

SCHOOL DISTRICT OF WAUKESHA

Draft

COURSE SYLLABUS

Curriculum Area: Social Studies

Length of Course: 1 Yr

Course Title: Advanced Placement World History

Status: New 2001

Prerequisite(s): Sophomore Standing

District Adopted Materials:

- Traditions and Encounters: A Global Perspective, Bentley & Ziegler. Glencoe/McGraw Hill, ©2000
- World History in Documents: A Comparative Reader, Stearns (Ed.), New York University Press, ©1998

Supplemental Materials:

- World History: Patterns of Interaction, McDougal Littell, ©1999
- Hammond Atlas of World History
- Traditions and Encounters: A Global Perspective - Study Guides and Map Exercises

Course Description and Purpose: The Advanced Placement World History course is designed to allow students to pursue college-level studies while attending high school. This course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. AP World History is intended for students with strong backgrounds in social studies, reading, and writing. The course emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focus is on the last 1000 years of the global experience. Students will work independently and with the instructor to achieve college level output and understanding. This course will prepare students to take the AP World History Exam, the results of which may be used for determining college credit and/or placement level.

Expected Student Results:

At the end of the course the student will be expected to:

1. Understand the relevance of history by:
 - analyzing the role of primary and secondary sources as evidence
 - interpreting and explaining data with respect to point of view, frame of reference, and historical context
 - utilizing study habits to gather data and conduct research

- analyzing data
 - classifying evidence
 - synthesizing and interpret information
 - making valid conclusions
 - constructing valid arguments
 - making judgments over issues of change and continuity over time
 - communicating effectively in written and oral form.
- [A.12.1, A.12.2, B.12.1, B.12.2, B.12.4, B.12.5, B.12.10, B.12.15, C.12.8]

2. Recognize that geography is important to historical perspective and contemporary knowledge [A.12.3, B.12.13, B.12.17]
3. Recognize the importance of significant people, groups, and societies [B.12.5, B.12.7, B.12.8, B.12.9, B.12.10, B.12.14, B.12.15, B.12.18, C.12.13, C.12.14, E.12.6, E.12.12]
4. Identify the historical origins and impact of political systems [B.12.5, B.12.9, B.12.10, B.12.11, B.12.13, C.12.1, C.12.2, C.12.4, C.12.5, C.12.12, E.12.17]
5. Recognize the historical beginnings and impact of economic systems [A.12.7, A.12.8, B.12.13, C.12.12, D.12.2, D.12.6, D.12.7, D.12.12, E.12.17]
6. Understand the creation of the European model of nation state which became the predominant model world wide [B.12.8, B.12.11, B.12.13, C.12.4, C.12.12, C.12.13, D.12.6, E.12.17]
7. Recognize political and economic imperialism [B.12.11, B.12.13, B.12.17, C.12.12, C.12.13, C.12.14, D.12.2, D.12.6, D.12.12, D.12.17]
8. Recognize the relationship between cause and effect of major historical events [A.12.4, B.12.3, B.12.8, B.12.9, B.12.10, B.12.16, C.12.1, C.12.4, C.12.12, C.12.13, C.12.14, D.12.2, D.12.6, D.12.8, D.12.12, E.12.12, E.12.17]
9. Understand multiple causation as a factor in world history [B.12.3, B.12.9,8, B.12.9, B.12.10, B.12.13, B.12.16, C.12.1, C.12.2, C.12.4, C.12.12, C.12.13, C.12.14, D.12.2, D.12.6, D.12.12, E.12.3, E.12.12, E.12.17]
10. Understand how society has been influenced by major philosophical, scientific, technological, and demographic movements throughout different periods of time [A.12.4, B.12.7, B.12.8, B.12.9, B.12.10, B.12.13, B.12.17, B.12.18, C.12.1, C.12.4, C.12.12, C.12.13, C.12.14, D.12.4, D.12.6, E.12.3, E.12.6, E.12.12, E.12.17]
11. Understand connections between scientific and technological developments and industry of the eighteenth century. [A.12.10, A.12.11, B.12.8, B.12.9, B.12.10, B.12.13, D.12.2, D.12.4, D.12.6]

12. Understand how architecture and the humanities provide historical insight into society [B.12.7, B.12.8, E.12.10, E.12.13]
13. Understand that cooperation and conflict exist within and between societies [B.12.9, B.12.10, B.12.11, B.12.13, B.12.17, C.12.2, C.12.4, C.12.10, C.12.12, C.12.13, C.12.14, D.12.4, D.12.13, E.12.11, E.12.12, E.12.13, E.12.15, E.12.17]
14. Develop an understanding and tolerance for other views and cultures. [B.12.4, B.12.5, B.12.10, B.12.13, B.12.18, C.12.1, C.12.4, C.12.12, C.12.13, E.12.3, E.12.6, E.12.11, E.12.12, E.12.17]

Course Outline:

- I. Foundations
 - A. Basic features of world geography (continents, oceans, key political units prior to 1000) and definitions
 1. Location of continents
 2. Location of oceans, seas, and major rivers
 3. Location of key political units prior to 1000 (Roman Empire at its height, 'Abbasid caliphate, Sudanic kingdoms of Ghana and Nubia, Chinese empire [Han and Tang dynasties], Byzantine Empire, Mayan civilization)
 4. Demography
 5. Agricultural, pastoral, and foraging societies
 - B. Crises of late antiquity (third to eighth centuries)
 1. Movements of peoples (Huns, Germans, Arabs)
 2. Collapse of empires (Han China, loss of European portion of the Roman Empire)
 3. Emergence of new empires and political systems (Tang China, Arab caliphates, Byzantine Empire, early European and Japanese feudal systems)
 - C. Key cultural, social and economic systems
 1. Basic features of major world belief systems prior to 1000 and where each belief system applied by 1000.
 2. Buddhism
 3. Christianity
 4. Confucianism
 5. Daoism
 6. Hinduism
 7. Islam
 8. Judaism
 9. Polytheism
 10. Major developments in the arts and sciences
 11. Basic characteristics of social structures as they developed by 1000
 12. The caste system

- 13. The nature and location of major slave systems
 - 14. Confucian social hierarchy
 - 15. Patriarchal family structures and trends
 - 16. Basic characteristics of economic structures including technological patterns
- D. Principal international connections that had developed between 700 and 1000
 - 1. Missionary outreach (Muslim, Christian, and Buddhist)
 - 2. Leading international trading patterns (Muslim, Chinese, East European, Trans-Saharan)
 - 3. The role of nomadic groups in Central Asia
 - 4. The impact of Bantu migrations in Africa
 - E. Diverse interpretations
 - 1. What are the issues involved in using “civilization” as an organizing Principle in world history?
 - 2. What is the most common source of change: connection or diffusion versus independent invention?
- II. 1000-1450
- A. Major Developments
 - 1. Questions of periodization
 - a. Nature and causes of changes in the world history framework leading up to 1000-1450 as a period
 - b. Continuities and breaks within the period (e.g., the impact of the Mongols)
 - 2. Interregional networks
 - a. Development and shifts in an interregional network of trade, technology, cultural exchange, and communication
 - 3. Nature of philosophy and knowledge
 - 4. China’s internal and external expansion
 - a. The importance of the Song economic revolution
 - b. Chinese influence on Japan and its limits
 - 5. The Islamic world
 - a. The role of Islam as a unifying cultural force in Eurasia and Africa; Islamic impact on the Sudanic kingdoms and East Africa; the Delhi Sultanate
 - b. The impact of migrations and religious reform movements in expanding Islamic society
 - c. The impact of Islam on the arts and sciences
 - 6. Changes in Christianity
 - a. Restructuring of European society, including the growth of central monarchies in the west
 - b. Role of Arab thought in the twelfth-century “Renaissance” in the west
 - c. The division of Christendom into Eastern and Western Christian cultures
 - 7. Non-Islamic Africa
 - a. Great Zimbabwe

8. Demographic and environmental changes
 - a. Impact of the nomadic migrations on Afro-Eurasia (Mongols, Turks, and Arabs)
 - b. Migration of agricultural peoples (e.g., European peoples to east/central Europe)
 - c. Consequences of plague pandemics in the fourteenth century
9. Amerindian civilizations
 - a. Toltec and Mayan
 - b. Aztec
 - c. Inca
10. Diverse interpretations
 - a. What are the issues involved in using cultural areas rather than states as units of analysis?
 - b. What are the sources of change: nomadic migrations versus urban growth?
 - c. Was there a world economic network in this period and how does it compare with the world economic system that emerges in the next period?

B. Major Comparisons and Snapshots

1. Japanese and European feudalism
2. Western Europe or one of the major European monarchies and one of the African empires.
3. Contrast the economic, social, cultural, and political role of cities such as Guangzhou (Canton), Samarkand, Timbuktu, Cairo, and Venice
4. Gender systems and changes

III. 1450 – 1750

A. Major Developments

1. Questions of periodization
 - a. Continuities and breaks, causes of changes from the previous period and within this period
2. Change in global interactions, trade, and technology
3. Knowledge of major empires and other political units and social systems
 - a. Aztec, Ottoman, Inca, Ming, Qing (Manchu), Portugal, Spain, Russia, France, England, Mongol, Tokugawa, Mughal, characteristics of African empires in general but knowing one (Kongo, Benin, Oyo, or Songhay) as illustrative
 - b. Territorial and commercial aspects of the above
 - c. Gender and empire (gender systems at the elite level, alliance, women and households in politics)
 - d. Slave systems and slave trade
4. Demographic and environmental changes: Diseases, animals, new crops, and comparative population trends
5. Cultural and intellectual developments
 - a. Scientific Revolution
 - b. The Enlightenment

- c. Comparative global causes and impacts of cultural change
 - d. Neoconfucianism
 - e. Major developments and exchanges in the arts (e.g., Mughal)
 - 6. Diverse interpretations
 - a. What are the debates about the timing and extent of European dominance in the world economy?
 - B. Major Comparisons and Snapshots
 - 1. Imperial systems: European monarchy compared with a land-based Asian empire
 - 2. Comparative knowledge of empire (i.e., general empire building in Asia, Africa, and Europe)
 - 3. Compare Russia's interaction with the west with the interaction of one of the following (Ottoman Empire, China, Tokugawa Japan, Mughal India) with the west
- IV. 1750 –1914
- A. Major Developments
 - 1. Questions of periodization
 - a. Continuities and breaks, causes of changes from the previous period and within this period
 - 2. Changes in global commerce, communications and technology
 - a. Changes in patterns of world trade
 - b. Industrial Revolution (transformative effects on and differential timing in different societies; mutual relation of industrial and scientific developments; commonalities)
 - 3. Demographic and environmental changes (migrations, end of the Atlantic slave trade, new birthrate patterns; food supply)
 - 4. Changes in social and gender structure (Industrial Revolution; commercial and demographic developments; emancipation of serfs/slaves; and tension between work patterns and ideas about gender)
 - 5. Political revolutions and independence movements; new political ideas
 - a. Latin American independence movements
 - b. Revolutions (United States, France, Haiti, Mexico, China)
 - c. Rise of nationalism, nation-states, and movements of political reform
 - d. Overlaps between nations and empires
 - e. Rise of democracy and its limitations: reform; women; racism
 - 6. Rise of Western dominance (economic, political, social, cultural and artistic, patterns of expansion; imperialism and colonialism) and different cultural and political reactions (reform; resistance; rebellion; racism; nationalism)
 - 7. Diverse interpretations
 - a. What are the debates over the utility of modernization theory as a framework for interpreting events in this period and the next?
 - b. What are the debates about the causes of serf and slave emancipation in this period and how do these debates fit into broader comparisons of labor systems?
 - c. What are the debates over the nature of women's roles in this period

and how do these debates apply to industrialized areas and how do they apply in colonial societies?

B. Major Comparisons and Snapshots

1. Compare the causes and early phases of the industrial revolution in western Europe and Japan
2. Comparative revolutions (compare two of the following: Haitian, American, French, Mexican, and Chinese)
3. Compare reaction to foreign domination in: the Ottoman Empire, China, India, and Japan
4. Comparative nationalism
5. Compare forms of western intervention in Latin America and in Africa
6. Compare the roles and conditions of women in the upper/middle classes with peasantry/working class in western Europe

V. 1914 – Present

A. Major Developments

1. Questions of periodization
 - a. Continuities and breaks, causes of changes from the previous period and within this period
2. The World Wars, the Cold War, nuclear weaponry, international organizations, and their impact on the global framework (globalization of diplomacy and conflict; global balance of power; reduction of European influence; the League of Nations, the United Nations, the Non-Aligned Nations, etc.)
3. New patterns of nationalism, especially outside of the West (the interwar years; decolonization; racism, the Holocaust, genocide; new nationalisms, including the breakup of the Soviet Union)
4. Impact of major global economic developments (the Great Depression; technology; Pacific Rim; multinational corporations)
5. New forces of revolution and other sources of political innovations
6. Social reform and social revolution (changing gender roles; family structures; rise of feminism; peasant protest; international Marxism)
7. Internationalization of culture and reactions
 - a. Developments in global and regional cultures
 - b. Interactions between elite and popular culture and art
 - c. Global cultural forces and patterns of resistance (consumer culture; religious responses)
8. Demographic and environmental changes (migrations; changes in birthrates and death rates; new forms of urbanization; deforestation; green/environmental movements)
9. Diverse interpretations
 - a. Is cultural convergence or diversity the best model for understanding increased intercultural contact in the twentieth century?
 - b. What are the advantages and disadvantages of using units of analysis in the twentieth century such as the nation, the world, the West, and the Third World?

B. Major Comparisons and Snapshots

1. Patterns and results of de-colonization in Africa and India
2. Pick two revolutions (Russian, Chinese, Cuban, Iranian) and compare their effects on the roles of women
3. Compare the effects of the World Wars on areas outside of Europe
4. Compare legacies of colonialism and patterns of economic development in two of three areas (Africa, Asia, and Latin America)
5. The notion of “the West” and “the East” in the context of Cold War ideology
6. Compare nationalist ideologies and movements in contrasting European and colonial environments
7. Compare the different types of independence struggles
8. Compare the impacts of Western consumer society on two civilizations outside of Europe

Major Assignments/Activities:

- Summer Assignment
- Document Based Questions (DBQ)
- Historical Analysis
- Critical Reading from Multiple Sources
- Discussion and Debate
- Using and evaluating primary and secondary sources
- Projects
- Presentations

Major Assessments/Tests Include:

- AP World History Exam (Optional)
- Quizzes
- Chapter/Unit Tests
- DBQ's
- Essays
- Class Participation

Grading Procedures:

School District of Waukesha Policy

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