercial patterns
4. Technological developments enabling trans-oceanic trade
5. Environmental exchange and demographic trends: Columbian exchange
6. Spread and reform of religion
7. Global and regional networks and the development of new forms of art and expression

4.2 New Forms of Social Organization and Modes of Production

1. Labor systems and their transformations
2. Changes and continuities in social hierarchies and identities

4.3 State Consolidation and Imperial Expansion

1. Techniques of state consolidation
2. Imperial expansion
3. Competition and conflict among and within states

Week 14: The World Economy

Week 15: The Transformation of the West and the Rise of Russia

Week 16: Early Latin America, Africa, and the Atlantic Slave Trade

Week 17: The Muslim Empires

Week 18: Asian Transitions in and Age of Global Change, Change and Continuity over time
essay

Unit 4: Industrialization and Western Global Hegemony 1750 – 1914 (6 weeks)

Key Concepts:

5.1 Industrialization and Global Capitalism

1. Industrialization
2. New patterns of global trade and production
3. Transformation of capital and finance
4. Revolutions in transportation and communication: Railroads, steamships, canals, telegraph
5. Reactions to the spread of global capitalism
6. Social transformations in industrialized societies

5.2 Imperialism and Nation-State Formation

1. Imperialism and colonialism of transoceanic empires by industrializing powers
2. State formation and territorial expansion and contraction
3. Ideologies and imperialism

5.3 Nationalism, Revolution, and Reform

1. The rise and diffusion of enlightenment thought
2. 18th century peoples develop a sense of commonality

3. The spread of enlightenment ideas propels reformist and revolutionary movements
4. Enlightenment ideas spark new transnational ideologies and solidarity

5.4 Global Migration

1. Demography and urbanization
2. Migration and its motives
3. Consequences of and reactions to migration

Week 20: The Emergence of Industrial Society and the Making of the European Global Order

Week 21: The Consolidation of Latin America

Week 22: Civilizations in Crisis: The Ottoman Empire and Qing China

Week 23: Industrialization in Russia and Japan

Week 24 & 25: Essay Writing, review and unit 4 test

Unit 5: The 20th Century in World History 1914 – Present (6 weeks)

Key Questions:

6.1 Science and the Environment

1. Rapid advances in science spread assisted by new technology
2. Humans change their relationship with their environment
3. Disease, scientific innovations, and conflict led to demographic shifts

6.2 Global Conflicts and their Consequences

1. Europe's domination gives way to new forms of political organization
2. Emerging ideologies of anti-imperialism
3. Political changes accompanied by demographic and social consequences
4. Military conflicts escalate
5. Individuals and groups oppose, as well as intensify, the conflict

6.3 New Conceptualizations of Global Economy, Society, and Culture

1. States, communities, and individuals become increasingly interdependent
2. People conceptualize society and culture in new ways
3. Popular and consumer culture become global

Week 26: WWI and the Collapse of the European Global Order

Week 27: The 20s, 30s, and WWII

Week 28: The Cold War

Week 29: Latin American, African, and East Asian Nationalism

Week 30: Globalization and Resistance

Week 31 Review and unit 5 test

Week 32: AP Test & Review

Week 33-35: Final Projects and Current Events