Syllabus AP - World History

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• **Purpose**
  The purpose of the course is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence (analysis of sources). The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

**Grading**

Major Grades
1. Timed in-class essays (2-3)
2. Tests
3. Quizzes

Daily Grade
1. Six Weeks Outside Reading assignments (2-3 a week)
2. Individual assignments

• **Chronological Boundaries**
  Foundations: 8000 CE to 500 BCE (3 weeks)
  500 BCE to 600 CE (3 weeks)
  Intellectual foundations to 1000 CE (2 weeks)
  600 CE to 1200 CE (4 weeks)
  Post Classical Age 600 CE to 1250 CE (2 weeks)
  1250 to 1600 (3 Weeks)
  1550 to 1750 (3 Weeks)
  1750 to 1900 (3 Weeks)
  Contemporary World (6 Weeks)
  The World since 1989 (3 Weeks)

• **Themes**
  1. Patterns and impacts of interaction among major societies: trade, war, diplomacy, and international organizations.
2. The relationship of change and continuity across the world history periods covered.
3. Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry).
4. Systems of social structure and gender structure (comparing major features within and among societies and assessing change).
5. Cultural and intellectual developments and interactions among and within societies.
6. Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).

- Habits of Mind and Skills

Habits of Mind addressed by a regular history course:

2. Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.
3. Developing the ability to assess issues of change and continuity over time.
4. Enhancing the capacity to handle diversity of interpretations through analysis of context, bias, and frame of reference.

Habits of mind addressed by a world history course:

5. Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move through levels of generalizations from the global to the particular.
6. Developing the ability to compare within and among societies, including societies’ reactions to global processes.
7. Developing the ability to assess claims of universal standards yet remaining aware of human commonalities and differences; putting culturally diverse ideas and values in historical context, not suspending judgement but developing understanding.

- What students are expected to know

**Foundations: 8000 CE to 600 CE**

**Major developments**

1. Locating world history in the environment and time
   - Environment:
     - Geography and climate: Interaction of geography and climate with the development of human society
     - Demography: Major population changes resting from human and environmental factors
   - Time
     - Periodization in early human history
     - Nature and causes of changes associated with the time span
     - Continuities and breaks within the time span
Diverse interpretations
What are issues involved in using “civilization” as an organizing principle in world history?
What is the most common source of change: connection or diffusion versus independent invention?

2. Developing agriculture and technology
Agricultural, pastoral, and foraging societies, and their demographic characteristics (include Africa, the Americas, and Southeast Asia)
Emergence of agriculture and technological change
Nature of village settlements
Impact of agriculture on the environment
Introduction of key stages of metal use

3. Basic features of early civilizations in different environments: culture, state, and social structure
   Mesopotamia
   Egypt
   Indus
   Shang
   Mesoamerica and Andean South America

4. Classical civilizations
   Major political developments in China, India, and the Mediterranean
   Social and gender structures
   Major trading patterns within and among Classical civilizations; contacts with adjacent regions
   Arts, sciences, and technology

5. Major belief systems
   Basic features of major world belief systems prior to 600 CE and where each belief system applied by 600 CE
   Polytheism
   Hinduism
   Judaism
   Confucianism
   Daoism
   Buddhism
   Christianity

6. Late Classical period
   Collapse of empires (Han, Western Roman Empire, Gupta)
   Movements of peoples (Huns, Germans)
   Interregional networks by 600 CE: Trade and religious diffusion

Major comparisons and snapshots

Comparisons of the major religious and philosophical systems including some underlying similarities in cementing a social hierarchy (e.g. Hinduism contrasted with Confucianism)
Role of women in different belief systems – Buddhism, Christianity, Confucianism, and Hinduism
Understanding of how and why the collapse of empire was more severe in Western Europe than it was in the Eastern Mediterranean or China
Compare the caste system to other systems of social inequality devised by early and classical civilizations, including slavery
Compare societies and cultures that include cities with pastoral and nomadic societies
Compare the development of traditions and institutions in major civilizations, e.g., Indian, Chinese, and Greek
Describe interregional trading systems, e.g., the Indian Ocean trade

**600 CE to 1450**

**Major developments**

1. **Questions of periodization**
   - Nature and causes of changes in the world history framework leading up to 600 CE – 1450 as a period
   - Emergence of new empires and political systems
   - Continuities and breaks within the period (e.g., the impact of the Mongols on international contacts and on specific societies)

2. **The Islamic world**
   - The rise and role of Dar al-Islam as a unifying cultural and economic force in Eurasia and Africa
   - Islamic political structures, notably the caliphate
   - Arts, sciences, and technologies

3. **Interregional networks and contacts**
   - Developments and shifts in interregional trade, technology, and cultural exchange
   - Trans-Saharan trade
   - Indian Ocean trade
   - Silk routes
   - Missionary outreach of major religions
   - Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam
   - Impact of the Mongol empires

4. **China’s internal and external expansion**
   - The importance of the Tang and Song economic revolutions and the initiatives of the early Ming dynasty
   - Chinese influence on surrounding areas and its limits

5. **Developments in Europe**
   - Restructuring of European economic, social, and political institutions
   - The division of Christendom into eastern and western Christian cultures

6. **Social, cultural, economic, and political patterns in the Amerindian World (Maya, Inca, Aztec)**

7. **Demographic and environmental changes**
   - Impact of nomadic migrations on Afro-Eurasia and the Americas (Aztecs, Mongols, Turks, Vikings, and Arabs)
   - Migration of agricultural peoples (Bantu, European peoples to east/central Europe)
   - Consequences of plague pandemics in the fourteenth century
   - Growth and role of cities

8. **Diverse interpretations**
   - What are the issues involved in using cultural areas rather than states as units of analysis?
   - What are the sources of change: nomadic migrations versus urban growth?
   - Was there a world economic network in this period?
   - Were there common patterns in the new opportunities available to and constraints placed on elite women in this period?
Major Comparisons and Snapshots

Japanese and European feudalism
Developments in political and social institutions in both eastern and western Europe
Compare the role and function of cities in major societies
Compare Islam and Christianity
Gender systems and changes, such as the impact of Islam
Aztec Empire and Inca Empire
Compare European and sub-Saharan African contacts with the Islamic world

1450-1750

Major developments

1. Questions of periodization
   Continuities and breaks, causes of changes from the previous period and within this period
2. Changes in trade, technology, and global interactions
3. Knowledge of major empires and other political units and social systems
   Ottoman, China, Portugal, Spain, Russia, France, England, Tokugawa, Mughal, characteristics of
   African empires in general but knowing one (Kongo, Benin, Oyo, or Songhay) as illustrative
   Gender and empire (including the role of women in households and in politics)
4. Slave systems and slave trade
5. Demographic and environmental changes: diseases, animals, new crops, and comparative population
   trends
6. Cultural and intellectual developments
   Scientific Revolution and the Enlightenment
   Comparative global causes and impacts of cultural change
   Changes and continuities in Confucianism
   Major developments and exchanges in the arts
7. Diverse interpretations
   What are the debates about the timing and the extent of European predominance in the world
   economy?
   How does the world economic system of this period compare with the world economic network of the
   previous period?

Major comparisons and snapshots

Imperial systems: European monarchy compared with a land-based Asian empire
Coercive labor systems: slavery and other coercive labor systems in the Americas
Comparative knowledge of empire (i.e., general empire building in Asia, Africa, and Europe)
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

1750-1914

Major Developments

1. Questions of periodization
   Continuities and breaks; causes of changes from the previous period and within this period
2. Changes in global commerce, communications, and technology
   Changes in patterns of world trade
   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; tensions between work patterns and ideas about gender)

5. Political Revolutions and independence movements; new political ideas
   Latin American independence movements
   Revolutions (United States, France, Haiti, Mexico, China)
   Rise of nationalism, nation-states, and movements of political reforms
   Overlaps between nations and empires
   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 (reforms, resistance, rebellions, racism, nationalism)
   Impact of changing European ideologies on colonial administrations

7. Patterns of cultural and artistic interactions among societies in different parts of the world (African and Asian influences on European art; cultural policies of Meiji Japan)

8. Diverse interpretations
   What are the debates over the utility of modernization theory as a framework for interpreting events in this period and the next?
   What are the debates about the causes and effects of serf and slave emancipation in this period, and how do these debates fit into broader comparisons of labor systems?
   What are the debates over the nature of women's roles in this period; how do these debates apply to industrialized areas, and how do they apply in colonial societies?

**Major comparisons and Snapshots**

   Compare the causes and early phases of the Industrial Revolution in Western Europe and Japan
   Compare the Haitian and French Revolutions
   Compare reaction to foreign domination in the Ottoman Empire, China, India, and Japan
   Compare nationalism, e.g., China and Japan, Cuba and the Philippines, Egypt and Nigeria
   Compare forms of Western intervention in Latin America and in Africa
   Compare the roles and conditions of women in the upper/middle classes with peasantry/working class in western Europe

**1914 to Present**

**Major developments**

1. Questions of periodization
   Continuities and breaks; causes of changes from the previous period and within this period

2. The World Wars, the Holocaust, 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, United Nations, Non-Aligned Nations, etc.)

3. New patterns of nationalism (fascism; decolonization; racism; genocide, 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 revolution (changing gender roles; family structures; rise of feminism; peasant protest; international Marxism; religious fundamentalism)
7. Globalization of science, technology, and culture
   Developments in global culture and regional reactions, including science and consumer culture
   Interactions between elite and popular culture and art
   Patterns of resistance including 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
   Is cultural convergence or diversity the best model for understanding increased intercultural contact in the twentieth century?
   What are advantages and disadvantages of using units of analysis in the twentieth century, such as the nation, the world, the West, and the developing world?

**Major comparisons and snapshots**

Compare patterns and results of decolonization in Africa and India
Pick two revolutions (Russian, Chinese, Cuban, Iranian) and compare their effects on the roles of women
Compare the effects of the World Wars on areas outside of Europe
Compare legacies of colonialism and patterns of economic developments in two of three areas (Africa, Asia, and Latin America)
Analyze the notion of the West and the East in the context of Cold War ideology
Compare nationalist ideologies and movements in contrasting European and colonial environments
Compare the different types of independence struggles
Compare impacts of Western consumer society on two civilizations outside of Europe
Compare high-tech warfare with guerilla warfare
Assess different proposals (or models) for economic growth in the developing world and the social and political consequences
The Exam

There are two parts to the exam. A multiple choice and a free-response section.

Multiple choice: 70 questions. 55 minutes

Free response:
   Document-based question: 50 minutes
   Change-over-time essay: 40 minutes
   Comparative essay: 40 minutes

Supplies needed: Textbook, binder for Cornell Notes and assignments, pen, note book for writing assignments

Grading:
Daily grades (quizzes, class participation, paragraphs, Cornell notes): 40%
Major grades (tests, essays): 60%

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