

AP World History 9 & 10 - Johnson

Course Text and Other Reading

Main Text:

Stearns et al. 2007. *World Civilizations: The Global Experience*, 5th Edition. United States: Pearson Education.

Primary Sources:

Students will read and analyze selected primary sources (documents, maps, and images) as well as analyze quantitative through study and interpretation of graphs, charts, and tables in

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

Diamond. "Worst Mistake in the History of the Human Race."

Stearns. 2008. *World History in Documents: A Comparative Reader*. New York University Press.

Lewis. 1998. *The Mammoth Book of Eye-Witness History*. Carroll and Graf Publishers, Inc.

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

Document Based Questions released by the College Board

Secondary Sources:

Morton, S. and Lewis, C. 2004. *China: Its History and Culture*, Fourth Edition. McGraw Hill.

Ansary, T. 2009. *Destiny Disrupted: A History of the World Through Islamic Eyes*. Public Affairs.

Van Loon, H. 2000. *The Story of Mankind*. Liveright.

Kronld, M. 2009. *The Taste of Conquest: The Rise and Fall of Three Great Spice Cities*. Ballantine Books

Themes and AP World History:

Students in this course must learn to view history thematically. The AP World History course is organized around five overarching themes that serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a "big picture"

of history. The themes also provide a way to organize comparisons and analyze change and continuity over time. Consequently, virtually all study of history in this class will be tied back to these themes by utilizing a “SPICE” acronym. Furthermore, **as an ongoing activity all notes will be color-coded identifying material relating directly to the six themes.**

Social- Development and transformation of social structures

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

Political- 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

Interaction between humans and the environment

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

Cultural- Development and interaction of cultures

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

Economic- Creation, expansion, and interaction of economic systems

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

Course Layout

Unit 1, 8,000 BCE - 600 CE

Key Concepts:

- The Scope of World History**
- Development of Agriculture and Technology**
- Features of Early Civilizations in Different Environments**

Classical Civilizations
Major Belief Systems
Late Classical Periods

Topics for Overview Include:

Interaction of geography and climate with the development of human society
Major population changes resulting from human and environmental factors
Agricultural, pastoral, and foraging societies
Shift toward agriculture and other technological changes and impacts
Effects of agriculture on the environment and society
Major political developments in China, India and the Mediterranean
Social and gender structures
Major trading patterns within and among Classical Civilizations
Arts, Science and Technology
Location/characteristics of each belief system
Collapse of Empires
Movements of the peoples/invasion
Development of interregional trade networks: trade and religious diffusion

Unit 2: 600-1450

Key concepts:

The Islamic World
Interregional networks and contacts
China's Expansion
Developments in Europe
Social, Cultural, Economic, and Political patterns in the Americas
Demographic and Environmental Changes

Topics for Overview Include:

Rise of Islam in the Arabian Peninsula
Islamic political structures
Developments and shifts in interregional trade, technology, and cultural exchange
Spread/diffusion of Islam to Africa
Indian Ocean Trade, Sahara Trade, Silk routes
Monsoons: Wind and trade of cultural diffusion
Contacts between major religions (Islam, Christianity, Buddhism)
Impact of the Mongol empires
Tang and Song economic revolutions and early Ming foundation
Restructuring of European economic, social and political institutions
Maya, Aztec, and Inca
Bantu migrations

Cause and effect of nomadic migrations on Afro-Eurasia
Role of the plague
Growth of cities and banking

Unit 3, 1450-1750

Key Concepts:

Changes in trade, technology, and Global interactions
Knowledge of major empires and other political units and social systems
Slave systems and slave trade
Demographic and environmental changes
Cultural and Intellectual developments

Topics for Overview Include:

Ottoman, China, Portugal, Spain, Russia, France, England, Mughal, Tokugawa
Emergence of African Empires
Gender and empire
Role of Islamic merchants and Sufi mystics in fusing World Trade systems and cultures
Diseases, animals, new crops, and population trends
Scientific revolution and the Enlightenment
Changes and Continuities in Confucianism
Global causes and effects of cultural change

Unit 4, 1450-1750: Global Interactions

Key Concepts:

Globalizing Networks of Communication and Exchange
New Forms of Social Organization and Modes of Production
State Consolidation and Imperial Expansion

Topics for Overview Include:

Early Latin American Society, Culture, Conflict, and Ethnic Development
Africa and Africans in the Age of the Atlantic Slave Trade
The Gunpowder Empires
China and Japan in the Age of Global Change

Special Focus:

The Impact of Silver Mining in Colonial Spain on World Economies
Cross Cultural Exchange: The Columbian Exchange
Ethnicity in Colonial Spain: *Sociedad de Castas*
European Political Impact on Colonial Spain: The Bourbon Reforms
The Character of Ottoman Expansion
Role of Women in Gunpowder Empires
Religious Conflict and Compromise in Mughal India
The Rise and Fall of the Portuguese and Dutch Spice Empires
The Rise and Fall of Ming China
The Naval Expeditions of Zheng He
Tokugawa Shogunate and the Expulsion of the West

Activities and Skill Development:

Craft a “Compare and Contrast” essay on the Iberian Conquest and the Mongolian Conquest. Special attention will be given to thesis construction, incorporation of SPICE, and support of thesis with applicable historical information.

Students will apply the skills of an art historian to analyze colonial Spanish *Sociedad de Castas* ethnic artwork determining the purpose behind their construction.

Students will apply the skills of an art historian in comparing the artistic styles of the Persian Safavids compared to the Turkish Ottomans.

In class analysis reviewing multiple primary source documents regarding Zheng He’s Indian Ocean exploration; special focus on the character of the voyages, comparing the logic of the voyages to the logic of the European voyages, and the possible reason for the halting of the Ming explorations.

Students will craft an essay on the multiple **causes and consequences** of Mughal Imperial decline.

In reading *A Short Account of the Destruction of the Indies* by Bartolomé de las Casas, students are asked to consider how it both reflects and was informed by the political and cultural circumstances of its time.

Students discuss the role of economics, supply and demand, and relative purchasing power as motivating factors in the African slave trade.

Unit Five, 1750-1900: Industrialization and Global Integration

Key Concepts:

Industrialization and Global Capitalism
Imperialism and Nation-State Formation

Nationalism, Revolution and Reform
Global Migration

Topics for Overview include:

The Emergence of Industrial Society in the West
Industrialization and Imperialism: The Making of the European Global Order
The Consolidation of Latin America
Civilizations in Crisis: The Ottoman Empire, the Islamic Heartlands, and Qing China
Russia and Japan: Industrialization Outside the West

Special Focus:

The French and American Revolutions.
The Revolutions of 1848
Western Cultural Transformations in Art, Science, and Gender
Western Settlement in Australia, Canada, and New Zealand
The Shift to Western Land Empires in the East
European Conflict over Colonial Holdings
Emergence of Scientific Racism
Revolution in Latin America and Haiti with Special Attention to Ethnic Evolution
Contrasting Brazilian Independence with Latin American Independence
Independent Latin America and Global Markets/Politics
The Decline of the Ottoman Empire
The Modernization of the Middle East
Qing Dynasty: Internal Conflict and External Threats
The Making of Modern Russia: Liberation, Revolution, and Industrialization
The End of the Tokugawa Shogunate and the Rise of Industrial Japan
Tensions Arising from Modernization in Japan

Activities and Skill Development:

Students will read three secondary excerpts on the decline of the Ottoman Empire and discuss the relative strengths and weaknesses of each argument. The sources include:

Ansary's *Destiny Disrupted: A History of the World Through Islamic Eyes*, Chapter 12.

Stearns' *World Civilizations: The Global Experience*, Chapter 24.

Strayer's *Ways of the World: A Global History with Sources*, Chapter 19.

Complete 2009 DBQ on African actions and reactions in response to the European scramble for Africa. The document set includes primary sources, drawings, and quantitative data.

Review Assignment: Taking the historical events from 1450-1900, assign a four- to-six bracket new periodization model with rationale explaining the new formations.

Taking Qing China as a focal point, students write a change and continuity essay regarding Chinese response to foreign contact and intervention.

Students analyze a document set regarding Social Darwinism and discuss the role of Social Darwinism in European Imperialism as well as racial policy within settled countries.

Class Discussion: Students compare the decline of the Roman Empire, Mongol, Empire, and the Ottoman Empire noting in particular how contributing circumstances to decline were impacted by specific historical circumstances.

Unit 6: 1900-Present: Accelerating Global Change and Realignments

Key Concepts:

Science and the Environment
Global Conflicts and Their Consequences
New Conceptualizations of Global Economy and Culture

Topics for Overview:

Descent into the Abyss: World One and the Crisis of the European Global Order
The World Between the Wars: Revolutions, Depression, and Authoritarian Response
A Second Global Conflict and the End of the European World Order
Western Society and Eastern Europe in the Decades After the Cold War
Revolution and Reaction into the 21st Century Latin America
Africa, the Middle East, and Asia in the Era Independence
Nation-building in East Asia and the Pacific Rim, an Era of Rebirth and Revolution
The End of the Cold War and the Shape of a New Era
Era of Globalization

Special Focus:

International Political, Economic, and Ideological Factors Leading up to the Great War
Global Consequences of the Treaty of Versailles and the Great War
The Rise of Militant Nationalism
The Rise of Dangerous Ideologies
The Epic Story of Communism in China
The Impact and Role of Global Depression
Militarization of early 20th Century Japan
Liberation of Nonsettler Africa
Decline of British Empire
The Complicated Role of Atomic Weaponry
The Cold War in Asia and Africa
The Rise of the Welfare State in Europe

International Organizations such as NATO, the European Union, and the Warsaw Pact
The Changing Role of Women in Industrialized and Developing Nations
Communism, Nationalism, and Fascism in Latin America
The Green Revolution, AIDS, and Development in Africa
Revolution in the Middle East: Egypt, Iran, Lebanon, and Israel
The Japanese and Korean Miracles
The Era of Globalization and International Terrorism

Activities and Skill Development:

Class Discussion: Was the Treaty of Versailles a success? Who defines success? Was future conflict inevitable after the Great War? Points given determined by use of historical evidence.

Compare and Contrast essay comparing the approach to economic reform of Chairman Mao and Deng Xioping

Identify the multiple causes and consequences of the Green Revolution in Africa

Analyze the Change and Continuity of United States foreign policy throughout the 20th century.

Essay Writing

Throughout the course we will be engaging in the three different AP World style essays: Change and Continuity, Compare and Contrast, and the Document Based question. At least once per chapter, and as many as six times in a given unit, students will be given guidance and feedback on writing these specific pieces. As we draw closer to the test, essays will be given in a timed format.

Below is a rough sketch of how each essay should be laid out:

I. Introductory Paragraph—3 to 4 sentences, ending with thesis statement

Thesis Statement-what does it need to include?

time period •

region(s)

the answer to the prompt

II. Organization of Body Paragraphs—

Topic Sentence—this can be general since the thesis contains specificity

General Assertion—identifies one aspect of thesis (i.e. a change, a difference, etc.)

Support/evidence/examples—Be specific!

Analysis-explain cause and/or effect

General Assertion—identifies one aspect of thesis (i.e. a change, a difference, etc.)
Support/evidence/examples—Be specific!
Analysis-explain cause and/or effect
Repeat format as necessary
Concluding Sentence

III. Concluding Paragraph

3-4 sentences
Start by restating (a rephrased) thesis in its entirety

Notebook

Students will be required to keep a well organized notebook. All class notes and out-of-class notes will be colored coded using the SPICE acronym. At the conclusion of each chapter, the notebook will be reviewed and graded on a 50-point scale. Additional guidance will be given in another handout. Additionally, the notebooks will be collected at the conclusion of each semester and graded for completeness, order, form, and an organization to be discussed at a later date.

One-Pagers

One-Pagers are an opportunity for students to collect their thoughts, synthesize materials, review AP themes, and use historical thinking skills. In essence, they are complex chapter summaries that require creativity and knowledge. A One-Pager will be completed for each chapter and will be graded on a 40-point scale. Additional guidance will be given in another handout.

Additional Assignments

The syllabus is merely a snapshot of the activities and topics to be covered in AP World (10). New topics, assignments, and discussions will occur at the instructor's behest and guided by student interest and need.

	Excellent	Good	Fair	Poor
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Thesis/Thesis Paragraph	<p>Has a clearly defined, well-crafted thesis that directly answers the prompt or question.</p> <p>Complex argument clearly presented and thesis serves to organize the entire paper.</p> <p>All aspects of the paper support the thesis.</p>	<p>Thesis adequately answers the prompt or question</p> <p>Argument presented well and thesis serves to support most of the paper.</p> <p>Most aspects of the paper support the thesis.</p>	<p>Thesis is present but weak, too broad, or confusing.</p> <p>Argument is presented weakly and thesis does not help organize most of the paper.</p> <p>Some aspects of the paper support the thesis</p>	<p>No thesis.</p> <p>Paper is predominantly narrative rather than argument.</p> <p>No historical question answered.</p>
Evidence	<p>Collects and presents specific, relevant, and accurate evidence supportive of the thesis</p> <p>When possible, uses primary documents.</p> <p>Evidence is interpreted accurately.</p>	<p>Adequately collects and presents specific, relevant and accurate evidence.</p> <p>When possible, uses primary documents.</p> <p>Evidence is interpreted mostly accurately.</p>	<p>Collects and presents evidence that is not always specific, relevant or accurate.</p> <p>Little use of major outside documents.</p>	<p>Collects and presents minimal evidence that is not always relevant or accurate.</p> <p>Little evidence presented.</p>
Organization/ Writing Conventions	<p>Organized so that all the parts support the whole.</p> <p>Makes elegant and effective transitions.</p> <p>Clear, compelling introduction; the conclusion effectively synthesizes strands of the main argument.</p> <p>Confident writing style; student voice is evident; writes with lively, engaging language</p> <p>Grammar and punctuation are nearly flawless.</p> <p>All proper nouns capitalized</p>	<p>Organized so that most parts support the whole.</p> <p>Makes effective transitions.</p> <p>Clear introduction and well-constructed conclusion.</p> <p>Writing is clear and focused; style is straightforward.</p> <p>Some grammar and punctuation errors, but does not impair understanding of content.</p> <p>All proper nouns capitalized.</p>	<p>Organized so that some parts support the whole.</p> <p>Makes some transitions.</p> <p>Introduction and conclusion exist, but fail to set up argument.</p> <p>Writing somewhat hampers understanding of content.</p> <p>Numerous grammar and punctuation errors that interfere somewhat with understanding of content.</p> <p>Most proper nouns are capitalized.</p>	<p>Rarely or never makes connections of the parts to the whole</p> <p>Rarely or never makes transitions.</p> <p>Lacking discernible introduction or conclusion.</p> <p>Writing is unclear with no particular style, individuality, or student voice</p> <p>Grammar and punctuation errors interfere with understanding of content.</p> <p>Proper nouns are mostly left uncapitalized.</p>
Knowledge	<p>Demonstrates the acquisition of in-depth knowledge about the topic.</p> <p>Makes connections and demonstrates insights about the historical context of the specific topic examined.</p> <p>If applicable, includes analysis of historiographical debate.</p>	<p>Demonstrates that author has gained in-depth knowledge about the topic</p> <p>Demonstrates some understanding of the broader historical context.</p> <p>If applicable, includes some analysis of historiographical debate</p>	<p>Demonstrates some new knowledge about the topic and the significance of events</p> <p>Makes at least one larger connection</p> <p>Does not include a deep discussion of historiographical debate</p>	<p>Demonstrates minimal knowledge about the topic and the significance of events</p> <p>Larger connections not made</p> <p>Does not include any mention of historiographical debate</p>
Historical Fluency	<p>Historical terms, names, and places are deployed accurately.</p> <p>Historical terms, names, and places are spelled correctly and used correctly.</p> <p>Includes applicable historical thinking skills such as: historical significance, use of evidence, attention to continuity and change, attention to cause and consequence, attention to historical perspective, or attention to the moral dimensions of historical interpretation.</p>	<p>Historical terms, names, and places are deployed with a great deal of accuracy.</p> <p>Historical terms, names, and places are spelled and used mostly correctly.</p> <p>Includes applicable historical thinking skills such as: historical significance, use of evidence, attention to continuity and change, attention to cause and consequence, attention to historical perspective, or attention to the moral dimensions of historical interpretation.</p>	<p>Historical terms, names, and places are occasionally deployed inaccurately.</p> <p>Historical terms, names, and places are occasionally spelled incorrectly and used incorrectly.</p> <p>Attempts to include applicable historical thinking skills such as: historical significance, use of evidence, attention to continuity and change, attention to cause and consequence, attention to historical perspective, or attention to the moral dimensions of historical interpretation.</p>	<p>Historical terms, names, and places are mostly deployed inaccurately.</p> <p>Historical terms, names, and places are spelled incorrectly and used incorrectly.</p> <p>Does include applicable historical thinking skills such as: historical significance, use of evidence, attention to continuity and change, attention to cause and consequence, attention to historical perspective, or attention to the moral dimensions of historical interpretation.</p>