

# Advanced Placement World History

## I. Overview of the Course

Advanced Placement (AP) World History is designed to offer you the equivalent of an introductory college level course in world history. You will learn the analytic skills and factual knowledge necessary to understand how global processes and contacts developed in interaction with different types of human societies. In addition, you will use the steps a historian would to analyze historical events and evidence.

## II. Course Objectives (Curriculum Requirements)

**Themes:** AP World History highlights six overarching themes that will receive equal attention throughout the course:

1. impact of **interaction** among major societies (trade, systems of international exchange, war, and diplomacy)
2. the relationship of **change and continuity** across the world history periods covered in the course
3. impact of technology and demography on people and the **environment** (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry)
4. systems of **social structure** and gender structure (comparing major features within and among societies and assessing change)
5. **cultural and intellectual development** and interaction among and within societies
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).

**Habits of Mind:** The AP World History course addresses specific academic skills, as well as content knowledge. These skills, called habits of mind, are:

1. constructing and evaluating arguments: using evidence to make plausible arguments
2. using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information
3. developing the ability to assess issues of change and continuity over time
4. enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference
5. seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move through levels of generalizations from the global to the particular
6. developing the ability to compare within and among societies, including comparing societies' reactions to global processes
7. developing the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context; not suspending judgment but developing understanding.

**Standards of Learning:** In addition, this course will cover for the Virginia Standards of Learning for World History and Geography to 1500 A.D. and World History and Geography 1500 A.D. to the Present.

### III. Required Textbooks

Bulliet, Richard, et al. *The Earth and It's People: A Global History*. 5<sup>th</sup> ed. 2011

Riley, Gerome, Lembright, Myers and Yoon. *Global Experience: Reading in World History to 1550*, Vol 1

Stearns, et al. *Documents in World History*. Vol. 2 5<sup>th</sup> ed.

A variety of other readings and primary and secondary sources will be used during the course. The teacher will provide these materials or students will have access to them via the media center or Internet.

### IV. Grading

Your academic progress will be evaluated through a variety of assessments with an emphasis on critical thinking and in-depth reading and writing.

Marking Period Grades will be calculated as follows:

Total points: each assignment/assessment will be assigned a specific number of points and the final quarter grade will be calculated by dividing the number of points earned by the number of points assigned.

Semester Grade will be calculated as follows:

40% = First Quarter (9 Weeks)

40% = Second Quarter (9 Weeks)

20% = Exam.

The *Advanced Placement Exam* is administered in May to all students enrolled in AP World History. The test consists of 70 multiple-choice questions and 3 essays. If you perform well, you may earn college credits and be exempt from taking a World History course in college.

*The VA Standards of Learning (SOL) End-of-Course Tests for World History and Geography to 1500 A.D. and World History and Geography 1500 A.D. to the Present* are also administered in January and May respectively. They consist of 70 Multiple-choice questions. Students who pass the tests will receive verified credits towards high school graduation.

### V. Expectations

Pages of Reading PER CLASS	Hours of study PER CLASS	Tests, essays, papers, PER QUARTER	Major Projects
30 or more	2 – 3	<ul style="list-style-type: none"><li>• 2 – 3 Unit Tests</li><li>• 5 – 8 writings/essays</li><li>• Daily reading/Chapter quizzes</li><li>• Quarterly Assessment</li></ul>	<ul style="list-style-type: none"><li>• 4 major projects</li></ul>

## VI. Course Outline

AP World History is a full academic year course (two semesters) and is organized into four quarters that are each nine weeks long.

Please note the following abbreviation in the course outline: SOL refers to the VA Standards of Learning, which are notated by WH.

Quarter 1		
VA Standards (SOL) & AP Themes	Topics and/or Strands	Time Estimate
SOL WHI 1a – 2d  AP Themes 1 – 5	<p><b><u>Unit 1: Foundations (8000 B.C.E. – 2,500 B.C.E.)</u></b></p> <p><u>Topics</u></p> <p>A. Characteristics of early societies, development of civilization B. The world’s religions, social structure, and gender issues</p> <p><u>Assignments and Assessments</u></p> <p>A. Readings</p> <ol style="list-style-type: none"> <li>1. Textbook: Bulliet, et. al, Chapter 1</li> <li>2. <i>The Worst Mistake in the History of the Human Race</i>, Jared Diamond, Discover Magazine, May 1987</li> <li>3. <i>The Idea of Civilization</i>, Mark Kishlansky et al; <u>Societies and Cultures in World History</u>. Harper Collins. 1995</li> <li>4. <i>The Idea of Civilization in World Historical Perspective</i>, Stearns et al: <u>World Civilizations: The Global Experience</u>, 2<sup>nd</sup> Edition. Harper Collins, 1996</li> <li>5. <i>The Birth of Civilizations</i>, Philip Lee Ralph et al; <u>World Civilizations</u>. 8<sup>th</sup> Edition. W.W. Norton, 1991</li> </ol> <p>B. Assignments</p> <ul style="list-style-type: none"> <li>• Document Based Question (DBQ): Travel and the “Other”, CSULB WHAP, 2001</li> </ul> <p>C. Assessments</p> <ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	1 weeks  3 extended block sessions
SOL WHI 3 a-e 4 a-f 5a – g 6a – k  AP Themes 1 – 5	<p><b><u>Unit 1 continued: Kingdoms and Empires (2,500 B.C.E. – 600 C.E.)</u></b></p> <p><u>Topics</u></p> <p>A. River Valleys, Greece, Rome, Han China, Africa, The Americas, and India B. Contact and change over time C. Trade and international connections D. Cultural diffusion and migration of peoples E. Collapse of classical empires F. Interregional networks and contacts – Indian Ocean trade, Trans-Saharan trade, Silk Road</p> <p><u>Assignments and Assessments</u></p> <p>A. Readings</p>	4 weeks  9 extended block sessions

	<ol style="list-style-type: none"> <li>1. Textbook: Bulliet, Chapters 2 – 7</li> <li>2. <i>Southernization</i>, Lynda Shaffer <i>Journal of World History</i>, 5, 1994</li> <li>3. From <i>Documents in World History</i>, Volume I Stearns et. al; <ul style="list-style-type: none"> <li>▪ Document #5 Key Chinese Values: Confucianism</li> <li>▪ Document #6 Legalism: An Alternative System</li> </ul> </li> </ol> <p>B. Assignment</p> <ul style="list-style-type: none"> <li>• Comparative Essay: Compare and contrast the political, social, and economic characteristics of Rome and Han China.</li> </ul> <p>C. Assessments</p> <ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	
<p>SOL WHI 7 a-e 8 a-d 9 a-d 10 b-c 11 a-b</p> <p>AP Themes 1 - 6</p>	<p><b><u>Unit 2: Growth and Interaction of Cultural Communities (600 C.E. – 1450 C.E.)</u></b></p> <p><u>Topics</u></p> <p>A. Characteristics of the time frame, trade, technology, cultural exchange, demographic and environmental change, intellectual development</p> <p>B. Gender systems and changes</p> <p>C. Development of nation states</p> <p>D. Islamic World and Empires</p> <p>E. China – Tang and Song dynasties, early Ming initiatives, influence on surrounding areas</p> <p>F. Maya, Aztec, Inca</p> <p>G. Relationship between China, Central Asia, Korea, Japan, and Vietnam</p> <p>H. Byzantine and Medieval Europe</p> <p><u>Assignments and Assessments</u></p> <p>A. Readings</p> <ol style="list-style-type: none"> <li>1. Bulliet, <i>The Earth and its Peoples</i>, Chapters 8-11</li> <li>2. Conrad Demarest <i>Model of Empires</i></li> </ol> <p>B. Assignment</p> <ul style="list-style-type: none"> <li>• DBQ: Evaluate the degree that scientific discovery and technological invention developed in Muslim, Christian, and Chinese societies during the post – Classical Age (600 CE – 1450 CE). A-9 in Bulliet.</li> <li>• Continuity and Change Over Time Essay: Evaluate the social changes and continuities over time within the Islamic World between the years 661CE to 1258 CE.</li> </ul> <p>C. Assessments</p> <ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	<p>3 weeks</p> <p>7 extended block sessions</p>
<p>Review and <b>Quarterly Assessment</b></p>		<p>1 week, 2 extended block sessions</p>
<p><b>Quarter 2</b></p>		
<p><b>VA Standards (SOL) &amp; AP Themes</b></p>	<p><b>Topics and/or Strands</b></p>	<p><b>Time Estimate</b></p>
<p>SOL WHI 10 a, 10 d 12a – d 13a – d</p>	<p><b><u>Unit 2 continues: Interregional Patterns of Culture and Contact (600 C.E. – 1450 C.E.)</u></b></p> <p><u>Topics</u></p>	<p>4 weeks</p> <p>10 extended block sessions</p>

<p>AP Themes 1 – 6</p>	<p>A. The Mongol empires effect on China, Russia, Middle East and Central Asia  B. Nomadic migrations, plague pandemics, growth and role of cities  C. Interregional trade patterns Silk Road, Trans-Saharan, and Indian Ocean  D. The transformations of Western Europe and Late Middle Ages</p> <p><u>Assignments and Assessments</u></p> <p>A. Readings  1. Textbook: Bulliet, Chapters 12-14  2. Ibn Battuta – selections from his diaries  3. <i>Dietary Decadence and Dynastic Decline in the Mongol Empire</i>, John Masson Smith, Jr. University of California, Berkley  4. <i>All the Khan's Horses</i>, Morris Rossabi, Natural History Magazine</p> <p>B. Assignments  1. DBQ: Evaluate the factors that influenced cultural and technological diffusion in Eurasia and Africa up to the year 1500CE. Page A-24 in Bulliet.  2. Comparative Essay: Two Feudalisms Compared – Japan &amp; Western Europe – Paul William Philip, 2001  3. Continuity and Change Over Time Essay: Evaluate the cultural changes and continuities over time in European society from 600CE to 1450CE.</p> <p>C. Assessments  • Unit Test</p>	
<p>SOL WHII 1a – e 2a – e 3 a-c 4a-f 5d-e 6a-d, 6f</p> <p>AP Themes 1 - 6</p>	<p><b><u>Unit 3: Global Interaction (1450 C.E. – 1750 C. E.)</u></b></p> <p><u>Topics</u></p> <p>A. Characteristics of the time period – Global interaction and trade  B. Motives for European exploration  C. The Patterns of European Dominance in West Africa, East Africa, Indian Ocean states, and the Americas  D. The Impact of the Protestant Reformation, Scientific Revolution and the Enlightenment on the European views of the world  E. Demographic and Environmental changes- diseases, animals, new crops, and population movements  F. Coercive labor systems  G. Gender differences between Europe, the Americas, and Africa  H. The role of Capitalism and mercantilism in the commercial revolution</p> <p><u>Assignments and Assessments</u></p> <p>A. Readings  1. Textbook: Bulliet, Chapters 15-18  2. Elizabeth and Akbar: The Religion of the Ruler?  3. Joan Kelly, <i>Did Women Have a Renaissance?</i>, Women, History and Theory. Chicago; University of Chicago Press, 1984  4. Gale Stokes, "Why the West? <i>The Unsettled Question of Europe's Ascendancy</i>," <i>Lingua Franca</i> (November 2001), 30-38. For the scholarly version, see Gale Stokes, "The Fates of Human Societies: A Review of <i>Recent Macrohstories</i>," <i>The American Historical Review</i>, 106:2 (April 2001), 508-525.  5. Stearns et. al, Documents in World History, Volume I  • Reading #7: Matteo Ricci on Ming China  • Reading #17: Europe's First Impact on Africa: Outposts and Slave Trade</p> <p>B. Assignments  1. COT Essay – Describe and analyze the cultural, economic and political impact of Islam on one of the following regions between 1000 and 1750: West Africa, South Asia, Europe</p>	<p>4 weeks</p> <p>10 extended block sessions</p>

	<p>2. Document Based Question: <i>Did Women Have a Renaissance</i>, Susan Pojer and Sue Robertson in <i>Teaching World History, A Resource Book</i>, Heidi Roupp editor</p> <p>C. Assessments</p> <ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	
	Review and WHI <b>SOL Test</b>	1 week, 3 extended block sessions
	Review and <b>Semester Exam</b>	1 day, 1 extended block session
<b>Quarter 3</b>		
VA Standards (SOL) & AP Themes	Topics and/or Strands	Time Estimate
<p>SOL WHII 5 a-c</p> <p>AP Themes 1 - 6</p>	<p><b><u>Unit 3 continued: Major Civilizations in Asia and Islamic Empires (1450 C.E. – 1750C.E.)</u></b></p> <p><u>Topics</u></p> <p>A. Three gun powder empires/Ottoman, Safavid, and Mughal Empires  B. Muslim influences in Southeast Asia and Coastal Africa  C. Muslim interactions with European traders  D. Changes and continuities in Confucianism  E. The Tokugawa political, economic, and political systems  F. The collapse of the Ming and rise of the Qing  G. Development and expansion of the Russian Empire</p> <p><u>Assignments and Assessments</u></p> <p>A. Readings</p> <ol style="list-style-type: none"> <li>Textbook: Bulliet, Chapters 19-20</li> <li>Stearns, et al. Documents in World History, Vol. 1 Reading #89, History of Mehmed the Conqueror</li> </ol> <p>B. Assignments</p> <ol style="list-style-type: none"> <li><u>Document Based Assessment Activities for Global History Classes</u>, Theresa C. Noonan. J. Westen Walch <ol style="list-style-type: none"> <li>Africa before European Arrival</li> <li>Civilizations of the Americas</li> </ol> </li> <li>Comparative Essay – Compare Russia’s interaction with the West with the interaction of one of the following with the West: Ottoman Empire, China, Tokugawa Japan, Mughal India</li> <li>DBQ: Assess the validity of this statement: “The period from 1350 CE to 1750 CE was marked by increasing openness to foreign ideas, culture, and peoples.” Page A-29 in Bulliet</li> </ol> <p>C. Assessments</p> <ol style="list-style-type: none"> <li>Unit Test</li> </ol>	<p>2 weeks</p> <p>5 extended block sessions</p>
SOL WHII	<b><u>Unit 4: Revolutions (1750 C.E. – 1914 C.E.)</u></b>	3 weeks

<p>6e 7 a-d 8 a-b 9 a-b</p> <p>AP Themes 1 - 6</p>	<p><u>Topics</u></p> <p>A. Political Revolutions and independence movements – Latin America, North America, France, Haiti, Mexico B. Industrial Revolution C. Changes in social, economic, and belief systems D. Demographic and environmental changes</p> <p><u>Assignments and Assessments</u></p> <p>A. Readings 1. Textbook: Bulliet, Chapters 21-23 2. Kishlansky, <u>Sources of World History</u>, Volume II, 2<sup>nd</sup> Edition. Wadsworth Publishing  <ul style="list-style-type: none"> <li>▪ <i>The White Man's Burden</i>, Rudyard Kipling</li> <li>▪ <i>Shooting an Elephant</i>, George Orwell</li> </ul> </p> <p>B. Assignments 1. <u>Document Based Assessment Activities for Global History Classes</u>, Theresa C. Noonan. J. Westen Walch  <ul style="list-style-type: none"> <li>▪ The Industrial Revolution: Effects</li> <li>▪ The Industrial Revolution: Beginnings</li> <li>▪ The Industrial Revolution: Responses</li> <li>▪ New Imperialism: Causes</li> </ul> </p> <p>2. DBQ: How did the political and economic changes from 1750 CE to 1914CE influence the social order in Europe and the Americas? A-34 in Bulliet. 3. Comparative Essay: Compare the outcomes of the American, French, and Haitian Revolutions. 4. Role playing activity with Congress of Vienna</p> <p>C. Assessments  <ul style="list-style-type: none"> <li>• Unit Test</li> </ul> </p>	<p>7 extended block sessions</p>
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<p>SOL WHII 8b-d 9 b-e  AP Themes 1 - 6</p>	<p><b><u>Unit 4 continued: Age of Imperialism (1750C.E. – 1914 C.E.)</u></b></p> <p><u>Topics</u></p> <p>A. Rise of nationalism, nation-states, and political movements  B. Rise of democracy – limitations  C. Imperialism and colonialism, reaction to foreign domination  D. Japan and the Meiji Restoration  E. Methods of New Imperialism in Africa, Asia, and the Pacific  F. British influences in Africa and India  G. Responses to Industrialization: Trade Unions and Socialism</p> <p><u>Assignments and Assessments</u></p> <p>A. Readings  <ul style="list-style-type: none"> <li>• Textbook: Bulliet, Chapter 24-27</li> <li>• Stearns et. al, Documents in World History, Volume II <ul style="list-style-type: none"> <li>• Reading #34: Karl Marx and Friedrich Engels, The Communist Manifesto</li> <li>• Reading #47: Rudyard Kipling, The White Man’s Burden</li> </ul> </li> </ul> </p> <p>B. Assignments  1. DBQ: Analyze the factors that encouraged and/or limited the rule of large empires in Africa and Eurasia from 1800CE to 1914CE. A-39 in Bulliet  2. Comparative Essay: Compare and Contrast the political differences among the Ottoman, Qing, and Russian empires.  3. Continuity and Change over Time Essay: Describe the continuities and changes in Western Imperialism between 1750 CE to 1914 CE.</p> <p>C. Assessments  <ul style="list-style-type: none"> <li>• Unit Test</li> </ul> </p>	<p>3 weeks  7 block extended sessions</p>
<p>Review and <b>Quarterly Assessment</b></p>		<p>1 week, 2 extended block sessions</p>
<p><b>Quarter 4</b></p>		
<p><b>VA Standards (SOL) &amp; AP Themes</b></p>	<p><b>Topics and/or Strands</b></p>	<p><b>Time Estimate</b></p>
<p>SOL WHII 10 a-c 11 a-c 12 a-b  AP Themes 1 - 6</p>	<p><b><u>Unit 5: Global Conflict (1914 C.E. – 1945 C.E.)</u></b></p> <p><u>Topics</u></p> <p>A. Causes and Effects of The Great War and World War II  B. Russian Revolution  C. Rise of Totalitarianism  D. Global Depression  E. Indian Independence Movement  F. Development of the Mandate System and the effect on the Middle East</p> <p><u>Assignments and Assessments</u></p> <p>A. Readings  1. Textbook: Bulliet, Chapter 28 – 30  2. Stearns et. al, Documents in World History, Volume II <ul style="list-style-type: none"> <li>• Reading #69: Eyewitness of Armenia Genocide</li> </ul> </p>	<p>2 weeks  5 extended block sessions  Note: Time adjusted as necessary based on scheduled date for AP &amp; SOL tests</p>



	<ul style="list-style-type: none"> <li>• Reading #64: Adolf Hitler, Mein Kampf</li> <li>• Reading #65: John Rabe, The Diaries of the Nanking Massacare</li> </ul> <p>B. Assignments</p> <ol style="list-style-type: none"> <li>1. <u>Document Based Assessment Activities for Global History Classes</u>, Theresa C. Noonan. J. Westen Walch <ul style="list-style-type: none"> <li>▪ Causes of World War I</li> <li>▪ World War II, The Road to War</li> </ul> </li> <li>2. Comparative Essay: Compare the immediate post war outcomes of World War I and World War II.</li> </ol> <p>C. Assessments</p> <ul style="list-style-type: none"> <li>• Unit 9 Test</li> </ul>	
<p>SOL WHII 12 c 13 a-d 14 a-c 15 a-b 16 a-d</p> <p>AP Themes 1 - 6</p>	<p><b><u>Unit 5 continued: The Post War World (1945 – to the Present)</u></b></p> <p><u>Topics</u></p> <p>A. International issues- power of diplomacy, nuclear weapons, United Nations, racism and terrorism</p> <p>B. New patterns of nationalism – decolonization and breakup of the Soviet Union</p> <p>C. Social Reform and revolution – changing gender roles, feminism, family structure</p> <p>D. Demographics and environmental change – migration, birth and death rates, urbanization, global warming and deforestation</p> <p>E. Globalization</p> <p><u>Assignments and Assessments</u></p> <p>D. Readings</p> <ol style="list-style-type: none"> <li>1. Textbook: Bulliet, Chapter 31 – 33</li> <li>2. Kishlansky, <u>Sources of World History</u>, Volume II, 2<sup>nd</sup> Edition. Wadsworth Publishing, 1999 <ul style="list-style-type: none"> <li>▪ <i>Reading 15 – One Day in the Life of Ivan Denisovich</i>, Alexander Solzhenitsyn</li> </ul> </li> <li>3. Stearns, Documents in World History, Vol. II <ul style="list-style-type: none"> <li>• Reading # 82, Fidel Castro, The Second Declaration of Havana</li> <li>• Reading # 91, M. Gorbachev, Perestroika</li> </ul> </li> </ol> <p>E. Assignments</p> <ol style="list-style-type: none"> <li>1. <u>Document Based Assessment Activities for Global History Classes</u>, Theresa C. Noonan. J. Westen Walch <ul style="list-style-type: none"> <li>▪ Decolonization and Revolution: 1945 – 1975</li> </ul> </li> <li>2. DBQ: Analyze the social, economic, and political challenges that women faced in the 20<sup>th</sup> century. A-44 in Bulliet</li> <li>3. Continuity and Change over Time Essay: Evaluate the social and economic factors in the Soviet Union between the years 1922CE to 1991CE.</li> <li>4. Role play a mock committee session in the United Nations dealing with the ethnic conflict in Bosnia</li> </ol> <p>F. Assessments</p> <ul style="list-style-type: none"> <li>• Unit Test</li> </ul>	<p>2 weeks</p> <p>5 extended block sessions</p> <p>Note: Time adjusted as necessary based on scheduled date for AP &amp; SOL tests</p>
<p>Review and <b><u>AP Test &amp; SOL Test</u></b></p>		<p>1 to 2 weeks, 2 to 5 extended block sessions (based on AP &amp; SOL test dates)</p>
<p>SOL WHII 1 – 15</p>	<p><b><u>Unit6: Historical Inquiry</u></b></p>	<p>2 to 3 weeks, 5 to 7</p>

	<ul style="list-style-type: none"><li>• Current Events</li><li>• Performance Tasks</li></ul>	extended block sessions (based on AP & SOL test date)
<b>Semester Exam</b>		1 day, 1 extended block session