

# Advanced Placement World History

St. Paul Preparatory School

Teacher: Mr. Tredinnick

Meeting Time: "B" Days 1:45-3:05

Office Hour: "A" Days 1:45-3:05

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## I. Course Description:

AP World History is an intensive study of Human history from the dawn of civilization, up until the modern age. The first half of the year we will focus on the social/political/intellectual history of the World from the very beginnings of Human history up until the beginnings of the Renaissance. The second half of the year will focus on the development of the world from a factionalized and broken set of regional and individual powers, to the interconnected and co-dependent globalized World that we live in today. Special focus will be placed on the interactions of different cultures and how those interactions have helped shape the world we live in today. Upon completion of the course students will be given the chance to take the AP test which will enable them to receive college credit with a high enough score.

*Pre-Requisites: 10<sup>th</sup> Grade, and Teacher/Counselor Recommendation*

**Unit I:** Technological and Environmental Transformations, c. 8000 BCE to c. 600 BCE

**Unit II:** Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE

**Unit III:** Regional and Transregional Interactions, c. 600 CE to c. 1450 CE

**Unit IV:** Global Interactions, c. 1450 CE to c. 1750 CE

**Unit V:** Industrialization and Global Integration c. 1750 CE to c. 1900 CE

**Unit VI:** Accelerating Global Change and Realignment c. 1900 CE to present

**Unit VII: Test Review**

**Unit VIII: Capstone Project**

## II. Historical Themes

Throughout the course of the semester we will be examining the history of the world through the five following themes. By looking at the five themes it is possible to make connections and find patterns between societies and peoples from different eras and regions that will give us a better understanding of history as a whole.

- **Theme 1-** Interaction between humans and the environment
- **Theme 2-** Development and Interaction of Cultures
- **Theme 3-** State-Building, expansion and interactions of Economic Systems
- **Theme 4-** Creation, expansion and interactions of Economic Systems
- **Theme 5-** Development and transformation of social structures

## III. Course Standard:

Students will be able to examine Western development through the following techniques...

1. **Crafting Historical Arguments from Historical Evidence** – Students will be required to develop and solve historical problems using materials from primary and secondary sources from a variety of perspectives. Students will need to organize information from these sources in project based assignments (such as Venn Diagrams and Charts), as well as in essay form (such as a historiography paper or compare and contrast paper).
2. **Chronological Reasoning** – Still will identify, analyze, and evaluate their thinking in ways that will allow them to see short term effects, causes, relationships/connections, and long –term

impacts. Throughout the course of the year there will be formal and informal assessments (mostly paragraph responses and in class discussions) to check for their understanding of the connections between different events.

3. **Comparison and Contextualization** – Students will look at a variety of global societies and be able to make comparisons within the society or with different societies in different chronological or geographical contexts. Students will use primary and secondary source readings about the society, as well as maps that show the growth of the society, to answer essay style questions or discuss in small group and class debates.
4. **Historical Interpretation and Synthesis** – Using primary and secondary sources students will be able to describe, analyze, and evaluate their own historical interpretations based on the analysis of historical evidence. They will demonstrate their ability to do this in their final project in which they will need to answer a historical based question.

#### IV. Evaluation:

##### Class work / Homework

##### Homework

- Handed In – Assignments will periodically be collected to be graded
- Homework Checks – Teacher will do visual check to ensure completion
- Essays – Students will get practice writing a variety of essays including Change over Time, Compare and Contrast, Document Based Questions, and Thematic.
- Group Work – Students will be required to work together to solve historical based problems and present their findings through the use of different mediums.

##### Class work

- In Class Assignments – Students will be required to do assignments in class that will be checked for completion, or collected and graded
- Class Discussions – Periodically there will be classroom discussions. Students will be graded based on participation in discussion. Students will need to use materials from relevant readings to support arguments.

##### Tests/Quizzes

- Document Based Question – A Test where a student will be forced to use prior information along with information from provided documents to answer a question.
- Free-Response Question - Students will be given a selection of essay style questions in which they will have to answer either a thematic, compare/contrast, or change over time essay.
- Multiple Choice – Students are given a choice of responses, in many cases more than one of the choices may be correct. In this situation students will need to come up with a most correct answer.

##### Participation

- Much of the class will be organized around classroom discussions based on the previous day's reading assignment. Failure to do the reading will limit your ability to participate in classroom discussions and negatively impact your grade.
- Contribution – Students need to be engaged in class activities. Students will benefit by being involved with discussions, answering, and asking questions.

##### Final Project

- At the end of the year students will be completing a cumulative project in which they will have to use historical evidence to solve and defend their answer to the following question "Which person, event, or idea was the most influential in the shaping of the modern world?" Students will be required to present and defend their findings orally in front of the class, and in a written essay.

### Final Grade Breakdown

Tests/Quizzes:	40%
Homework/Class Work:	40%
Participation:	10%
Final Project:	10%

### **V. Course Requirement:**

#### Academic Dishonesty/Cheating/Plagiarism

- Any students caught cheating, or attempting to cheat, will be given an automatic zero on the assignment. Further action may be taken depending on the situation.

#### Absences

- Students are Responsible for making up all missed class time. Notes can be copied from other students in class, but feel free to see teacher with and questions. Any missed assignments need to be completed within two days of a student's return from an absence unless told otherwise by the teacher. If student happens to have been absent during a test day they are responsible for scheduling a time to take the test.

#### Dropping/Withdrawing

- Students who are having trouble meeting the expectations of the class may withdraw at the end of a quarter or at the semester break. Students only may drop after meeting with the teacher and their academic advisor to discuss whether it is possibly to remain in the class.

#### Late Work

- Late assignments will be deducted 25% after the first day, and 50% after the second day. After the second day the students will not get credit for the missing assignment.

#### Tests/Quizzes

- The format of the tests will follow sections of the AP Exam as much as possible. Tests will be a way to measure the students' mastery of the materials and help prepare them for the AP Exam.

### **VI. Primary Textbook and Reader:**

- Stearns, Peter, et al. *World Civilizations: The Global Experience (AP Edition), 5<sup>th</sup> Edition*. Pearson Education. 2007
- Wiesner, Merry E., William Bruce Wheeler, Franklin M. Doeringer, and Kenneth R. Curtis. *Discovering the Global Past: A Look at the Evidence, 3<sup>rd</sup> ed.* Vols. 1 & 2. Boston: Houghton Mifflin, 2007.

### **VII. Additional Textbooks and Readers:**

- Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History, 5<sup>th</sup> ed.* Vols. 1 & 2. Boston: Houghton Mifflin, 2005.
- Diamond, Jared. *Guns, Germs, and Steel*. New York: Norton, 1999.
- Kishlansky, Mark, and Susan Lindsey Lively. *Sources of World History: Readings for World Civilization, 3<sup>rd</sup> ed.* Vols. 1 & 2. Belmont, CA: Wadsworth, 2003.
- Additional readings and atlases will be assigned throughout the course of the year

### VIII. The AP Exam:

The AP Exam is based on college-level course content. Students are to demonstrate knowledge of all materials in a variety of ways. The exam is scored on a 1-5 scale, with a three being the minimum passing grade. Students who achieve a satisfactory mark on the AP test may be eligible for college credit (depending on their chosen University).

The Exam is divided in the following way:

<u>Question Type</u>	<u>Number of Questions</u>	<u>Timing</u>
<b>Multiple-choice</b>	70 questions	55 minutes
<b>Document-based question</b>	1 question	50 minutes*
<b>Change-over-time essay</b>	1 question	40 minutes
<b>Comparative essay</b>	1 question	40 minutes

\*(includes a 10-minute reading period)

#### Approximate Period Weights for Multiple Choice

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

### IX. Course Outline:

Period 1: Technological and Environmental Transformations, c. 8000 BCE to c. 600 BCE  
(2 Weeks)

*Key Concepts:*

- 1.1- Geography and the Spread of Humans
- 1.2- The Neolithic Revolution the growth of Agriculture
- 1.3- Early Agricultural, Pastoral and Urban Societies

*Topic for Discussion*

- The role of Geography, migration, agricultural technologies and metallurgy in the growth of human societies from hunter-gathers into settled societies.
- The Impact agriculture had on settlement and on the formation of culture, government, and the growth of cities.
- The beginnings of religion

*Regions/Topics to Be Covered*

- Pre-History
- Mesopotamia
- Mesoamerica
- Indus River Civilizations
- Shang China
- Sub-Saharan Africa

*Supplemental Readings*

- Epic of Gilgamesh
- The Code of Hammurabi
- Popol Vuh
- The Pyramid Texts
- Late Shang Divination Records
- Prose Edda

*Assessment/Activities*

- Essay One: Compare and contrast two of the river societies to one another. What major similarities are there in their creation, organization, and development, and what are their major differences (besides geographical location).
- Exam One: Exam will be based off the style of one or more of the sections of the AP Exam.

Period 2: Organization and Reorganization of Human Societies c. 600 B.C.E. to c. 600 C.E.

(3 Weeks)

*Key Concepts:*

2.1 The development of regional empires

2.2 The development and codification of religion and culture

2.3 The development of Intra-Regional and Trans-Regional trade networks

*Topic for Discussion*

- How the codification of laws was impacted by a societies cultural beliefs and the passage of time.
- The development and recording of cultural traditions, beliefs, and the writing of heroic epics.
- Gender roles in classical society
- The need for, and traits of, Imperial rule, and how rule different in different eras and geographical regions.
- Reasons for rise and decline of empires
- Changes in Intellectual and Philosophical thought throughout the classical era.

*Regions/Topics to Be Covered*

- Persians
- Hellenistic Empires
- Romans
- Byzantines

*Supplemental Readings*

- *The Iliad* (Homer)
- *The Bible*
- *The Torah*
- *The Histories* (Tacitus)

*Assessment/Activities*

Essay Two: Choose one of the classical empires and use primary and secondary sources to describe the changes over time that the empire experienced. Use at least two primary sources to illustrate the types of problems or changes the empire faced.

Exam Two: Exam will be based off the style of one or more of the sections of the AP Exam.

Period 3: Regional and Tran-Regional Interactions c. 600 C.E. to c. 1450

(9 Weeks)

*Key Concepts:*

3.1 Reasons for rise and decline of monarchical dynasties during the Feudal Era

3.2 Expansion of Communication and Trade Routes

3.3 Intensification of rivalries between regional powers

*Topic for Discussion*

- Similarities and difference between monarchies from different geographical regions
- Reasons for rise and decline of monarchical dynasties
- Military, Scientific, Philosophical, Economic, and Political Competition between Muslims and Christians.
- Impact trade had on the growth of imperial wealth and power for rulers.
- The justification for labeling the era as a “dark age” for some and “golden era” for others.

### *Regions/Topics to Be Covered*

Qin-Ming China  
Mauryan/Gupta/Mughal India  
Mongols  
Muslim Empire  
Tokugawa Japan  
Songhai Africa  
Zimbabwe Africa  
Hapsburg Spain  
Valois/Bourbon France  
Norman/Plantagenet England  
Romanov Russia  
Mayans/Aztecs Mesoamerica  
Inca/Nazca South America

### *Supplemental Readings*

- *The Qur'an*
- *Canterbury Tales*
- *The Crusades (Muslim and Christian Accounts)*
- *Magna Carta*
- *Accounts of Arab Traders*
- *The Travels of Marco Polo*
- *Valor and Fair Treatment: The Rise of the Samurai*

### *Assessment/Activities*

Debate One: Was the contact between Europe and Asia more beneficial than harmful in terms of helping the development of these regions. Affirm: Trade was beneficial Negative: Trade was Harmful  
Exam Three: Exam will be based off the style of one or more of the sections of the AP Exam.

### Period 4: Global Interactions c. 1450 to c. 1750

(3 Weeks)

#### *Key Concepts:*

- 4.1 How the Christian church increasingly lost power to secular entities during the era of “soft” revolutions.
- 4.2 Increasing global colonization by European powers and the spread of regional rivalries to a global scale.
- 4.3 Changes in the social classes and replacement of traditional lifestyles with European style structures.

#### *Topic for Discussion*

- The Impact the secularization of society had on the development of scientific and philosophical thought.
- Technological improvements and the rise of European powers as global imperial and economic powers.
- Scientific and philosophical discoveries as a way to further political power.
- Compare and contrast the process of “empire building.”

### *Regions/Topics to Be Covered*

- Renaissance
- Reformation
- Age of Discovery
- Scientific Revolution
- Absolutism
- Columbian Exchange

### *Supplemental Readings*

- *The Prince* by Niccolo Machiavelli
- *95 Thesis* by Martin Luther
- *The Conquest of New Spain* Bernal Diaz

*Assessment/Activities*

Essay Three: Compare and contrast the growth of the Americas versus the growth of Europe during the era. What types of factors were fueling the development, and what types of impacts did they have on the people in their region. Use primary and secondary sources to support your paper.

Exam Four: Exam will be based off the style of one or more of the sections of the AP Exam.

Period 5: Industrialization and Global Integration c. 1750 to c. 1900

(6 Weeks)

*Key Concepts:*

- 5.1 Nationalism, Revolution, and Reform
- 5.2 Imperialism and Nation-State formation
- 5.3 Global trade networks and beginnings of globalization

*Topic for Discussion*

- The use of the ideas from the reformation as justification for revolution in favor of self rule or liberalization.
- The growth of technology and the development of cities.
- The rise of modern states and the drive for self determination.

*Regions/Topics to Be Covered*

- Enlightenment
- Liberalization
- Industrialization
- Social Theory
- Imperialism
- Decay of Eastern Empires

*Supplemental Readings*

- Olaudah Equiano Slave Narrative
- "The White Man's Burden" by Rudyard Kipling
- "Things fall apart" Chinua Achebe
- "A White Man Comes Down the River" Chief Moijmba
- "The Jungle" Upton Sinclair
- "How the Other Half Lives" Jacob Riis
- "The Communist Manifesto" Karl Marx and Frederick Engels
- "Declaration of the Rights of Woman and the Female Citizen" Olympe de Gouges

*Assessment/Activities*

Essay Four: In a historiography style paper write about the contrasting views of the slave trade by Europeans, Africans, Americans, and Asians. You will need to incorporate primary, and secondary sources to provide evidence.

Exam Five: Exam will be in class DBQ.

Period 6: Accelerating Global Change and Realignment c. 1900 to Present

(7 Weeks)

*Key Concepts:*

- 6.1 The World Wars and the impact of Total Warfare
- 6.2 Technology and the Modern World
- 6.3 Globalization

### *Topic for Discussion*

- Mechanical and nuclear warfare and the revolutionizing of modern warfare.
- The fall of the European Imperial world and the rise of the Soviet Union, the United States, and China.
- Independence and economic development of the third world, and the use of economic viability to increase political world standing.
- Economic interdependence and the global economic system.

### *Regions/Topics to Be Covered*

- World War I
- Economic Depression
- World War II
- Cold War
- Globalization
- De-Colonization

### *Supplemental Readings*

- *Quotations from Chairman Mao Tse-Tung*
- *“On the Cult of Personality and its Consequences”* Nikita Khrushchev
- *“All Quiet on the Western Front”* Erich Marie Remarque
- *The Zionist and Arab Cases*
- *“Home Rule”* Mohandas Ghandi
- *“The Struggle is my Life”* Nelson Mandela
- *“The Rape of Nanking”* Iris Chang

### *Assessment/Activities*

Debate Two: Was the dropping of the atomic bombs on the cities of Hiroshima and Nagasaki more positive than negative in terms of the end of the Second World War and the long term effects afterwards? Affirm: Dropping bombs was a good thing Neg: Dropping bombs was a bad thing  
Exam Six: Exam will be based off the style of one or more of the sections of the AP Exam.

## **X. Course Schedule:**

Week	Chapter	Content
1	1	Introduction/Early Mesopotamian and Sub-Saharan Africa Civilizations ( <b>unit I</b> )
2	2,3	The Early cultures of East Asia, the Indian Sub-Continent, and Mesoamerica, ( <b>unit I</b> )
3	4	The Development of Asia-Minor and Aegean Cultures ( <b>unit II</b> )
4	4	The Mediterranean and European World during the Roman Republic ( <b>unit II</b> )
5	4,5	The Mediterranean and European World during the Roman Empire ( <b>unit II</b> )
6	6-8,21	The Development and Spread of Islam in the Asia, Africa, and Europe ( <b>unit III</b> )
7	9	The beginnings of the Medieval Era and Spread of Christianity ( <b>unit III</b> )
8	10	Europe during the Middle Ages ( <b>unit III</b> )
9	10	Clash of Cultures and Ideas: The Late Middle Ages and Crusades ( <b>unit III</b> )
10	12	The Rise of Feudal China ( <b>unit III</b> )



11	13	East Asian Empires ( <b>unit III</b> )
12	14,15	The Mongols and Khanates ( <b>unit III</b> )
13	11	The Americas: From Origins to Golden Age ( <b>unit III</b> )
14	20	Kingdoms of Central and Southern Africa ( <b>unit III</b> )
15	16,19,20,22	Global Connections: Exploration and Colonization ( <b>unit IV</b> )
-	-	Winter Break
16	15,17	Shaping of Modern Europe: Renaissance/Reformation/Revolution ( <b>unit IV</b> )
17	17,18	Absolutism/Destruction of the Old Order ( <b>unit IV</b> )
18	-	Finals
19	23	Beginnings of the Industrial Era ( <b>unit V</b> )
20	23	Cultural and Political Changes during Industrial Era ( <b>unit V</b> )
21	24,25	Imperialism ( <b>unit V</b> )
22	26	Neo-Colonization and Asia ( <b>unit V</b> )
23	27	Nationalism and the Creation of the Modern State ( <b>unit V</b> )
24	27	Imperialism in Crisis: China/Middle East/Russia/Hapsburgs ( <b>unit V</b> )
25	28	World War I ( <b>unit VI</b> )
26	29	Interwar Period ( <b>unit VI</b> )
27	29	Fascism ( <b>unit VI</b> )
-	-	Spring Break
28	30	World War II ( <b>unit VI</b> )
29	30	World War II and the New World Order ( <b>unit VI</b> )
30	31-34	The Cold War ( <b>unit VI</b> )
31	35-36	Modern Era/Review ( <b>unit VI</b> )
32	-	Review
33	-	Review (AP test this week)
36	-	Test Re-Cap/Begin Capstone Project
37	-	Work on Capstone Project
38	-	Projects Due/Presentations

\* Schedule is tentative and subject to change