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**AP World History**

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**AP World History Syllabus**

**Course Textbook and Other Readings:**

**Main Textbook:**

* Stearns, Adas, Schwartz, and Gilbert. 2003. *World Civilizations The Global Experience,* 3rded. United States: Pearson Longman.

**Primary Sources:**

* Students will read and analyze selected primary sources (documents, images, and maps) in
	+ Stearns, Gosch, and Grieshaber. 2003. *Documents in World History*, *Volume 1 Great Traditions: From Ancient Times to 1500*, 3rd ed.United States: Pearson Longman.
	+ Stearns, Gosch, and Grieshaber. 2003. *Documents in World History*, *Volume 2The Modern Centuries: From 1500 to the Present*, 3rd ed. United States: Pearson Longman.
* Students will analyze quantitative sources through study and interpretation of graphs, charts and tables in
	+ Stearns, Adas, Schwartz, and Gilbert. 2003. *World Civilizations The Global Experience,* 3rd ed. United States: Pearson Longman.
	+ Document Based Questions released by the College Board
	+ Spielvogel, J. 2003. *World History*. United States: Glencoe/McGraw-Hill.

**Secondary Sources:**

* McNeill, J.R. and McNeill, W.H. 2003. *The Human Web*. Norton & Co.
* Friedel, D. and Schele, L. 1992. *A Forest of Kings: The Untold Story of the Ancient Maya*. Quill.
* Pomeranz, K. 2000. *The Great Divergence: China, Europe, and the Making of the Modern World Economy*. Princeton.
* Goldstone, J. 2008. *Why Europe? The Rise of the West in World History*. McGraw Hill.

**Themes and AP World History:**

AP World History students 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. This helps students relate what is particular about each time period or society to the “big picture” of history. Moreover, the themes provide a way to organize comparisons and analyze change and continuity over time. Virtually all study of history in this course will be tied back to these themes by utilizing a “SPICE” acronym.

**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 Schedule**

**Unit 1**

**To 600 BCE: Technological and Environmental Transformations**

Key Concepts:

* Big Geography and the Peopling of the Earth
* Neolithic Revolution and Early Agricultural Societies
* Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

Topics Covered:

* Prehistoric Societies
* From Foraging to Agricultural and Pastoral Societies
* Early Civilizations: Middle East, South Asia, East Asia, the Americas, Africa, and Oceania

Special Focus:

* Issues Regarding the Use of the Concept of Civilization

Activities and Skill Development:

* Students will identify and analyze the causes and consequences of the Neolithic Revolution in the Major River Valleys as well as in Sub-Saharan Africa and Papua New Guinea in Socratic Seminar circles.
* Class Discussion on
	+ How were gender roles changed by the Neolithic Revolution?
* Collaborative Group Jigsaw
	+ Students will analyze how geography affected the development of political, social, economic, and belief systems in the early civilizations in Mesopotamia, Egypt, South Asia, East Asia, Mesoamerica, and the Andes.
	+ Each student group will examine a different civilization then compare findings with another group that examined a different civilization.
* Parallel Reading
	+ Students will read Chapters 1-2 of *The Human Web* and evaluate the author’s perspective on the existence of a very loose knit global web during this early period.

**Unit 2**

**600 BCE – 600 CE: Organization and Reorganization of Human Societies**

Key Concepts:

* Development and Codification of Religious and Cultural Traditions
* Development of States and Empires
* Emergence of Trans-regional Networks of Communication and Exchange

Topics Covered:

* Classical Civilizations
* Major Belief Systems: Religion and Philosophy
* Early Trading Networks

Special Focus:

* World Religions
	+ Animism in Australasia and Sub-Saharan Africa
	+ Judaism and Christianity
	+ Hinduism and Buddhism
	+ Daoism and Confucianism
* Developments in Mesoamerica and Andean South America
* Bantu Migration and its Impact on Sub-Saharan Africa
* Trans-regional Trade: The Silk Road and the Indian Ocean
* Developments in China: Development of Imperial Structure and Confucian Society

Activities and Skill Development:

* Writing a Comparison Essay
	+ Students will write about methods of political control during the Classical Period in two of the following empires: Han China, Mauryan/Gupta India, the Roman Empire, or the Persian Empire.
* Writing a Change and Continuity Over Time Essay
	+ Students will analyze and explain the political and cultural changes in the Late Classical Period in two of the following: China, India, or Roman Empire.
* Students will evaluate the causes and consequences of the decline of the Han, Roman, and Gupta Empires in Socratic Seminar circles.
* Students will map the changes and continuities in long distance trade networks in the Eastern Hemisphere including: Eurasian Silk Roads, Trans-Saharan caravan routes, the Indian Ocean routes, and the Mediterranean Sea routes.
* Group Presentations
	+ Each student group research and present a major world religion or belief system examining its origin, beliefs, practices, and diffusion.
* Parallel Reading
	+ Students will read excerpts from *A Forest of Kings: The Untold Story of the Ancient Maya* and watch the PBS Nova program “Cracking the Maya Code.” Then, students will assess the impact that archaeology and iconography have had on the study of history.
	+ Students will read Chapter 3 of *The Human Web* and trace the development of civilization in each regionutilizing a GeoHistoGram to develop an understanding of the ‘Big Picture.”Students will also evaluate the periodization in Chapter 3, particularly the use of 200 CE as a break as opposed to the periodization of the course curriculum.

**Unit 3**

**600 CE – 1450 CE: Regional and Trans-regional Interactions**

Key Concepts:

* Expansion and Intensification of Communication and Exchange Networks
* Continuity and Innovation of State Forms and Their Interactions
* Increased Economic Productive Capacity and Its Consequences

Topics Covered:

* Byzantine Empire, Dar-al Islam, and Germanic Europe
* Sui, Tang, Song and Ming Dynasties
* Delhi Sultanate
* The Americas
* The Turkish Empires
* Italian City-States
* Kingdoms and Empires in Africa
* Mongol Khanates
* Trading Networks In the Post-Classical World

Special Focus:

* Islam and the Establishment of Empire
* Polynesian Migrations
* Empires in the Americas: Aztecs and Inca
* Expansion of Trade in the Indian Ocean: Swahili Coast of East Africa

Activities and Skill Development:

* Writing Comparison Essays
	+ Students will compare the level of technological achievement including production of goods during 500 CE- 1000 CE in two of the following regions: Middle East, South Asia, East Asia, or Eastern Europe.
	+ Students will compare the Polynesian and Viking migrations.
	+ Students will compare the Effects of Mongol Conquest and Rule in two of the following regions: Russia, China, or the Middle East.
* Writing a Change and Continuity Over Time Essay
	+ Students will analyze and explain the changes and continuities in patterns of interactions along the Silk Roads during 200 BCE – 1450 CE.
* Students will evaluate the causes and consequences of the spread of Islamic Empires in Socratic Seminar circles.
* AVID Philosophical Chairs Class Debates
	+ Topic 1: 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?
	+ Topic 2: Were the tributary and labor obligations in the Aztec and Inca Empires more effective than similar obligations in the Eastern Hemisphere?
* Parallel Reading
	+ Students will read Chapters 4-5 of *The Human Web* and trace the development of civilization in each region utilizing a GeoHistoGram to develop an understanding of the ‘Big Picture.”Students will also evaluate the periodization in the book compared to that of the periodization in the course curriculum. Particular attention will be paid to the following questions:
		- Why 200 CE – 1000 CE and 1000 CE – 1500 CE instead of 600 CE - 1450 CE?
		- In what regions does each periodization framework fit best? Why?
		- In what areas does each periodization pose a problem? Why?

**Unit 4**

**1450 CE – 1750 CE: 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 Covered:

* Bringing the Eastern and Western Hemispheres Together into One Web
* Ming and Qing Rule China
* Japanese Shogunates
* The Trading Networks of the Indian Ocean
* Effects of the Continued Spread of Belief Systems

Special Focus:

* Three Islamic Empires: Ottoman, Safavid, Mughal
* Cross-Cultural Interaction: The Columbian Exchange
* The Atlantic Slave Trade
* Changes in Western Europe: Roots of the “Rise of the West”

Activities and Skill Development:

* Writing a Comparison Essay
	+ Students will compare the processes of empire building in the Spanish Empire with the Ottoman or Russian Empire.
* Writing a Change and Continuity Over Time Essay
	+ Students will analyze and explain changes and continuities in trade and commerce in the Indian Ocean Basin during 600 CE – 1750 CE.
* Students will evaluate the causes and consequences of European maritime expansion including the development of armed trade using guns and cannons in Socratic Seminar circles.
* Art History Project
	+ Students will apply techniques used by art historians to examine visual displays of power in one of the land or sea-based empires that developed in this time period.
* Parallel Reading
	+ Students will read Chapter 6 of *The Human Web* and trace the development of civilization in each region utilizing a GeoHistoGram to develop an understanding of the ‘Big Picture.” Students will also evaluate the periodization in the book compared to that of the periodization in the course curriculum. Particular attention will be paid to the following question:
		- Consider this question of periodization – 1750 CE or 1800 CE?

**Unit 5**

**1750 CE – 1900 CE: Industrialization and Global Integration**

Key Concepts:

* Industrialization and Global Capitalism
* Imperialism and Nation-State Formation
* Nationalism, Revolution, and Reform
* Global Migration

Topics Covered:

* The Age of Revolutions
	+ English Revolutions, Scientific Revolution, and Enlightenment
	+ American and French Revolutions
	+ Haitian and Latin American Revolutions
* Global Transformations
	+ Demographic Changes
	+ End of the Atlantic Slave Trade
	+ Industrial Revolution and Its Impact
	+ Rise of Nationalism
	+ Imperialism and Its Impact

Special Focus:

* Decline of Imperial China and the Rise of Imperial Japan
* 19th Century Imperialism: Sub-Saharan Africa, South Asia, and Southeast Asia
* Comparing the French and Latin American Revolutions
* Changes in Production in Europe and their Global Impact

Activities and Skill Development:

* Writing a Comparison Essay
	+ Students will compare the roles of Women from 1750 CE to 1900 CE in two of the following regions: East Asia, Western Europe, South Asia, or Middle East.
* Writing a Change and Continuity Over Time Essay
	+ Students will analyze and explain changes in production of goods from 1000 CE – 1900 CE in the Eastern Hemisphere.
* Writing a Document Based Question Essay
	+ Students will utilize a series of documents, maps, and charts in the released DBQ about indentured servitude in the 19th and 20th centuries. Students will assess the connections between the abolition of plantation slavery and increased migrations from Asian countries to the Americas.
* Political Cartoons
	+ Students will analyze five political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors for empire building during this time period.
* Parallel Reading
	+ Students will read Chapter 7 of *The Human Web* and trace the development of civilization in each region utilizing a GeoHistoGram to develop an understanding of the ‘Big Picture.” Students will also evaluate the periodization in the book compared to that of the periodization in the course curriculum. Particular attention will be paid to the following question:
		- Consider this question of periodization – 1900 CE or 1914 CE?
* Students will analyze tables and graphs showing increased urbanization in various parts of the world to consider connection between urbanization and industrialization in Socratic Seminar circles.
* Students will identify and evaluate diverse historical interpretations regarding the rise of the West utilizing Pomeranz’s *The Great Divergence: China, Europe, and the Making of the Modern World Economy* and Goldstone’s *Why Europe?* *The Rise of the West in World History* in Socratic Seminar circles.

**Unit 6**

**1900 CE – Present: Accelerating Global Change and Realignments**

Key Concepts:

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

Topics Covered:

* Crisis and Conflict in the Early 20th Century
	+ Anti-Imperial Movements
	+ World War I
	+ Russian, Chinese, and Mexican Revolutions
	+ The Great Depression
	+ The Rise of Militaristic and Fascist Societies
	+ World War II
* Internationalization
	+ Decolonization
	+ The Cold War
	+ International Organizations
	+ The Post-Cold War World
	+ Globalization

Special Focus:

* Global Causes and Consequences of World War I and World War II
* Development of Communism in China, Russia, and Cuba
* Responses to Western Involvement in Sub-Saharan Africa: Imperialism, the Cold War, and International Organizations.

Activities and Skill Development:

* Writing a Comparison Essay
	+ Students will compare the political goals and social effects of revolution in two of the following countries: China, Russia, or Mexico.
* Writing a Change and Continuity Over Time Essay
	+ Students will analyze and explain the changes and continuities in the formation of national identities from 1900 CE – Present. Students may choose from the following regions: Middle East, South Asia, or Latin America.
* Parallel Reading
	+ Students will read Chapter 8 of *The Human Web* and evaluate the periodization in the book compared to that of the periodization in the course curriculum. Particular attention will be paid to the following question:
		- Consider this question of periodization – Why does this chapter reach back to 1890?
* Students will identify and analyze the causes and consequences of the global economic crisis of the 1930s in Socratic Seminar circles.
* Students will debate the benefits and consequences of the rapid advances in science during the 20th and early 21st centuries in Socratic Seminar circles.
* Students will trace the development of one form of popular culture in the 20th century and present a visual display of their research to the class in Socratic Seminar circles.

**Essay Writing**

Throughout this course, students will be required to write essays in class demonstrating their mastery of content as well as their ability to develop coherent written arguments that have a thesis supported by relevant historical evidence. Students will develop essay writing skills through essay writing workshops that include group discussion, self-evaluation, and peer evaluation using the following essay writing format:

**Introductory Paragraph**

* 3 to 4 Sentences in Length
* Ends with the Thesis Statement
* Thesis Statement includes:
	+ Time Period
	+ Region(s)
	+ The Answer to the Prompt

**Organization of the Body Paragraphs**

* Body Paragraph 1
	+ Topic Sentence
		- General Statement since the Thesis is Specific
	+ General Assertion
		- Identification of One Aspect of the Thesis
	+ Supportive Evidence
		- Specific Examples
	+ Analysis
		- Explanation of Cause and Effect
	+ Concluding Sentence
* Body Paragraph 2
	+ Topic Sentence
		- General Statement since the Thesis is Specific
	+ General Assertion
		- Identification of One Aspect of the Thesis
	+ Supportive Evidence
		- Specific Examples
	+ Analysis
		- Explanation of Cause and Effect
	+ Concluding Sentence
* Body Paragraph 3
	+ Topic Sentence
		- General Statement since the Thesis is Specific
	+ General Assertion
		- Identification of One Aspect of Thesis
	+ Supportive Evidence
		- Specific Examples
	+ Analysis
		- Explanation of Cause and Effect
	+ Concluding Sentence

**Concluding Paragraph**

* 3 to 4 Sentences in Length
* Started with a Restatement of Thesis
* Rephrased Thesis Statement Includes:
	+ Time Period
	+ Region(s)
	+ The Answer to the Prompt

**Primary Source Analysis**

**Primary Source Document Notebook Assignments**

Throughout the course, students will develop and enhance their skills at interpreting, summarizing, and analyzing primary source material including documents, maps, charts, graphs, and visuals. The ability to comprehend and analyze primary sources will be practiced in large and small group discussions and subsequently in primary source assignments that students will analyze and explain. All assignments will be placed in a Primary Source Notebook which will be submitted every 9-Week Grading Period.

Primary source analysis will be developed throughout the course using class discussions and partner discussions. The end goal is that all students will understand how to analyze the point-of-view of the source and be able to discuss how that point-of-view affects the source.

**Directions for Primary Source Written Assignments**

1. Read the document or Study the map, chart, graph, or visual.
2. Write a summary around the main points of the document or the main ideas behind the data, graph, or visual.
	* The summary should be a brief paragraph that highlights the gist of the source in your own words.
3. Write an analysis of the source in a separate paragraph including:
	* Identify the Historical Context (where the source fits in the framework of history).
	* Identify the AP World History Themes that the source addresses.
		+ Identify where and explain how the source addresses the AP Theme(s).
		+ Identify as many AP Themes that the source addresses as possible. Then, evaluate those themes and only include the two most prominent themes.
	* Analyze and Explain the following for each source:
		+ Point-of-View of the Author(s)
		+ Type of Document, Map, Chart, Graph, or Visual
		+ Tone of the Author(s)
		+ Purpose of the Document, Map, Chart, Graph, or Visual
		+ Intended Audience of the Document, Map, Chart, Graph, or Visual

**Primary Sources Used for Written Assignments**

* *The Gilgamesh Epic*
* *Code of Hammurabi*
* *The Analects*
* *The Salt and Iron Debates* (Plus Visual Source)
* *The Buddha’s First Sermon* (Plus Visual Source)
* *The Doctrine of Dhamma*
* *Plutarch on Sparta*
* *Pericles’ Funeral Oration*
* *Marcellinus*
* *Rome, Arabia, India and China* (Plus Visual Source)
* *Koran*
* *Al-Mawardi: Ordinance of Government* (Plus Visual Source)
* *The Thousand and One Nights*
* *DuFu; Bo Zhuyi; Liu Zongyuan; Bi Rixiu* (Plus Visual Source)
* *The Travels of Marco Polo*
* *Procopius on Justinian*
* *Russian Primary Chronicle*
* *Ibn Battuta* (Plus Visual Source)
* *Popol Vuh*
* *Oviedo y Valses, Historia General y Natural de la Indias*
* *Sramana Huili, Xuanzang; Willibald, Anonymous Nun of Hiedenheim; Ibn Jubayr; al-Umari* (Plus Visual Source)
* *Ma Huan; Journal of the First Voyage of Vasco de Gama*
* *Petrarch*
* *Luther*
* *Isaac Newton; John Locke; Cesare Beccaria* (Plus Visual Source)
* *The Pugachev Rising – Peasants and Government Relations*
* *Suleiman; Ambassador Busbecq* (Plus Visual Source)
* *Memoirs of Babur*
* *Tokugawa Laws and Instruction*
* *Sister Juana Inez de la Cruz; Carlos de Siguenza y Gongora* (Plus Visual Source)
* *An Arabic History of Kilwa Kisiwani; Monsieur Morice; J. Crassons de Medeuil*
* *British Child Labor Inquiry; French Factory Rules; Max Lotz*
* *Lin Zexu*
* *Swahili texts; John Noble; Lewis Michell; French Resident*
* *Lugard, Ferry, Kipling*
* *W.E.B. DuBois and The Souls of Black Folks*
* *Adolf Hitler; Beveridge Report*
* *Lenin*
* *Mikhail Gorbachev; Secret Police Report; Gorbachev’s Resignation Speech*
* *Nahum Goldman; Fawaz Turki*
* *Wang Xin* (Plus Visual Source)
* *Yamaoka Michiko; Kimura Yasuko*
* *Mahatma Gandhi* (Plus Visual Source)
* *Emiliano Zapata; Personist Unions; Fidel Castro* (Plus Visual Source)
* *Marcus Garvey; Jomo Kenyatta; Kwame Nkrumah*
* *The New York Times* on *Sony and CBS Records; Maquiladora Workers*
* *Churchill; Stalin; Eisenhower; Kruschev*

**Document-Based Question (DBQ) Essays**

Students will refine their skills at interpreting and analyzing primary sources by using them to synthesize information in DBQ Essays. Students will be introduced to the concept of the DBQ via class discussions, Socratic Seminar circles, and through thesis and body paragraph writing practice exercises. Students will write four DBQ Essays that include written and visual primary sources as well as maps, charts, and graphs.