

AP World History Syllabus

Course Overview

Advanced Placement World History at Eastern Lebanon County High School is a college level semester long course offered to 11th and 12th grade students. The goal of AP World history is to help students develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. The breadth of teaching world history poses challenges and requires students to conceptually address the scope and sequence of human history. Therefore, the course is outlined in six historical periods (historical periodization), from approximately 8000 B.C.E. to the present, and focuses on five major themes (course themes). Students rely on acquiring selective factual knowledge and use four important historical thinking skills during the course of study.

Historical Periodization

Identifying six major historical periods of world history provides a temporal framework for the course. The instructional importance and assessment weighting for each period varies and is delineated below:

Period 1 - Technological and Environmental Transformations	to c. 600 B.C.E.	5%
Period 2 - Organization and Reorganization of Human Societies	c. 600 B.C.E. to c. 600 C.E.	15%
Period 3 - Regional and Transregional Interactions	c. 600 C.E. to c. 1450	20%
Period 4 - Global Interactions	c. 1450 to c. 175	20%
Period 5 - Industrialization and Global Integration	c. 1750 to c. 1900	20%
Period 6 - Accelerating Global Change and Realignments	c. 1900 to the Present	20%

Course Themes

These historical periods are studied by investigating five themes. The themes are important to use as unifying threads throughout the course by helping students relate what is particular about a period or society to a “big picture” of history. The themes act as vehicles of interpretation and inquiry especially to organize comparisons and analyze change and continuity over time. Students will address interaction between humans and the environment, consider the development and interaction of cultures and state-building, expansion and conflict, as well as the creation, expansion and interaction of economic systems and the development and transformation of social structures as the crux of these five themes.

Theme 1 - Interaction between humans and the environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

Theme 2 - Development and interaction of cultures

Religions
Belief systems, philosophies, and ideologies
Science and technology
The arts and architecture

Theme 3 - State-building, expansion and conflict

Political structures and forms of governance
Empires
Nations and nationalism
Revolts and revolutions
Regional, trans-regional, and global structures and organizations

Theme 4 - Creation, expansion, and interaction of economic systems

Agricultural and pastoral production
Trade and commerce
Labor systems
Industrialization
Capitalism and socialism

Theme 5 -Development and transformation of social structures

Gender roles and relations
Family and kinship
Racial and ethnic constructions
Social and economic classes

In order to manage and effectively utilize these themes, a “SPICE” acronym will be used and is based on the following chart:

SOCIAL STRUCTURES

POLITICS

INTERACTIONS

CULTURES

ECONOMICS

Historical Thinking Skills

The set of four historical thinking skills act as tools for students to critically think about history while creating meaningful analysis and evaluation. They are as follows:

1. Crafting Historical Arguments from Historical Evidence
2. Chronological reasoning by examining historical causation, patterns of continuity and change over time
3. Periodization
4. Comparison and Contextualization
5. Historical interpretation and synthesis

College Level Text

Strayer, Robert W., *Ways of the World: A Brief Global History with Sources*. Boston: Bedford/St. Martin's, 2011.

Resources

A variety of other reading and resources utilized during the course will include primary and secondary sources from the following list. Most primary sources will be included with individual units. Sources may be added or deleted as deemed appropriate by the teacher.

Adas, Michael, Marc J. Gilbert, Peter Stearns, and Stuart B. Schwartz.
World Civilizations: The Global Experience: Advanced Placement Edition. 6th ed. New York, New York: Prentice

Berstein, William J., *A Splendid Exchange: How Trade Shaped the World*, Atlantic Monthly Press, 2008.

Bentley, Henry and Herbert Ziegler. *Traditions and Encounters: A Global Perspective on the Past*, 4th ed. New York: McGraw-Hill. 2008.

Bulliet, Richard, Daniel R. Headrick, David Northrup, Lyman L. Johnson, and Pamela Kyle Crossley. *The Earth and Its Peoples: A Global History*. Boston: Houghton Mifflin.

Christian, David, *This Fleeting World: A Short History of Humanity*, Berkshire Publishing, 2008.

Christian, David. *Tables and Graphs in Maps of Time: An Introduction to Big History*.

Diamond, Jarred, *Guns, Germs, and Steel: The Fates of Human Society*, W.W. Norton & Co., 1999.

The Fates of Human Society, W.W. Norton & Co., 1999. McNeill, J.R.

Kurlansky, Mark, *Salt: A World History*, Penguin Books, 2002.

Reilly, Kevin. *Worlds of History: A Comparative Reader. 2nd Ed. Vol 1 & 2*.
Bedford/St. Martin 2003.

Richard, Daniel R. Headrick, David Northrup, Lyman L. Johnson, and Pamela Kyle Crossley.
The Earth and Its Peoples: A Global History. Boston: Houghton Mifflin.

Sherman, Dennis. *World Civilizations: sources, images, and interpretations Vol 1*.
4th ed. Boston, Mass.: McGraw-Hill, 2006. Print.

Sherman, Dennis. *World Civilizations: sources, images, and interpretations. Vol 2*.
4th ed. Boston, Mass.: McGraw-Hill, 2006. Print.

Spodek, Howard. *World's History*. Upper Saddle River, NJ: Prentice Hall.

Standage, Tom, *A History of the World in Six Glasses*, Walker Publishing Co., 2005.

Documents in World History: Volume 1. 6th ed. by Stearns, et al. (Prentice Hall, 2008)

Documents in World History: Volume 2. 3rd ed. by Stearns, et al. (Prentice Hall, 2008)

The World that Trade Created. 2005.

Readings in World History by Reilly (St. Martin's Press, 1988)

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

Internet History Sourcebooks Project by Halsall at <http://www.fordham.edu/halsall/>

Resources for the Study of World Civilizations at <http://www.wsu.edu:8080/~wldciv/>

For each Historical Periodization students will be expected to complete the following:

- **Notes of the text preferably using the Cornell note taking system.**
- **History Journal to accompany notes that include TQ's (Text Questions)
Source Document Questions
Big Picture Questions**
- **Historical Thinking Assessment - Primary Source**
- **Historical Thinking Assessment - Secondary Source**
- **Class Activity - Critical Discussion**
- **ESSAY – Continuity and Change Over Time, DBQ or Comparative Essay**
- **Multiple Choice Chapter Tests**

Course Schedule

Unit 1 Prehistory to 600 BCE: Technological and Environmental Transformations Chapters 1 - 3

Topics for Overview include:

- Development, Migration and Adaptation of Prehistoric Societies
- Development of Agricultural and Pastoral Societies
- Early Civilizations: The Emergence of States and Culture

1.1 Big Geography and the Peopling of the Earth

- Paleolithic era: transformation hunter-foraging to societies

- Migration from Africa to Eurasia, South-Pacific, Americas
- Use of fire: hunting/foraging, protection from predators, adaptation to environment
- Developed wide range of tools to fit environment
- Economic structure: hunters-foragers, trading of goods and ideas

1.2 Neolithic Revolution and Early Agricultural Societies

- Development of more complex economic and social systems
 - Emergence of permanent agricultural villages: Mesopotamia, Mediterranean, Sub-Saharan Africa, Indus River Valley, Huang He Valley, Papua New Guinea, Mesoamerica, Andes
 - Development of Pastoralism in Afro-Eurasia
 - Crop and animal domestication
 - Development of agricultural communities: control land, water, crop production
 - Environmental impact of agricultural practices: erosion, mass grazing, environmental diversity
- Agriculture and Pastoralism transform human society
 - Led to more abundant food supply-increase in population
 - Surplus of food-division/specialization of labor-creation of new classes: artisans, workers, warriors, elite
 - Technological innovations led to improved agricultural production, trade, and transportation: pottery, plow, woven textiles, metallurgy, wheel, wheeled vehicles
 - Elite social groups accumulate wealth-creation of hierarchical social structures: patriarchal/social organization

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

- Fundamental civilizations developed in a range of geographical environments where agriculture sustained peoples
 - Mesopotamia, Egypt, Indus River Valley (Mohenjo-Daro and Harappa), Huang He Valley (Shang), Mesoamerica (Olmec), Andean South America (Chavín)
- Emergence of states out of first civilizations

The following primary and secondary sources will be used to enhance the subject matter and complete the unit assignments:

- Marjorie Shostak, *Nisa: The Life and Words of an Ancient !Kung Woman* (Cambridge, Mass.: Harvard University Press, 1981), 41; 69; 87-89; 153-155; 166; 210-211; 226-227; 271; 299; 301-302; 316-317.
- Louis A. Allen. *Time Before Morning* (New York: Thomas Y. Crowell, 1975), 145-148
- Visual Sources of aboriginal rock paintings
- Alfred John Church and William Jackson Brodrigg, *The Agricola and Germania of Tacitus* (London: Macmillan, 1877), pp. 87ff
- Jomo Kenyatta, *Facing Mount Kenya* (London: Martin Secker and Warburg, 1938), 53-55; 174; 115-116; 198-205.
- Bartolomé de Las Casas, Apologetic History of the Indies, 1566," in *Taino: Pre-Columbian Art and Culture from the Caribbean*, edited by Fatima Bercht et al. translated by Susan C. Griswold (New York: Mancellia Press, 1997), 175-179.

- Considering Evidence: Art and Life in the Early Agrarian Era
- *The Epic of Gilgamesh*, translated by N.K. Sanders (London: Penguin, 1972), 61-62, 70; 92-93; 101-102; 106-111.
- Mariam Lichtheim, *Ancient Egyptian Literature*, (Berkeley: University of California Press, 1975). 1:41-42.
- E.A. Wallace Budge, *Osiris, the Egyptian Religion of Resurrection* (London: P.L. Warner; New York: G.P. Putnam's Sons, 1911) 1:337-39.
- Miriam Lichtheim, *Ancient Egyptian Literature*, (Berkeley: University of California Press, 1975).2:168-72.
- Considering the Evidence: Indus River Civilization

History Journal - Text Questions – TQ's

1. Document 1.1: A Paleolithic Woman in the Twentieth Century

What does the story indicate about San attitudes towards sex and marriage? How does Nisa understand “God” or the divine?

2. Document 2:1 Germanic Peoples of Central America

What can we learn from Tacitus’s account about the economy, politics society and culture of Germanic peoples of the first century C.E.?

3. Visual Source 2.1 Caralhuayuk: An Early Map and Landscape Painting

What is the purpose of the image?

4. Document 3:2 Hammurabi’s Law Code

Based on your reading of Hammurabi’s Law Code, what can the status of women and slaves tell us about the nature of Mesopotamian civilization?

Big Picture Questions:

1. What is the significance of the Paleolithic Era in World History?
2. The Agricultural Revolution provides evidence for progress in human affairs. How would you evaluate this statement?
3. What distinguished civilizations from other forms of human community?

Historical Thinking Assessment

Essay - Analyze Jared Diamond’s argument in *Guns, Germs and Steel* and compare the development of agricultural societies in Eurasia, the Americas, and Oceania.

Class Activity – The Caveman Cartoon

Critical Discussion Questions:

1. What contemporary images have you seen of grunting cavemen waving clubs, dragging women around, etc.?
2. What were the contexts of those images? What point was the creator or creators of those images trying to make?
3. Is there any evidence that Paleolithic humans actually behaved that way? What evidence is there that they didn’t?

Prezi Presentation

Caveman Stereotypes/Paleolithic Society vs. Modern Stereotypes/Contemporary Society

Historical Thinking Assessment

Essay - Analyze each of the following: geography, state-building, weaponry, transportation, architecture and urban planning, arts and artisanship, cuneiform, laws, religious beliefs, local and regional trade networks, gender and social hierarchy, and literature. Includes analysis of *Hammurabi's Code* and the *Epic of Gilgamesh* as primary sources

Map Exercise

“Environment and the first agriculturalists.” Using a map, identify the main regions that independently developed agriculture. Then encourage a discussion of the physical characteristics that made these regions likely candidates for an agricultural revolution.

Comparison Essay

Use a map of the major classical states and empires, leading to a comparison other Achaemenid Empire, Qin and Han Empires, Maurya and Gupta Empires, Greek city-states, Roman Empire, Teotihuacan and Mayan city states, and Moche in terms of political structures, military techniques, economic networks, social and gender structures, agricultural infrastructures.

Unit 2 600 BCE-600 CE: Organization and Reorganization of Human Societies

Chapters 4 -7

Topics for Overview include:

- Major Belief Systems: Religion and Philosophy
- Growth of Political, Cultural, and Administrative Development
- Early Trading Networks

2.1 Development and Codification of Religious and Cultural Traditions

- Religious traditions promoted ethical code/bond from which people lived and acted accordingly
 - Judaism-Hebrew scriptures, reflected Mesopotamian culture; conquered Jewish states led to the defragmented Jewish communities throughout the Mediterranean/Middle East
 - Vedic-Sanskrit scripture (later Hinduism), led to development of caste system, reincarnation
- New belief systems/culture traditions spread (spread of universal truths)
 - Buddhism-search for enlightenment, reaction to Vedic beliefs; supported by Mauryan Emperor Ashoka; spread through teachings and missionaries (Asia)
 - Confucianism-promote social harmony through rituals, social relationships (China)
 - Daoism-balance between humans and nature, influenced Chinese culture/altered political system indirectly
 - Daoism poetry, architecture
 - Christianity-teachings/divinity of Jesus of Nazareth, from Judaism; spread through missionaries/merchants (Afro-Eurasia); support/recognition by Emperor Constantine
 - Greco-Roman philosophy/science-logic, empirical observation, political

power/hierarchy

- New belief systems (mentioned above) redefined gender social roles: Buddhism/Christianity-monastic life; Confucianism-filial piety
- Religious/cultural traditions grew within written belief systems/civilizations
 - Shamanism/animism grew in/outside of core civilizations-reliance on natural world
 - Ancestor veneration-many regions
 - Veneration in Africa, Mediterranean, East Asia
- Arts-literature, drama, architecture, sculpture demonstrate cultural development
 - Distinctive literature and drama influenced other regions/later civilizations/periods
 - Greek plays/Indian epics
 - Distinctive architecture developed in many regions-impact on later periods
 - India, Greece, Roman, Mesoamerica
 - Greco-Roman culture/Buddhist beliefs shaped development of sculpture

2.2 Development of States and Empires

- City-States and empires grew in number-imposed political unity in areas of conflict/competition
 - SW Asia-Persian Empires (Achaemenid, Parthian)
 - East Asia-Qin and Han Empire
 - South Asia-Maurya and Gupta Empires
 - Mediterranean-Phoenicia, Greek, Hellenistic, Roman Empires
 - Mesoamerica-Teotihuacan, Mayan Empires
 - Andean South America-Moche Empire
- Empires developed new political infrastructures based on past successes
 - Rulers created administrative institutions to keep empire organized
 - China, Persia, Rome
 - Centralized governments, legal systems, government bureaucracies
 - Empires used military techniques to conquer/rule over peoples
 - Diplomacy, supply lines, roads, fortifications, defensive walls, creation of new military units (local conquered peoples)
 - Empire success based on: promotion of trade, economic integration of local peoples (roads/currencies)
- Social and economic centers developed in empires of Afro-Eurasia and Americas
 - Cities-center of trade, religious rituals, politics, government administration
 - Athens, Rome, Alexandria, Constantinople, Teotihuacan
 - Social structure-developed social hierarchy: cultivators, laborers, slaves, artisans, merchants, elites, caste groups
 - Economics-empires developed systems to maintain production of goods/ maintain elites loyalty to government
 - Slavery, rent-tributes
 - Patriarchy-shaped gender and family roles within society
- Empires created political, cultural, administrative issues that could not be managed and resulted in decline/fall/collapse/transformation of empire (Rome, Han, Persia, Mauryan, Gupta Empires)
 - Empires caused environmental damage-resulted in social tensions, economic

difficulties (elite-poor wealth gap)

-Deforestation, soil erosion, silted rivers

- Security/ protection issues-external issues from empires/peoples (threat of invasion)

- Han-Xiongnu, Gupta-White Huns, Romans-neighbors

2.3 Emergence of Trans-regional Networks of Communication and Exchange

- Trade-based on land and water routes became basis for trans-regional trade, communication, network exchange (Eastern Hemisphere)
 - Trade routes-climate, location, goods, peoples (ethnicity) all shaped development of trade routes
 - Eurasian silk roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, Mediterranean sea lanes
- New technologies promoted long distance communication and exchange
 - Use of domesticated pack animals to transport goods over long trade routes
 - Yokes, saddles, stirrups
 - Horses, oxen, llamas, camels
 - Maritime technologies/knowledge of monsoon winds allowed for exchanges along trade routes from East Africa-East Asia
 - Lateen sail, Dhow ships
- Trade routes (besides trade of goods) exchange of peoples, technology, religious, cultural beliefs, crops, domesticated animals, disease all increased along trade routes
 - Spread of crops (rice, cotton) from South Asia to Middle East (SW Asia) changed farming, irrigation techniques
 - Qanat system
 - Spread of disease led to decline of populations in trade centers/decline of empires
 - Disease in Roman empire, Chinese empires
 - Religious/cultural traditions transformed
 - Christianity, Hinduism, Buddhism

The following primary and secondary sources will be used to enhance the subject matter and complete the unit assignments:

- Benjamin Jowett, *Thucydides, translated into English, to which is prefixed an essay on inscriptions and a note on the geography of Thucydides*, 2nd ed. (Oxford: Clarendon Press, 1900). Book 2, para. 17-41
- Aelius Aristides, *The Complete Works*, vol. 2, translated by P. Charles A Behr (Leiden: E.J. Brill, 1986) 73-97.
- *The Complete Works of Han Fei Tzu*, vol. 1, translated by W.L. Liano (London: Arthur Probsthain, 1939), 40; 45-47.
- *The Edicts of King Ashoka*, translated by Ven S. Dhamika (Kandy, Sri Lanka: Buddhist Publication Society, 1993).
- Visual Sources- Considering the Evidence: Qin Shihuangdi and China's Eternal Empire
- Confucius, *The Analects*, translated by James Legge (1893).
- Tashinath Trimbak Teland, trans., *The Bhagavad Gita*, in Max Mueller, ed., *The Sacred Book of the East*, 50 vols. (Oxford; Clarendon Press, 1879-1910), 8:43-46; 48-49; 51-52; 126-28.

- Plato, *Apology*, translated by Benjamin Jowett, (1891).
- Matthew 5-7, (New International Version).
- Visual Evidence: Representations of the Buddha
- Fu Xuan, "How Sad it is to Be a Woman," in Arthur Waley, *Translations from the Chinese*, (New York: Alfred A. Knopf, 1941), 72-73.
- Nancy Lee Swann, trans., *Pan Chao: Foremost Woman Scholar of China*, (New York: Century, 1932), 82-90.
- *Psalms of the Sisters*, Vol. I, in *Psalms of the Early Buddhists*, translated by Mrs. Rhys Davids, (London: Henry Frowde, Oxford University Press Warehouse, Amen Corner, E.C., 1909), poems 21, 39-49, 54, 70.
- Livy, "The History of Rome" in *Women's Life in Greece and Rome*, 2nd ed., edited by Mary R. Lefkowitz and translated by Maureen B. Fant (Baltimore: Johns Hopkins Press, 1982), 143-147.
- Visual Sources: Pompeii as a Window on the Roman World
- J.W. McCrindle, trans. and ed., *The Christian Topography of Cosmas, an Egyptian Monk* (London: The Hakluyt Society, 1897), 59-66.
- Quoted in A.H.M. Jones and Elizabeth Monroe, *A History of Abyssinia* (Oxford: Oxford University Press, 1935), 26-27.
- Thesophanes, *Chronographia*, Annus mundi 6064. Unpublished translation by Dr. Harry Turtledove. In *Ancient African Civilizations: Kush and Axum*, edited by Stanley Burstein (Princeton: Markus Weiner, 1998), 125-26.
- J.W. McCrindle, trans. and ed., *The Christian Topography of Cosmas, an Egyptian Monk* (London: The Hakluyt Society, 1897), 52-54; 67.
- Visual Sources: Art and the Maya Elite

History Journal – Text Questions – TQ's

1. *Visual Source 4.2 : An 18th century Representation of Qin Shishuangdi*

What signs of imperial authority are evidenced in the painting?

2. *Document 4.1: In Praise of Athenian Democracy, Pericles*

Does his argument for democracy derive from fundamental principles such as human equality or from the practical benefits that derive from such a system of government?

3. *Document 5.2: Reflections from the Hindu Scriptures*

How does this text differ from that of the The Analects?

4. *Visual Source 6.1: A Pompeii Banquet*

What signs of social status are evident in this painting?

5. *Document 7.1: A Guidebook to the World of Indian Ocean Commerce*

How might Axum's participation in long distance trade have stimulated and sustained its growth as an empire?

Big Picture Questions:

1. What philosophical, religious or cultural ideas served to legitimate the class and gender inequalities of classical civilizations?

2. Is a secular outlook on the world an essentially modern phenomenon, or does it have precedents in the classical era?
3. What common features can you identify in the empires described in this Chapter?
4. What generated change in the histories of Africa and the Americas during the classical era?

Historical Thinking Assessment

Compare methods of political control in the Classical period. Choose two cultures from the following

- Han China
- Mauryan/Gupta India
- Imperial Rome/Persian Empire

Only primary source documents may be used from the list above to use for supports

Map Activity –

Analyze the changes and continuities in long-distance trade networks in the Eastern Hemisphere

- Eurasian Silk Roads
- Trans-Saharan caravan routes
- India Ocean sea lanes
- Mediterranean sea lanes

Class Activity

Topic: Each group will research and present a major world religion/belief system examining – origin - beliefs and practices – diffusion

(Multimedia presentation of choice – preferably i-movie)

Historical Thinking Assessment- Students will read David Christian's *This Fleeting World*. Students will compare the periodization utilized by Christian in comparison to that used by A.P and Strayer. Students will evaluate the pros and cons of using periodization used in these examples.

Essay - Continuity and Change

Political and Cultural Changes in the Late Classical Period

Choose China, India, or Rome. Evaluate the causes and consequences of the decline of the Han, Roman, and Gupta empires.

Unit 3 600-1450: Regional and Trans-regional Interactions Chapters 8 – 13

Topics for Overview include:

- Expansion of Trade/Trade Networks
- Expansion of States/Empires
- Development of Global of Economies/Influence

3.1 Expansion and Intensification of Communication and Exchange Networks

- Improved transportation/commercial practices led to increased/expansion of trade and trade networks
 - Existing trade routes created new trade centers (trade cities)
 - Existing trade routes-Silk Roads, Mediterranean Sea, Trans-Saharan, Indian Ocean
 - New Trade cities-Novgorod, Timbuktu, Baghdad, Venice
 - New trade routes developed: Mesoamerica, Andes
 - Interregional trade grew in trading luxury goods as a result of innovations in transportation and technology: more sophisticated caravans, compass, astrolabe, larger ships, use of credit/monetization
 - Luxury goods-silk/cotton textiles, porcelain, spices, precious metals/gems, exotic animals
 - Sophisticated caravans-caravanserai, camel saddles
 - Credit/monetization-bills of exchange, credit, checks, banking
 - Government enhanced and supported commercial growth through actions, trade organizations, and state supported commercial organizations
 - State actions-minting of coins, paper money
 - Trade organization-Hanseatic League
 - Expansion of empires in trans-Eurasian trade brought newly conquered peoples in the trade network
 - China, Byzantine, Caliphates, Mongols

- The movement of peoples across empires resulted in environmental and linguistic changes
 - Environmental knowledge and technology caused an expansion of long distance trade
 - Vikings-long boats, Arabs and Berbers-camels, Asian pastoral groups-horses
 - Some migrations had a significant environmental impact
 - Bantu peoples-Sub-Saharan-iron usage
 - Polynesian peoples-islands-crops and domesticated animals
 - Migrations and commercial contacts led to diffusion of languages and new languages
 - Bantu-Swahili
 - Turkic-Arabic

- Need/desire for new networks of trade caused cross-cultural exchanges of ideas
 - Islam-Arabian peninsula-reflected interactions with Jews, Christians and Zoroastrians with local Arabians peoples. Muslim rule spread through Afro-Eurasia- military expansion, merchants, missionaries (Muslim rule spread-Islam spread)
 - Diasporic communities were established along trade routes-introduced own culture to indigenous peoples
 - Muslim merchants-Indian Ocean, Chinese merchants- SE Asia, Jewish communities-Mediterranean/Silk Roads
 - Interregional travelers write extent/limits of intercultural knowledge/understanding

- Ibn Battuta, Marco Polo, Xuanzang
- Increased cross-cultural interactions resulted in diffusion of literacy, artistic, cultural traditions
 - Neo-Confucianism/Buddhism-East Asia, Hinduism/Buddhism-SE Asia, Islam-Sub-Saharan Africa/SE Asia
- Increased cross-cultural interactions resulted in the diffusion of scientific and technological innovations
 - Greek/Indian math-Muslim scholars, Greek science/philosophy-Western Euro, printing/gunpowder (East Asia)-Islamic empires/Western Euro
- Diffusion of crops and disease spread along trade routes
 - New foods/agricultural techniques developed in populated areas
 - Bananas-Africa, rice varieties-East Asia
 - Spread of disease along trade/military conquests
 - Black Death

3.2 Continuity and Innovation of State Forms and Their Interactions

- Empires-collapsed, reconstituted, new ones emerged
 - Once empires collapsed, reconstituted governments combined traditional government sources and innovations
 - Byzantine, Sui, Tang, Song (Chinese dynasties)
 - Traditions-Patriarchy, Religion, land owning elites
 - Innovations-new methods of taxation, Tributary systems, Religious adaptations
 - New forms of government emerged
 - Islamic states-Abbasids, Muslim Iberia, Delhi Sultanates
 - City-States-Italian peninsula, East Africa, SE Asia, Americas
 - Feudalism-Europe, Japan
 - States synthesized and borrowed local traditions
 - Persian traditions in Islamic states, Chinese traditions in Japan
 - Americas-political states expanded
 - Mayan region (interconnected city-states), Aztecs (empire), Incas (empire)
- Inter-regional contacts/conflict between empires yielded technological/cultural transfers
 - Tang China and Abbasids
 - Across Mongol empires
 - Crusades

3.3 Increased Economic Productive Capacity and Its Consequences

- Innovations stimulated agricultural and industrial production
 - Technological innovations greatly improved agricultural production
 - Champa rice varieties, Chinampa field systems, Waru waru agricultural techniques in Andean, terracing techniques, horse collar
 - Demand for luxury goods increased-trade of these goods increased from indigenous people to peoples of similar climates
 - Chinese, Persian, and Indian artisans/merchants expanded their production/trade; production of iron/steel expanded in China
- Cities had increased urbanization (due to trade/productivity), while some cities declined

- Cities declined due to: invasion, disease, agricultural productivity (declined), Little Ice Age
- Cities grew (urbanization): end of invasions, safe/reliable transports, rise of commerce, warmer temperatures (800-1300), increased agricultural productivity, growing population due to rise of agriculture, greater availability of labor force
- New cities grew (took on traditional roles: govt., religious, trade/commerce), while older cities declines in traditional roles
- Social structures/ production methods remained constant; labor system/management, religion impact on gender/family life changed
 - Forms of labor organization: free peasant agriculture, nomadic Pastoralism, craft production/guild organization, coerced/un-free labor systems, government imposed labor taxes, military obligations
 - Social structure: patriarchy continued; women gained power/influence in Mongolia (Mongols), West Africa, Japan, SE Asia
 - Un-free labor: serfdom-Europe/Japan, mit'a-Inca empire; demand for slaves military/domestic purposes grew (central Eurasia, Africa, eastern Mediterranean)
 - Free labor: resisted attempts to raise taxes through revolts
 - China, Byzantine Empire
 - Diffusion of Buddhism, Christianity, Islam, Neo-Confucianism led to significant changes in gender relations/family structure

The following primary and secondary sources will be used to enhance the subject matter and complete the unit assignments:

- Li Rongxi (trans.), *A Biography of the Triptaka Master of the Great Ci'en Monastery of the Great Tang Dynasty* (Berkeley: Numata Center for Buddhist Translation, 1995), 89-90; 94-95.
- Samuel Beal (trans.), *Su-Yu-Ki: Buddhist Records of the Western World* (London: K. Paul, Trench, Trubner & Co., 1906), vol. 1, book 2, 73-74, 77, 79-84.
- *The Book of Sir Marco Polo the Venetian Concerning the Kingdoms and Marvels of the East*, 3rd ed., translated and edited by Henry Yule, revised by Henri Cordier (London: John Murray, 1903), vol. 2:185-206.
- Ibn Battuta, *Travels in Asia and Africa 1325-1354*, Translated and edited by H.A. R. Gibb (London: Broadway House, 1929), 319-334.
- Visual Sources: Art, Religion, and Cultural Exchange in Central Asia.
- W.G. Aston, trans., *Nihongi: Chronicles of Japan from the Earliest Times to A.D. 697* (London: Paul, Trench, Trubner, 1896), 2:129-33.
- William Theodore de Bary et al., *Sources of Japanese Tradition in India, China, and Japan* (New York: Vintage Books, 1969), 372-73.
- William Theodore de Bary et al., *Sources of Japanese Tradition in India, China, and Japan* (New York: Vintage Books, 1969), 1:358-63.
- Ivan Morris, trans. and ed., *The Pillow Book of Sei Shonagon* (New York: Columbia University Press, 1991), 25-26, 39, 44-45, 47, 49-50, 53, 254-55.
- Thomas Cleary, trans. and ed., *Training the Sumarai Mind* (Boston: Shambhala, 2008), 18-20.
- Visual Sources: The Leisure Life of China's Elites.

- Gregory Bishop of Tours, *History of the Franks*, translated by Ernest Brehaut (New York: Columbia University Press, 1916, renewed 1944), Book 2, selections from Sections 27, 29, 30, 31, 36-41.
- The Venerable Bede, *The Ecclesiastical History of the English Nation*, edited by Ernest Rhys (London: J.M. Dent and Sons; New York: E.P. Dutton and Co., 1910), 52-53.
- Willibald, "The Life of Boniface," in *The Anglo-Saxon Missionaries in Germany*, translated by C.H. Talbot (London: Sheed and Ward, 1954), 45-46.
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- Patricia Buckley Ebrey, ed. and trans., *Chinese Civilization: A Sourcebook* (New York: Free Press, 1991), 192-194.
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- Visual Sources: The Black Death and Religion in Western Europe.
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- Fray Diego Duran, *The History of the Indies of New Spain*, translated by Doris Heyden (Norman: University of Oklahoma Press, 1994), 208-210.
- *The Incas of Pedro de Cieza de Leon*, translated by Harriet de Onis (Norman: University of Oklahoma Press, 1959), 56-57, 158-60, 165-73, 277-78.
- Visual Sources: Sacred Places in the World of the Fifteenth Century.

History Journal - Text Questions – TQ's

1. Visual Source 8.5: Islam Shamanism and the Turks

What image of these dervishes was the artist trying to convey?

2. Document 9.5: The Way of the Warrior

Based on these accounts, how would you define the ideal warrior?

3. Document 10.6: The Jesus Sutras in China

In what ways are Daoist or Buddhist concepts used to express the Christian message?

4. Visual Source 11. 3: The Night journey of Muhammad

How might Sufis have understood the night journey? How might it serve as a metaphor for spiritual journey?

5. Document Source 12.2: A letter from Chingghis Khan

6. Document Source 12.1: Mongol History from a Mongol Source

How do these documents explain the success of the Mongol's empire building efforts?

7. Visual Source 13.4 : The Church of St. George, Lalibela, Ethiopia

What might you infer about the labor and social organization required to create these churches?

Big Picture Questions:

1. What motivated and sustained the long distance commerce of the Silk Roads, Sea Roads, and Sand Roads?
2. How did China influence the world beyond East Asia? How was China itself transformed by its encounters with a wider world?
3. How does the history of the Christian world in the postclassical era compare with that of Tang and Song Dynasty China?
4. What changes did Islamic expansion generate in those societies that encountered it, and how was Islam itself transformed by those encounters?
5. In what different ways did Mongol rule affect the Islamic world, Russia, China and Europe?
6. In what different ways did the peoples of the fifteenth century interact with one another?

Historical Thinking Assessment

Compare the level of technological achievement including production of goods, 500- 1000 choosing from the following regions Middle East, South Asia, East Asia, Eastern Europe. Primary sources required.

Map Activity – Graphic Organizers – Using Visuals as Primary sources/supports

Show the causes and consequences of the spread of Islamic empires

Show a comparison the Polynesian and Viking migrations

Show the effects of Mongol Conquest and rule on two of the following: Russia, China, Middle East

Class Activity - Classroom Debates

Were the economic causes of the voyages of the Ming Navy in the first half of the 15th century the main reason for their limited use? Were the tributary and labor obligations in the Aztec and Inca empires more effective than similar obligations in the Eastern Hemisphere?

Essay - Continuity and Change Over Time

Analyze the patterns of interactions along the Silk Roads 200 BCE- 1450 CE

Historical Thinking Assessment

With a partner use various college level world texts (secondary sources) to answer the following questions.

Create a powerpoint to present your answers.

Why 200-1000 CE and 1000-1500 CE instead of 600-1450?

In what regions does each work best? Why?

In what areas does each present a problem? Why?

Unit 4 1450-1750: Global Interactions Chapters 14 –16

Topics for Overview include:

- Expansion/Development of global trade networks
- Changes in social systems
- Growth/Expansion of Imperial empires/nations

4.1 Globalizing Networks of Communication and Exchange

- Regional trade networks grew stronger and brought economic prosperity and disruption to trading regions in the Indian Ocean, Mediterranean, Sahara, Eurasia
- Technology-European developments based on Islamic/Asian products resulted in new tools/ship innovations that made transoceanic travel/trade possible
 - New tools-Astrolabe, improved/updated maps
 - Ship innovations-Caravels
- Transoceanic maritime reconnaissance occurred
 - Chinese maritime activity expanded into the Indian Ocean (Ming Admiral Zheng He)
 - Portuguese developed a school for navigation, which led to travel, trade with West Africa (global trade empire)
 - Spain sponsored first and subsequent voyages to New World across Atlantic Ocean-increased European interest in New World
 - European nations crossed Northern Atlantic for fishing and settlements
 - European nations searched for multiple routes to Asia
 - Oceania/Polynesia (SE Asia) established communication/exchange networks (European nations not a strong presence in Pacific)
- Global trade was controlled by European companies who held monopolies, established trade routes- Spanish silver from Spanish colonies in Americas to buy Asian goods for Atlantic markets; regional markets flourished in Afro-Eurasia due to established commercial practices and new transoceanic shipping services from European merchants
 - Asian trade-European merchants transported goods between Asian markets and Indian Ocean region
 - Creation of global economy and commercialization became connected due to silver from Americas
 - Mercantilism- creation of joint-stock companies were used by European rulers to control domestic/colonial economies and create competition between European merchants in global trade
 - Atlantic system-movement of goods, wealth, free/un-free laborers between African, American, and European peoples/cultures

- Connections between the Eastern and Western hemispheres created the Columbian exchange
 - European colonization led to spread of diseases-widespread in Eastern hemisphere, unintentionally spread by vermin
 - Smallpox, measles, influenza
 - American foods became staple crops in Europe, Asia, Africa
 - Potatoes, maize, manioc
 - Cash crops were grown on plantations with coerced labor and exported to Europe/Middle East
 - Sugar, Tobacco
 - Afro-Eurasian fruit trees, grains, sugar and domesticated animals were brought by Europeans to Americas
 - Horses, pigs, cattle
 - Foods were brought to the Americas by African slaves
 - Okra, rice
 - Afro-Eurasian peoples benefited nutritionally by the new foods
 - European colonization/agriculture techniques negatively affected the physical environment (deforestation/soil depletion)
- Increase and intensification of the connection between and within hemispheres expanded and spread religious reform
 - Islam spread throughout Afro-Eurasia, adapted to local cultural practices
 - Split between Sunni and Shi'a; Sufi became more widespread
 - Christianity continued to spread throughout world-became increasingly diverse due to diffusion/Reformation
 - Buddhism continued to spread throughout Asia
 - Syncretic and new forms of religion developed
 - Vodun-Caribbean, cults of saints-Latin America, Sikhism-South Asia
- Merchants profits increased, governments had more money (joint-stock co., taxes)- arts grew, became more popular
 - Innovations in visual/performing arts-all over the world
 - Renaissance art-Europe, miniature paintings-Middle East/South Asia, wood block prints-Japan
 - Literacy expanded-new works (authors, forms) Afro-Eurasia
 - Shakespeare, Cervantes, Sundiata, Kabuki

4.2 New Forms of Social Organization and Modes of Production

- Traditional peasant agriculture expanded, demand for labor increased, demand for raw materials and finished products grew
 - Peasant labor grew in many areas
 - Settlements in Russian Siberia
 - Cotton textiles in India
 - Silk textiles in China
 - Traditional slavery in Africa continued in households as well as exportation of slaves to the Mediterranean and South Pacific
 - Plantation agriculture grew in Americas
 - Colonial economies in the Americas used/depended on coerced labor
 - Indentured servitude

- New social/political elites changed; ethnic, social, gender hierarchies restructured its
 - New political/economic elites formed due to imperial conquests and more global economic opportunities
 - Manchus in China
 - Creole in Spanish Americas
 - European gentry
 - Existing political/economic elites' power fluctuated due to powerful monarchies and leaders
 - Nobility in Europe
 - Zamindars in Mughal Empire
 - Daimyo in Japan
 - Gender and family restructuring occurred due to globalization
 - African kinship - slave trade
 - European men-SE Asian women
 - European families-reduced in size
 - New ethnic/racial classification in Americas
 - Mestizo
 - Mulatto
 - Creole

4.3 State Consolidation and Imperial Expansion

- Rulers legitimized and consolidated their power
 - Rulers used arts to show/legitimize their power
 - Monumental architecture
 - Urban design
 - Courtly literature
 - Rulers used religious ideas to legitimize their power
 - Divine right-Europe
 - Human sacrifice-Mesoamerica
 - Public performance of Confucian rituals-China
 - States used some ethnic/religious groups for economic gain while limiting ability to challenge state authority
 - Non-Muslims-Ottoman Empire
 - Chinese-Manchu
 - Rulers developed bureaucratic elites/military professionals to control populations/resources
 - Chinese examination system
 - Samurai salary
 - Rulers used tribute collection/tax farming to generate state revenue for expansion
- Imperial expansion used gunpowder/cannons/armed trade to est. large global empires
 - European trading posts in Africa/Asia: global trade networks/affected west/Central African states
 - Land empires expanded:
 - Manchus
 - Mughals

- Ottomans
- Russians
- o European maritime empires in Americas:
 - Portuguese
 - Spanish
 - Dutch
 - French
 - British
-
- Challenges for imperial states: trade route competition, state rivalries, local resistance of indigenous peoples
 - o Trade route competition:
 - Oman-European rivalry in Indian Ocean
 - Caribbean piracy
 - o State rivalries:
 - Thirty Years War
 - Ottoman-Safavid conflict
 - o Local resistance:
 - Samurai revolts
 - Peasant uprising

The following primary and secondary sources will be used to enhance the subject matter and complete the unit assignments:

- Jonathan D. Spence, *Emperor of China* (New York: Alfred A. Knopf, 1974), 29-58.
- *The Memoirs of the Emperor Jahangir*, translated from the Persian by Major David Price (London: Oriental Translation Committee, 1829), 1-3, 5-8, 15.
- Charles Thornton Forester and F.H. Blackburne Daniell, *The Life and Letters of Ogier Ghiselin de Busbecq* (London: C. Kegan Paul and Co., 1881), 114-115, 152-156, 219-22.
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- Visual Sources: Exchange and Status in the Early Modern World
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- Marquis de Condorcet, *Sketch of the Progress of Human Mind* (Paris: Firmin Didot Frères. 1847), Epoch IX and Epoch X.
- Patricia Buckley Ebrey, ed. and trans., *Chinese Civilization: A Sourcebook* (New York:

Free Press, 1993), 257-58.

- J.O'Kinealy, "Translation of an Arabic Pamphlet on the History and Doctrines of the Wahhabis," *Journal of the Asiatic Society of Bengal* 43 (1874): 68-82.
- The Poetry of Kabir
- Visual Sources: Global Christianity in the Early Modern Era

History Journal - Text Questions – TQ's

1. Document 14.4 and 14.5: French State Building and Louis XIV

How does he understand the role of spectacle in general and the carrousel in particular?

2. Visual Source 14.5: Smallpox: Disease and Defeat

How does the source represent the impact of the smallpox epidemic and the Aztec response to it?

3. Document 15.3: The Slave Trade and the Kingdom of Kongo

According to King Affonso, how had the Portugese connection in general and the slave trade in particular transformed his state?

4. Visual Source: 16. 4: Making Christianity Chinese

How might educated Chinese have responded to this image?

5. Document 16.2: Progress and Enlightenment

What is Condorcet's view of the relationship between the Scientific Revolution and the Enlightenment?

Big Picture Questions:

1. In what different ways was European colonial rule expressed and experienced in the Americas?
2. What lasting legacies of early modern globalization are evident in the early twenty-first century?
3. In what ways did the spread of Christianity, Islam and modern science give rise to culturally based conflicts?

Historical Thinking Assessment – DBQ Construction

Find at least 12 primary source documents (at least four visuals) to use as the basis for the construction of a DBQ that addresses the following statement:

Evaluate the causes and consequences of European maritime expansion including the development of armed trade using guns and cannons.

Class Activity

Apply techniques used by art historians to examine visual displays of power in one of the land or sea-based empires that developed over the time period. Create a 2D poster display.

Essay - Comparison

Students compare Spanish Empire to either the Ottoman or Russian empires

Essay – Continuity and Change

Topic: trade and commerce in the Indian Ocean Basin 600-1750.

Unit 5 1750-1900: Industrialization and Global Integration

Chapter 17-20

Topics for Overview include:

- Emergence and impact of Industrialization
- Expansion and conflict of Imperialism
- Emergence of Nationalism
- Impact of global migration

5.1 Industrialization and Global Capitalism

- Industrialization changed how goods were produced
 - Factors that led to rise of industrial production:
 - Europe's location on Atlantic Ocean
 - Geographical location of coal, iron, timber
 - European demographic changes
 - Urbanization
 - Improved agricultural production
 - Legal protection of private property
 - Abundance of rivers/canals
 - Access to foreign resources
 - Accumulation of capital
 - Development of machines-exploited new resources "fossil fuels" (coal/iron)- greatly increased available energy to humans
 - Steam engine
 - Internal combustion engine
 - Development of factory system-concentrated labor to a single location-increased specialization of labor
 - Methods of industrial production (NW Euro) spread to:
 - Europe
 - United States
 - Russia
 - Japan
 - "2nd Industrial Revolution"-new methods in production of steel, chemicals, electricity, precise machinery (2nd half 1800's)
- New patterns of global trade/production developed and became part of the global economy as industrialists expanded raw materials/markets for growing supply of industrial goods
 - Need for raw materials for factories and need for increased food supplies for growing urban population- led to growth of export economies and specialization of single natural resources (profits used to purchase finished goods thru global trade networks)
 - Cotton, Rubber, Sugar, Metals
 - Rapid industrialization-decline of agriculture based economies
 - Textile production in India
 - Rapid increase in industrialization products led to search for new consumer

markets

- British and French attempt to open Chinese markets
- Need for specialized and limited metals for industrial production and global demand for precious metals led to increased wealth in mining centers
 - Copper mines-Mexico
 - Gold/Diamond mines in South Africa
- Financiers developed and expanded financial institutions in order to facilitate industrial production investments
 - Development of capitalism and liberalism (Adam Smith/John Stuart Mill)-economic changes
 - Financial instruments grew/expanded:
 - Stock markets, insurance, gold standard
 - Globalization of trade and production led to proliferation of large-scale transnational businesses
 - United Fruit Co., HSBC (Hong Kong and Shanghai Banking Corp.)
- Major developments in transportation and communication
 - Railroads
 - Steamships
 - Telegraphs
 - Canals
- Development and spread of global capitalism led to responses
 - Workers in industrialized states became organized-improve working conditions, limit working hours, higher wages; others opposed capitalism and sought to promote alternative societies
 - Utopian socialism
 - Marxism
 - Members of Qing, China and Ottoman Empire resisted economic change and attempted to maintain pre-industrial forms of economic production
 - Governments promoted their own state-sponsored visions of industrialization
 - Meiji, Japan
 - Russia
 - Response to criticisms of global capitalism-governments promoted reforms
 - Germany-state pensions/public health
 - England-suffrage
- Changing global economy led to people organizing themselves differently and new societies
 - Middle class and industrial working class developed as new social classes
 - Family dynamics and gender roles changed in response to industrialization
 - Unsanitary conditions developed (rapid urbanization)
 - New idea of community developed

5.2 Imperialism and Nation-State Formation

- Industrialized powers est. transoceanic empires
 - States with existing colonies strengthened power over their colonies
 - British-India
 - Dutch-Indonesia

- European states and Americans, and Japan est. empires in Pacific/Asia (Spain/Portugal declined)
 - British, Dutch, French, German, Russian
- European states used warfare and diplomacy to est. empires
 - Britain-W. Africa
 - Belgium-Congo
- Europe est. settler colonies
 - Britain-S. Africa, Australia, New Zealand
 - France-Algeria
- Industrialized states practiced economic imperialism (not colonies)
 - British/French-China (Opium Wars)
 - British/U.S.-Latin America (investment)
- Imperialism influenced state formation/contradiction
 - U.S./euro influence in Tokugawa Japan led to Meiji Japan
 - U.S./Russia expanded land borders by conquering neighboring territories (based on Euro imperialism)
 - Anti - imperial resistance led to decline of Ottoman Empire
 - Independent states-Balkans
 - Semi-independence Egypt, North African French/Italian colonies
 - New states developed (edge of existing empires)
 - Cherokee Nation, Zulu Kingdom, Siam
 - Development/spread of Nationalism led to new community identities
 - German, Filipino, Liberian nations
- Racial ideologies (Social Darwinism) facilitated/justified imperialism

5.3 Nationalism, Revolution, and Reform

- Rise/diffusion of Enlightenment questioned traditions and preceded revolutions and rebellions against est. governments
 - Thinkers applied new ways of understanding natural world and human relationships-observation/inference in all ways of life
 - Voltaire, Rousseau
 - Intellectuals critiqued role of religion in society (reason opposed to revelation)
 - Enlightenment thinkers-new political ideas (individual rights, natural rights, social contract)
 - Locke, Montesquieu
 - Enlightenment ideas influenced resistance to existing political authority thru revolutionary documents
 - American Declaration of Independence
 - French Declaration of the Rights of Man and Citizen
 - Bolivar's Jamaica Letter
 - Enlightenment ideas influenced people to challenge social relations which led to expansion of rights (suffrage, abolition of slavery, end of serfdom)
- Beginning of 18th Century, peoples of the world developed new commonalities (language, religion, social customs, territory), new national communities developed new identities around state borders while governments used ideas to unite diverse peoples
- Growing discontent with imperialism led to reformist and revolution movements

- Peoples challenged centralized imperial governments
 - Marathas-Mughal sultans
- American colonies led to series of rebellions which facilitated new independent states
 - U.S., Haiti, Latin America
 - French subjects rebelled against the monarchy
- Slave resistance challenged existing authority
 - Maroon societies
 - American slave rebellions
- Questions to political authority led to growth of nationalism and anti-colonial movements
 - Indian Revolt 1857
 - Boxer Rebellion
- Some rebellions were influenced by religious ideas and millenarianism
 - Taiping Rebellion
 - Ghost Dance
 - Xhosa Cattle Killing movement
- In response to rebellions imperial governments reformed its policies
 - Tanzimat movement
 - Self-strengthening movement
- Global spread of European political/social thought and rebellions led to new transnational ideas
 - Discontent with monarchies/imperialism led to new ideologies-liberalism, socialism, communism
 - Woman's suffrage and feminism challenged est. political/gender hierarchies
 - Mary Wollstonecraft-Vindication of the Rights of Woman
 - Seneca Falls Conference 1848

5.4 Global Migration

- Migration was influenced by changing industrialized/unindustrialized demographics which led to changes in patterns of living
 - Changes in food production and improved medication conditions led to grow in global population
 - New modes of transportation led to internal/external migration to cities (global urbanization)
- Migrants relocated for variety of reasons
 - People freely chose to relocate for work
 - Manual laborers
 - Specialized professionals
 - Capitalist economy used coerced/semi-coerced labor migration
 - Slavery
 - Chinese/Indian indentured servitude
 - Convict labor
 - Many peoples permanently relocated, some were temporary/seasonal migrant workers
 - Japanese workers in Pacific
 - Lebanese merchants in Americas

- Italians in Argentina
- Migration led to consequences/reactions to newly diverse societies
 - Male migrants led to women taking on new roles
 - Migrants created ethnic enclaves (transported culture/created new migrant networks)
 - Chinese in SE Asia, Caribbean, S. America, N. America
 - Indians in E/SE Africa, SE Asia
 - Societies did not embrace migrants- ethnic/racial prejudice attempted to regulate flow of migrants
 - Chinese Exclusion Act
 - White Australia Policy

The following primary and secondary sources will be used to enhance the subject matter and complete the unit assignments:

- Lynn Hunt, ed., *The French Revolution and Human Rights* (Boston: Bedford/St. Martin's, 1996), 77-79
- Mary Wollstonecraft, *A Vindication of the Rights for Woman* (New York: W.W. Norton, 1967), Dedication.
- David Bushnell, ed., *El Libertador: Writings of Simón Bolívar*, translated by Frederick H. Fornoff (Oxford: Oxford University Press, 2003), 13-14, 18-20, 27-28, 30.
- Frederick Douglass, "What to the Slave is the Fourth of July?" <http://trinicenter.com/historicalviews/4thjuly.htm>.
- Raden Adjeng Kartini, *Letters of a Javanese Princess*, translated by Agnes Louise Summers (Oxford: Oxford University Press, 1976), 3-7.
- Visual Sources: Representing the French Revolution
- John E. Towes, ed., *The Communist Manifesto by Karl Marx and Frederick Engels with Related Documents* (Boston: Bedford St. Martin's. 1999), 63-96
- Eduard Bernstein, *Evolutionary Socialization*, translated by Edith C. Harvey (New York: Schocken Books, 1961), xxiv-xxx.
- Clara Zetkin, *The German Socialist Women's Movement*, Marxist Internet Archive, www.marxists.org.
- The Internationale. "[http://em.wikisource.org/wiki/The_Internationale_\(Kerr\)/](http://em.wikisource.org/wiki/The_Internationale_(Kerr)/)
- V.I. Lenin, *What is to be Done?* Pamphlet, 1902. Marxist Internet Archives, www.marxist.org.
- Visual Evidence: Art and the Industrial Revolution
- "Edict on the Trade with Great Britain," in J.O.P. Brand, *Annals and Memoirs of the Court of Peking* (Boston: Houghton & Mifflin, 1914), 325-31.
- "Memorial from Heu-Naetse", in Blue Book- Correspondence Relating to China (London, 1840), 56-59.
- Dun J. Lee, ed. *China in Transmission, 1517-1911* (London: Wadsworth. 1969), 64-67.
- Visual Sir H.M. Elliot, *The Human History of India as Told by 13 Its Own Historians* (London: Trubner and Co., 1877), 8: 328-83.
- Rammohun Roy, *The English Works of Raja Rammohun Boy (Allahabad, India, Panini Office, 1906.*
- "The Azamgarh Proclamations, " Delhi Gazzete, September 29, 1857.

- Dadanjao Naoroji, *Essays, Speeches, Addresses, and Writings*, (Bombay: Caxton Printing Works, 1887). 131-136.
- Visual Sources: The Scramble for Africa

History Journal Text Questions – TQ’s

1. Document 17.3: Rights and National Independence

What understanding of rights informed Bolivar’s demand for independence?

2. Document 18. 2: Socialism without Revolution

In what ways and for what reasons was Bernstein critical of Marx and Engel’s analysis of capitalism

3. Visual Source 18.5: Philip James de Loutherbourg, Coalbrookdale by Night

What overall impression of the industrial age does this painting suggest?

4. Document 19.2 and 19.3: Debating the Opium Question

How might each respond to the argument of the other?

5. Visual Source 19.2: Depicting the Americans

What features of this image seem intended to show the Americans as “other” or different from the Japanese?

6. Document 20.5: Ghandi on Modern Civilization

How does Ghandi reconcile the idea of India as a single nation with the obvious religious division between Hindus and Muslims?

Big Picture Questions:

1. Do revolutions originate in oppression and injustice, in the weakening of political authorities, in new ideas, or in the activities of small groups of determined activists?
2. What was common to the process of industrialization everywhere, and in what ways did that process vary from place to place?
3. What kind of debates, controversies, and conflicts were generated by European intrusion within each of the societies examined in this chapter?
4. Was colonial rule a transforming, even a revolutionary experience, or did it serve to freeze or preserve existing social and economic patterns?

Historical Thinking Assessment - Parallel reading

Read *The History of the World in Six Glasses*. Trace the development of civilization in each region using a linear thematic organizer based upon the natural development of beer, wine, alcohol/liquor, coffee, tea, and Coca Cola. Use Cornell Notes to organize key features of these inventions, and the periodization in the book

Class Activity – Political Cartoons

In pairs analyze six political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors in empire building in this time period

Class Activity – Visual sources

Analyze tables showing increased urbanization in various parts of world to consider connections between urbanization and industrialization.

Historical Thinking Assessment

Identify and evaluate diverse historical interpretations regarding the rise of the West utilizing Kenneth Pomeranz's "The Great Divergence (Princeton, 2000) and Jack Goldstone's Why Europe? The Rise of the West in World History (McGraw Hill, 2008)

Essay - Comparison

Comparing the roles of women from 1750-1900- East Asia, Western Europe, South Asia, Middle East

Essay – Continuity and Change

Write a change and continuity over time essay evaluating the changes in production of goods from 1000 to 1900 in the Eastern Hemisphere

Essay – DBQ

Utilizing a series of documents, maps and charts in the released DBQ about indentured servitude on in the 19th and 20th centuries, assess the connections between abolition of slavery and increased migrations from Asian Countries to the Americas.

Unit 6 1900-Present: Accelerating Global Change Realignment Chapter 21 - 24

Topics for Overview include:

- Global changes and developments of health, science, and technology
- Global conflicts and effects
- Emergence of global culture and society

6.1 Science and Environment

- Rapid advancements in science spread through world assisted by development of new technologies
 - New modes of communication/transportation eliminated problem of geographic distance
 - New scientific paradigms transformed global understanding
 - Theory of Relativity
 - Psychology
 - Green Revolution-produced more food for growing global population; spread chemical/genetically enhanced agriculture
 - Medical innovations increased ability for peoples to survive
 - Polio vaccine
 - Antibiotics
 - New energy technologies (oil/nuclear) increased productivity/material goods
- Global population rapidly expanded-fundamental change in relationship with environment
 - People exploited/competed over finite resources (more intensely than ever before)
 - Global warming-consequence of greenhouse gases/pollutants into atmosphere
 - Pollution threatened global water/air supply. Deforestation/desertification-consequences of human impact on environment. Rates of extinction of species greatly increased

- Disease, scientific innovations, and conflict led to demographic shifts
 - Diseases associated with poverty continued, new epidemics threatened human populations, diseases associated with changing lifestyles/age longevity
 - Disease/poverty: malaria, tuberculosis(TB), cholera
 - New epidemics-1918 influenza pandemic, Ebola, HIV/AIDS
 - Lifestyles/longevity-diabetes, heart disease, Alzheimer's
 - New, more effective birth control gave women greater control/transformed sexual practices
 - Improved military technology/tactics led to increased level of war casualties
 - Technology-Tanks, airplanes, atomic bomb
 - Tactics-Trench warfare, firebombing
 - Casualties-Nanjing, Dresden, Holocaust, Hiroshima, Nagasaki

6.2 Global Conflicts and Consequences

- Europe dominated global political order (beginning 20th Century) lost land/transoceanic empires. New forms of trans-regional political organizations emerged
 - Land based empires (Ottoman, Russian, Qing) collapsed due to internal/external factors
 - Economic hardship, political/social discontent, military defeats
 - Colonies gained independence (negotiation)
 - India-British Empire
 - Gold Coast-British Empire
 - Colonies gained independence (arms/military)
 - Algeria-French Empire
 - French Indochina-French Empire
 - Angola-Portuguese Empire
 - Spreading ideas of anti-imperialism contributed to dissolving empires/restructuring states
 - Nationalism (Asia/Africa) challenges imperial rule
 - Gandhi, Ho Chi Minh, Kwame Nkrumah
 - Regional, religious, ethnic movements challenge colonial/imperial rule/boundaries
 - Muhammad Ali Jinnah, Biafra secessionist movement
 - Transnational movements-attempted to unite people across boundaries
 - Communism, Pan-Arabism, Pan-Africanism
 - Movements developed-(socialist/communist) redistribute land/resources (Africa, Asia, Latin America)
- Political changes led to demographic and social changes
 - Redrawing of colonial boundaries led to population resettlements
 - India/Pakistan partition, Jewish settlement in Palestine, Middle East states
 - Migration of former colonial subjects to imperial cities-maintain cultural/economic ties between peoples
 - South Asians to Britain, Algerians to France, Filipinos to U.S.
 - Global conflicts led to ethnic violence/displacement of peoples (refugee populations)

- Armenian genocide, Holocaust, Cambodian genocide, Rwandan genocide
- Palestinians displaced-Israel, Darfur
- Military conflicts occurred on unprecedented scale
 - WWI/WWII-total wars; government ideologies (fascism, nationalism, communism) mobilized state resources (people, colonies, propaganda)
 - Ethnic soldiers-Gurkha in India, conscription
 - Global conflict-first half of 20th century
 - European/Japanese imperialism
 - Economic competition
 - Ethnic conflicts
 - Great Britain v. Germany
 - Nationalism
 - Great Depression-economic crisis
 - Post WWII-political/economic power shift evolved to Cold War (U.S. v. Soviet Union-capitalism v. communism)
 - Cold War-new alliances resulted in global proxy wars
 - NATO, Warsaw Pact
 - Proxy wars-Latin America, Africa, Asia
 - Soviet Union dissolves-end of Cold War
- Conflict dominated 20th Century-individuals/groups opposed war; individuals/groups intensified conflicts
 - Groups challenged wars-promoted nonviolence (method for political change)
 - Anti-nuclear movement during Cold War
 - Gandhi, Dr. Martin Luther King Jr.
 - Groups/individuals opposed existing political/social order
 - Vladimir Lenin, Mao Zedong (communism)
 - Anti-Apartheid movement-South Africa
 - Tiananmen Square-democracy in China protest
 - Militaries/military states responded to conflict-intensified conflicts
 - Military dictatorships-Chile, Spain, Uganda
 - U.S. post Cold War
 - Arms dealing/trading
 - Movements used violence against civilians to achieve political aims
 - IRA, Al-Qaeda
 - Global conflicts influence on popular culture
 - James Bond, video games, pop music, socialist realism

6.3 New Conceptualizations of Global Economy, Society, & Culture

- States responded in a variety of ways to economic challenges
 - Communist states-governments controlled national economies
 - Five-Year Plans, Great Leap Forward
 - Beginning of 20th Century some governments had little involvement in economy-
post Great Depression governments began more active role in economy
 - U.S.-New Deal
 - Fascist corporatist economy
 - Post WWII-new governments took active role in developing economy

- Egypt, East Asia (exporting economy)
 - End of 20th Century-governments promoted free market/economic liberalization
- States, communities, individuals became more interdependent- facilitated by growth of global governance/institutions
 - New international organizations-maintain world peace/facilitate international cooperation
 - League of Nations-United Nations, International Court
 - New international economic institutions-spread principles/practices of free market economics
 - IMF, World Bank, WTO
 - Humanitarian organizations spread/responded to global crises
 - UNICEF, Red Cross, Amnesty Intl., WHO
 - Trade agreements-created regional trading blocs-promoted movement of capital/goods
 - EU, NAFTA, ASEAN
 - Multinational corporations began to challenge state authority/autonomy
 - Royal Dutch Shell, Coca-Cola, Sony, McDonalds
 - Movements (reform) protested inequality/environmental/economic issues
 - Greenpeace, Green Belt in Kenya, Earth Day
- People conceptualized society/culture in new ways-challenged old assumptions- used technology to spread new ideas
 - Notion of human rights spread throughout world
 - U.N. Universal Declaration of Human Rights, women's rights
 - Increased interactions among diverse peoples-formation of new cultural identities/exclusionary reactions
 - New identity-Negritude
 - Reactions-Xenophobia, race riots, citizenship/travel restrictions
 - New forms of spirituality developed, emphasizing particular aspects within existing faiths and applied them to political issues
 - New Age Religions, Hare Krishna, Gurus
- Global popular and consumer culture
 - Sports-widely practiced-reflected national and social values/aspirations
- World Cups-Soccer, Rugby
- Olympics-summer/winter
 - Changes in communication and transportation technology-diffusion of music/film
Hollywood, Reggae, Bollywood

The following primary and secondary sources will be used to enhance the subject matter and complete the unit assignments:

- Sir H.M. Elliot, *The History of India as Told by its Own Historians* (London: Trubner and Co., 1877), 8:382-83.
- Rammohun Roy, *The English Works of Raja Rammohun Roy* (Allahabad, India: Panini Office, 1906), 471-474.
- "The Azamgarh Proclamation," *Delhi Gazette*, September 29. 1857.

- Dadabhai Naoroji, *Essays, Speeches, Addresses, and Writings*, (Bombay: Caxton Printing Works, 1887), 131-136.
 - Mohandas Gandhi, *Indian Home Rule* (Ganesh and Co., 1922), Parts 6, 8, 9, 10
 - Visual Sources: The Scramble for Africa
 - Benito Mussolini, *The Political and Social Doctrine of Fascism*, translated by June Soames (London: Leonard and Virginia Woolf at the Hogarth Press, 1933).
 - Adolf Hitler, *Mein Kampf* (Originally published 1925-26).
 - J.O. Gauntlett, trans., and R.K. Hall, ed. *Kokutai No Hongi (Cardinal Principals of the National Entity of Japan)* (Cambridge: Harvard University Press, 1949), 53-183.
 - Visual Sources: Propaganda and Critique in World War I.
 - Joseph Stalin, "The Results of the First Five-Year Plan, *Pravda*, January 10, 1933.
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- Maurice Hindus, *Red Bread: Collectivism in a Russian Village* (Bloomington: Indiana University Press, 1988), 1, 23-34.
 - First and Second Selections: Stephen Kotkin, *Magnetic Mountain* (Berkeley: University of California Press, 1995), 221-22, 349-50; third through seventh selections: Sarah Davis, *Popular Opinion in Stalin's Russia* (New York: Cambridge University Press, 1997), 39,72,134-35, 139. 273-74.
 - First Selection :Irina Kakhovskaya, "Our Fate" in *An End to Silence*, translate by Geoge Saunders and edited by Stephen Cohen (New York: Norton, 1982), 81-90. second selection: Eugen Semyonovna Ginzburg, *Journey into the Whirlwind* (New York: Harcourt, Brace, Jovanovitch, 1967), 366-367. third selection: Anna Akhnatova, *Poems*, selected and translated by Lyn Coffin (New York: Norton, 1983.), 82, 85.
 - Visual Evidence: Poster Art in Mao's China
 - A. Adu Boahen, *African Perspectives on Colonialism* (Baltimore: The Johns Hopkins University Press, 1987), pp. 89-108.
 - Kwame Nkrumah, *Africa Must Unite* (London: Heinemann, 1963), 132, 148, 218-21.
 - "The Policy of Self-Reliance: Excerpts from the Arusha Declaration of February 5, 1967," *Africa Report* (March 1967): 11-13.
 - Mildred Malineo Tau, "Women: Critical to African Development," *Africa Report* (March/April. 1981)" 4-6
 - George B. N. Ayittey, *Africa Betrayed* (New York: st. Martin's Press, 1992), 100, 335-36; George B.N. Ayittey, *Africa in Chaos* (New York: St. Martin's Press, 1998), 120-21, 150-52, 248, 343-44.
 - Visual Sources: Representing Independence
 - *A Speech Delivered by Ghazi Mustapha Kemal, October 1927* (Leipzig: K.F. Koehler, 1929), 337-79. 591-93, 595-98, 717, 721-22.
 - Robert C. Landon, ed., *The Emergence of the Modern Middle East* (New York: Van Nostrand Reinhold, 1970), 261-64; translated, probably by the editor , from Hasan al-Banna, *Nahw al-Nur (Toward the Light)* (Cairo: 1936), 38-48.
 - *Sayings of the Ayatollah Khomeini* (New York: Bantam Books, 1980), 3-4, 7-12, 15-17, 29-30, 35-36.
 - Benezir Bhutto, "Politics and the Muslim Woman," transcript of audio recording, April 11, 1985. In Charles Kurzman, ed., *Liberal Islam: A Sourcebook* (New York: Oxford University Press, 1998), 107-11.
 - Selections from Kabir Helminski, "Islam and Human Values," unpublished pamphlet,

- 2009.
- Visual Sources: Experiencing Globalization

History Journal – Text Questions – TQ’s

1. Document 21.2: Hitler on Nazism

What kind of political system does Hitler advocate?

2. Document 21.3: The Japanese Way

What was the ideal role of the individual in Japanese society?

3. Visual Source 22.2: Building the New Society: The People’s Commune

One of Mao’s chief goals was to overcome the sharp division between industrial cities and the agricultural countryside. How is this effort illustrated in the poster?

4. Document 23.5: Development Elites and the State

How does Ayittey understand the major obstacles to development in Africa?

5. Document 24.5: Islam and 9/11

Against what charges does Shiekh Kabir seek to defend Islam? How does this document reflect the experience of 9/11?

6. Visual Source 24.2: Globalization and Consumerism

In what ways might these images be used to illustrate Westernization, modernization, globalization, and consumerism?

Big Picture Questions:

1. How did WWI differ from WWII?
2. The end of communism was a revolution as its beginning. Do you agree with this statement?
3. In what ways did the colonial experience and the struggle for independence shape the agenda of developing countries in the second half of the twentieth century?
4. What have been the benefits and drawbacks of globalization since 1945?

Historical Thinking Assessment - Debate

The benefits and negative consequences of the rapid advances in science during the 20th and 21st centuries.

Class Activity

Trace the development of one form of popular culture in the 20th century and present a graphic or visual display of their research to the class.

Historical Thinking Assessment

Read the conclusion of *This Fleeting World*. Why is the periodization different in this book? Why are different types of periodizations useful? How does it hinder understanding?

Essay – Continuity and Change

Evaluate the formation of national identities from 1900- present. Choose from among the following regions: Middle East, South Asia, or Latin America.

Essay – Comparison

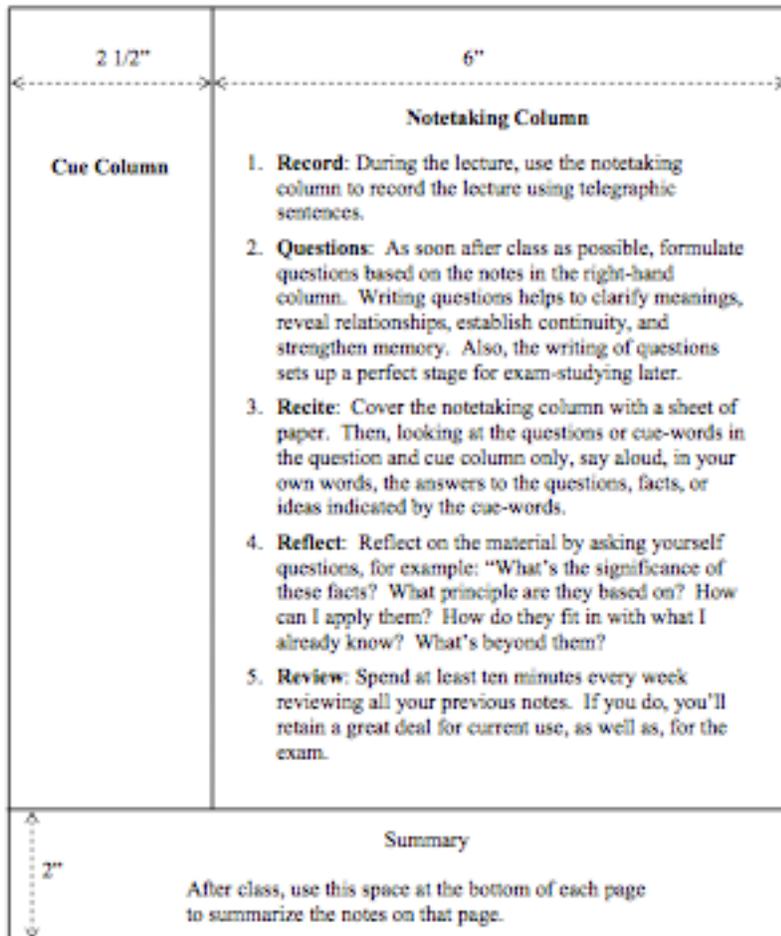
Choose two of the following: China, Russia, Mexico and compare the political goals and social effects of revolution.

Academic Expectations and Grading

Cornell Note Taking

Students will be expected to take notes on each chapter assignment using the Cornell Note Taking system as follows:

The Cornell Note-taking System



History Journal

Students are expected to keep a history journal as ongoing formative assessment to accompany reading and noting the text. Each historical periodization has specific source and document questions that will be included in the journal. Additionally, Historical Thinking Assessment - Primary Source

Historical Thinking Assessments

Students are expected to complete HTA's as an integral part of the AP World History Course. These assessments focus on developing and mastering the historical thinking skills delineated as part of the course requirements. Outside primary, secondary and visual sources constitute the content material for these assessments.

Essays

Essays are a critical part of this course and require students to master three specific skills: document analysis, comparative analysis, and change-over-time analysis. Practicing these skills leads to success on the AP exam while improving writing skills in all subject areas. Class activities such as presentations and research essays are part of this category.

Chapter Tests

Tests will be given throughout each unit. These tests will be multiple choice and will mirror the AP test format.

Homework and Quizzes

Daily homework will be collected or checked. Quizzes will be given on a regular basis as a way to assess knowledge of content.

All students in AP World History must maintain a three-ring notebook. Students must have a section for notes, tests, quizzes, handouts, maps, homework and essays.

Grading

Quizzes/Homework	15%
Note taking/Journal	20%
Historical Thinking Assessments	25%
Chapter Tests/Essays	40%