

# AP World History

## 2013-2014 Course Syllabus

### Course Overview:

Advanced Placement World History is a challenging, yearlong course that is structured around the investigation of selected themes woven into key concepts that cover distinct chronological periods/eras.

### Course Design:

Advanced Placement World History is structured around the investigation of six major themes woven into 19 key concepts, covering six distinct chronological periods. This course will be structured into five distinct units (combining periods 1 and 2 into a singular unit). AP World History is a sophisticated quest for understanding the past, which is far beyond an effort to collect and memorize information. While this course will continue to deal with the facts – names, chronology, events, and the like, it will also emphasize major historical analysis.

This analysis will be accomplished by focusing on four historical thinking skills:

1. Crafting historical arguments from historical evidence
2. Chronological reasoning and periodization of historical events
3. Comparison and contextualization
4. Historical interpretation and synthesis

Periods			Period Weights
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%

This course is aligned with the AP College Board course description for AP World History and the North Carolina Standard Course of Study for world history. This course will cover the material included in the six major themes in a manner consistent with the representative weight of the content on the AP exam. Please see the College Board's AP website for further course information.

<http://www.collegeboard.com>

### Course Text and other Reading:

This course will rely heavily on college-level resources. These resources will include texts, a wide variety of primary sources, and interpretations presented in historical scholarship. These resources are designed to develop the skills required to analyze point of view and to interpret evidence to use in creating plausible historical arguments.

**Textbook:** Bentley and Ziegler. 2011. *Traditions and Encounters*, 5<sup>th</sup> ed. United States: McGraw-Hill.

### Primary Sources:

In this course we will be studying a plethora of primary sources, including but not limited to: texts, statistical charts and graphs, paintings, political cartoons, journals, and census records. Examples include: The French Declaration of Rights of Man and Citizen, The Code of Hammurabi, and The Interesting Narrative of the Life of Olaudah Equiano.

- Reilly, Kevin. *Worlds of History: A Comparative Reader*, 5<sup>th</sup> ed. United States: Bedford/St. Martin's.

- Reilly, Kevin. *Worlds of History: A Comparative Reader Volume Two: Since 1400, 3<sup>rd</sup> ed.* United States: Bedford/St. Martin's.
- Sherman, Dennis, David Rosner, Tom A. Grunfield, Gerald Markowitz, and Linda Heywood. *World Civilizations: Sources, Images and Interpretations.* Vols. 1 and 2. New York: McGraw-Hill. 1997.

### Secondary Sources:

- Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History.* Vol. 1. Boston: Houghton Mifflin. 2004.
- Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies.* New York: Norton, 1999.
- Dunn, R. *The Adventures of Ibn Battuta.* University of California Press, 1998
- Hochschild, Adam. *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa.* New York: First Mariner books, 1999.
- Mitchell, Joseph R. and Hellen Buss. *Taking Sides: Clashing Views on Controversial Issues in World Civilizations.* Guilford, McGraw-Hill 2000.

### The Five Themes of 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 five major themes by utilizing the acronym “SPICE”.

#### **Social** - Development and Transformation of Social Structures

- a. Gender roles and relations
- b. Family and kinship
- c. Racial and ethnic constructions
- d. Social and economic classes

#### **Political** - State Building, Expansion, and Conflict

- a. Political structures and forms of governance
- b. Empires
- c. Nations and nationalism
- d. Revolts and revolutions
- e. Regional, trans-regional, and global structures and organizations

#### **Interaction**- Between Humans and the Environment

- a. Demography and disease
- b. Migration
- c. Patterns of settlement
- d. Technology

#### **Cultural** - Development and Interaction of Cultures

- a. Religion
- b. Belief systems, philosophies, and ideologies
- c. Science and technology
- d. The arts and architecture

#### **Economic** - Creation, Expansion, and Interaction of Economic Systems

- a. Agricultural and pastoral production
- b. Trade and commerce

- c. Labor systems
- d. Industrialization
- e. Capitalism and socialism

### Assessments

Throughout the year there will be two types of assessments given:

- **Unit Exam:** At the conclusion of each period/era there will be a comprehensive test structured similar to the AP World History test students will take in May. Each test will consist of a timed multiple-choice portion along with an essay. The essay will either be a comparative, continuity-change over time, or document-based question similar to those found on the AP World History test. The AP World History exam format is listed below. Each unit test will be cumulative and will get progressively longer as the year goes on until it becomes 70 multiple choice questions, in preparation for the final exam. The questions are written using the format that was provided by the College Board as a sample for teachers when the new 2012 format of the test was introduced.
- **Reading Quizzes/ Unit Quizzes:** Due to the enormous amount of material students are required to master in AP World History outside reading is an integral and required portion of the course. Each week students will be assigned a chapter(s) to read in an effort to better prepare them for class discussions and activities. Every other week (On a specified Thursday/Friday depending on the class schedule) there will be reading quizzes given to ensure the understanding of the material read. Students will also have up to two unit quizzes inner dispersed throughout the units. These will assess students on their knowledge of the chapters that have been covered up to that point.

### AP World History Exam Format (Will be used for Period/Era Assessments)

Multiple Choice Questions	70 Questions	55 minutes
Document-Based Question	1 question	50 minutes (10 minute reading period)
Continuity and Change-over-time essay	1 question	40 minutes
Comparative Essay	1 question	40 minutes

### Course Activities and Required Work

AP World History is the equivalent to a college-level survey course of world history. Reading is a priority in the class and you will be required to do a lot of it over the course of the entire year. Be prepared.

#### Class work:

Take notes on lectures. Complete various written assignments (detailed below) that will be assigned with each Period/Era that is studied. Students will also complete Venn diagrams, other graphic organizers, letter writing as historical figures, etc. Participate in group activities and projects. Actively participate in Socratic seminars, source documents. Complete timed essays will be given in preparation for the AP Exam. (See following description of essays under homework section)

### Grading Policy

Student grades will be based on total points (points earned divided by points possible). Grades will be based on reading quizzes, unit exams, in-class activities/projects, out of class activities/projects, article

analysis', notebook checks, and other possible assignments. The grading scale listed is in accordance with the Charlotte-Mecklenburg School wide policy: 93%-100% = A, 85% -92% = B, 77% -84% = C, 70% -76% = D, 0% -69% = F.

## **AP World History Curriculum Map**

AP World History is divided into six major eras based on commonly accepted global historical turning points. Throughout each period/era of instruction students will be given writing tasks that build toward full-length essays of the type that appear on the national AP Exam: Comparative, Change Over Time, and Document-Based.

### Period/Era Activities:

The following activities will be utilized in each of the six period/eras in order to develop the historical analysis necessary to establish a sophisticated quest for meaning about the past.

*1. Writing Assignments:* Each period/era includes writing assignments designed to develop the skills necessary for creating well-evidenced essays on historical topics highlighting clarity and precision.

- Document Based Question (DBQ): Students analyze evidence from a sources in order to develop a coherent written argument that has a supported by relevant historical evidence. Students will apply multiple historical thinking skills as they examine a particular historical problem or question. DBQ's for the Units will be as follows:
- Change and Continuity Over Time (CCOT): Students identify and analyze patterns of continuity and change over time and across geographic regions. They will also connect these historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.
- Comparative Essay: Students compare historical developments across or within societies in various chronological and/or geographical contexts. Students will also synthesize information by connecting insights from one historical context to another, including the present.

*2. Class Discussion:* Each day, students will be required to discuss the themes covered in the reading from the night before as well as what information was important. This holds students accountable for their learning and gives them a chance to verbalize their understanding of the material or lack thereof. Students are encouraged to chime in and add information to other students as we move through the chapter. We will point out key people, places and events that occurred that they need to know and explain their importance on the bigger picture of World History.

*3. Seminars and Debates:* Students will use the Socratic seminar format during each unit to explore key controversies in world history. The foundation for these conversations will be the book *Taking Sides: Clashing Views on Controversial Issues in World Civilizations*. This text examines controversial issues in a way that allows students to identify and evaluate diverse historical interpretations. All of the topics/questions listed in each unit for this activity will come from this book.

*4. Venn- Diagram and Comparison Gallery Walks:* Students will participate in numerous comparison activities that will ask them to drawn on their synthesis and analysis skills to determine which similarities and differences they can make between major civilizations. Not only that but students will use these skills to analyze and interpret primary documents that come from the major civilizations, empires, and people within them that have impacted that specific era in history. This will allow students to think critically and assess themselves as well as each other as they walk around the classroom interpreting and commenting on the documents.

## SEMESTER ONE

**Unit 1:** Covers Periods 1 and 2: Technological and Environmental Transformations & Organization and Reorganization of Human Societies

Length of Time for Unit → 14 class days

**Period 1:** Up to 600 B.C.E. (The Neolithic Revolution)

Main Focus: Beginnings in History

Reading text: *Traditions and Encounters*, Chapters 1-5

DBQ Writing: Students will compare the development and technologies of early river valley civilizations.

Sources Used: The Code of Hammurabi, hieroglyphic drawings included in the Papyrus of Hunefer

**Key Concepts:**

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

**Study Topics:**

1. The Paleolithic Age and the Neolithic Transition

- Out of Africa: The earliest stages of Human Migration
- The Worst Mistake in the History of the Human Race?
- Document-based activity: Economic and social changes of the Neolithic revolution (including quantitative evidence)

2. River-Valley Civilizations: African (Egypt) and Middle Eastern (Mesopotamia)

- The concept of “Civilization” and “Urbanization”
- The Egyptian Book of the Dead
- The Code of Hammurabi

3. River-Valley Civilizations

- Indus Valley (South Asia): examination of the archeological evidence
- Shang China (East Asia): linguistic analysis: oracle bones as the earliest Chinese script using oracle bone translations
- Core Chinese Cultural Beliefs

**Comparisons:** early civilizations, major belief systems, systems of social inequality, cities, political systems, trading systems, migrations, role of nomadic peoples.

**Activity:** Students will utilize the image of “Lucy” to discuss the findings of anthropologists and archeologists and their explanation of the early human record. Students will examine the image that was taken by Chip Clark at the Smithsonian’s Museum of Natural History in Washington, DC. It can be found at [humanorigins.si.edu](http://humanorigins.si.edu)

**Period 2:** 600 B.C.E. to 600 C.E.

Main Focus: Organization and Reorganization of Human Societies

Reading text: *Traditions and Encounters*, Chapters 7-12

DBQ Writing: Practice DBQ for this unit will be the Han and Rome essay from 2007

Sources Used: Egyptian Wall Paintings from the Tomb of Menna, The Old Testament, “The Environment and the Rise of Ancient Civilizations in the Near East” maps, Civil Service Exam from the Han Dynasty

### Key Concepts:

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

### Study Topics

1. Basic features of early civilizations: Mesopotamia, Egypt, Indus, Shang, Mesoamerican, and Andean.
  - Students will understand how city-states arose.
  - Students will know the characteristics of major civilizations.
  - Students will be familiar with the art and writing of ancient civilizations.
2. Major Belief Systems: Hinduism, Buddhism, Judaism, Christianity, Confucianism, and Daoism; polytheism and shamanism.
  - Students will be able to compare and contrast the major world religions.
  - Students will gain a sense of how to analyze change over time.
3. Classical civilizations: Greece, Rome, China, India including migrations of the Huns and Germanic tribes
  - Students will understand the nature of empire including its rise, apex, and fall.
4. Interregional networks by 600 CE and spread of belief systems
  - Students will understand the spread of ideas through trade routes and belief system.

**Comparisons:** early civilizations, major belief systems, systems of social inequality, cities, political systems, trading systems, migrations, role of nomadic peoples.

### **Unit 2** → Regional and Trans-regional Interactions

Length of Time for Unit → 14 class days

**Period 3:** 600 C.E. – 1450 C.E.

Main Focus: A Time of Accelerating Connections

Reading text: *Traditions and Encounters*, Chapters 6, 13-21

Comparative Essay: Students will compare the origins and cultural influences over time in Christianity, Islam, and Judaism

Sources Used: Selected stories from the Qur'an, Journals from Mansa Musa's Travels, The Adventures of Ibn Battuta, Zheng He's travels, photographs of the Incan Trail System, specific graphs and tables from *Worlds of History: A Comparative Reader*

### 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

### Study Topics

1. The Rise of Islam, spread of Muslim trade, and establishment of the Caliphate's impact on trade on the Silk Roads, Mediterranean, Trans-Saharan, and Asian trade networks (Indian Ocean) including:
  - An urban "archipelago" of trade-based cities such as Samarqand, Timbuktu, Baghdad, and Melaka as part of dar-al-Islam
  - The use of new trade technologies, including camels & camel saddles, dhows to assure safe &

reliable transport, which contributed to the rise of cities

- Increased demand for luxury goods from East Africa, The Middle East, South Asia, and East Asia
- The use of Islam as an imperial ideology during the Caliphate and later sultanates

2. Cross-cultural exchanges resulting in and from the spread of Islam and the establishment of diasporic Arab communities in the Indian Ocean region, including:

- The establishment of mosques and madrasas throughout Afro-Eurasia (including Islamic art and architecture)
- The spread of Islamic law (sharia) in civil, criminal, domestic and business affairs, including impact on gender roles
- The travel writings of travelers such as Ibn Battuta
- The diffusion of science and technology, including the influence of Greek and Indian mathematics and philosophy on Muslim scholars of Baghdad's House of Wisdom
- The synthesis of Persian and Arab Muslim traditions
- Interaction between Abbasids and Tang China
- Document-based activity: Spread of Islam and the relation between trade and religion

3. The establishment of new trade routes centering on Mesoamerica and the Andes resulting from the Inca and Aztec empires, including:

- The rise of Tenochtitlan as imperial and trade capital of Mesoamerica
- The establishment of the Incan Trail system (infrastructure) to facilitate Incan socialism, the *mita* system
- The use of chocolate as a trade currency
- Use of chinampa technologies to increase crop yields and support Tenochtitlan

4. The re-emergence of China and spread of Chinese influence, including:

- New state practices and state-sponsored infrastructure that facilitated trade
- Innovations of China during the Sui-Tang-Song period, including the Grand Canal, use of paper money.
- The spread of Chinese traditions in East Asia, including the diffusion of Neo-Confucianism and Buddhism in East Asia as well as writing, and architecture; impact of Buddhism & Neo-Confucianism on gender relations and family structures.
- The impact of Champa rice on East Asian societies, especially China
- The Song commercial revolution and production of porcelain for trans-regional export
- The use of free-peasant agriculture as an enduring form of labor organization
- Peasant revolts contributing to dynastic change

5. The regional division and Christianization of Europe and Western Europe's re-emergence into the trans-regional economy, including:

- The collapse of the Western Roman Empire and establishment of the Byzantine Empire in Eastern Europe.
- The development of decentralized government (feudalism) in Western Europe and rule by land-owning elites & drop in agricultural productivity, serfdom as a way to organize labor
- The division of eastern versus Western Europe and establishment of Orthodox versus Catholic churches
- The development of early Russian society, including participation in the Amber trade route and establishment of Novgorod as a trade city.
- The Crusades, and resulting technological and cultural transfers
- The influence of Muslim intellectual culture on Europe: Aristotle, mathematics and Arab (Indian) numerals, medicine
- The emergence of city-states in Italy in response to increased trade in the Mediterranean and

- subsequent cultural developments of the Renaissance & establishment of Venetian thalassocracy.
- Development of craft, trade, and banking guilds in response to expanding zones of trade.
  - Impact of the Little Ice Age on agricultural productivity and population; subsequent warming's impact on agricultural productivity and population.
  - Impact and decline of invasions (e.g. Vikings) and impact on political stability in Western Europe

6. The rise of the Mongol Empire and establishment of the Pax Mongolia :

- Pre-imperial Mongol lifestyle as nomadic pastoralists
- The spread of infectious disease as a result of trade and conquest (the plague)
- Increased flow of goods, ideas, peoples, and animals along the Silk Roads
- Use of tax farming and indirect rule, along with serfdom as a way to organize labor
- Destruction of resistant cities (e.g. Kiev, Baghdad), and subsequent rise of others (Moscow, Cairo)
- Contrast between Mongol and Han Chinese gender roles

**Comparisons:** Imperial systems in Europe versus Asia; coercive labor systems, empire building in Asia, Africa, and Europe; interactions with the West (Russia versus others)

**Activity:** Students will get into partner groups and will create a T-chart or graphic organizer of their choosing to depict the causes and effects of the Black Death on both Europe and Asia. They will use the following sources and their knowledge from the reading to do this.

- **Sources:**
  - Bentley and Ziegler. 2011. *Traditions and Encounters*, 5<sup>th</sup> ed. United States: McGraw-Hill.
  - Marcus, Jacob. *The Jew in the Medieval World: A Sourcebook, 315-1791*. (New York: JPS, 1938), 43-48.
  - Reilly, Kevin. *Worlds of History: A Comparative Reader*, 5<sup>th</sup> ed. (Figure 12.1 pg. 450) United States: Bedford/St. Martin's.
  - Wheelis M. Biological warfare at the 1346 siege of Caffa. *Emerg Infect Dis* [serial online] 2002 Sep [December 10, 2013].

**Activity:** Students will be placed into groups of five and will be given a packet of 5 documents that they will be instructed to analyze using the acronym, SOAPStone (Speaker, Occasion, Audience, Purpose, Subject, and Tone). Within their groups, each student will need to analyze one document and then will share with the group their analysis and then they will switch and do each document, comparing and contrasting their results.

- **Sources:**
  - Reilly, Kevin. *Worlds of History: A Comparative Reader*, 5<sup>th</sup> ed. (Chapter 10: pgs. 360-397) United States: Bedford/St. Martin's.

**Unit 3** → Global Interactions

Length of Time for Unit → 14 class days

**Period 4:** 1450 – 1750 C.E.

Main Focus: The Early Modern World

Reading text: *Traditions and Encounters*, Chapters 22-27

Comparative Essay: Students will write the 2012 Comparative essay (Compare and Contrast the environmental and demographic effects of the Columbian Exchange on the Americas and one other region: Asia, Africa, or Europe)

Sources Used: specific graphs and tables on the Columbian Exchange from *Traditions and Encounters* journal entries from Columbus and de Las Casas, Renaissance paintings and sculptures, photos of Versailles.



## Key Concepts:

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

## Study Topics

1. The causes and effects of the establishment of truly global trade networks:
  - European technological developments building on previous classical, Islamic, and Asian innovations (caravels, the astrolabe, Mercator-projection maps)
  - The establishment of royal charters in the Americas and Asia by European monarchies following initial exploration by the Spanish and Portuguese
  - Attempts to find alternate routes to Asia, including a “northwest passage”
  - Areas still outside the global network (Oceania & Polynesia)
2. The circulation of silver from the Americas to purchase Asian goods and subsequent boost to established regional trade networks:
  - Europeans new role as middlemen between Asian regions
  - Rise of commercialization facilitated by the flow of silver
  - Role of new European economic policies and practices in the context of nation competition (mercantilism, joint-stock companies)
  - Establishment of an Atlantic System involving triangular trade of goods, wealth, and laborers
3. The effects of the Columbian Exchange:
  - Spread of infectious diseases and subsequent impact on Amerindian population (smallpox)
  - Transfer of weeds, European livestock with destructive grazing habits, and vermin to the Americas
  - Transfer of American staple food crops resulting in nutritional benefits and population increase in Europe (potatoes)
  - Cultivation of cash crops for global export using plantation agriculture (sugar)
  - Transfer of European and African food crops to the Americas by European settlers and African slaves (horses, pigs, cattle, rice)
  - Environmental impacts of European agricultural practices on the Americas (grazing and rooting of cows and pigs, loss of the eastern white pine)
4. The spread and blending of religions resulting from increased interactions and new contacts: The spread and adaptation of Islam by Sufi mystics and others into areas such as South and SE Asia
  - Intensification of the Sunni-Shi'a split in Islam
  - The impact of the Reformations and subsequent missionary efforts on the diffusion of Christianity to the New World and unexposed or latent areas of Afro-Eurasia
  - Syncretic religions resulting from the spread of Christianity, Islam, Buddhism, and other great religions with local traditions (Vodun in Americas, Zen Buddhism in E. Asia, Sikhism in South Asia)
5. Increased wealth among merchants and governments led to increased funding for the arts
  - Changes in the visual arts, e.g. Renaissance art in Europe
  - Expansion of literacy, including popular works (Epic of Sundiata, Shakespeare)
6. Changes in modes of production (agricultural and manufacturing) which served to increase output of increasingly desired raw materials and manufactured goods:
  - Intensification of peasant labor (e.g. Serf labor in Siberia)
  - Continuities and changes in the trade and use of slaves within and outside of Africa in the Indian Ocean

- The use of African slaves and native coerced laborers in the Americas on plantations and in mines (Chattel slavery and mita)

7. Restructured systems of social stratification arose, often influenced by race, ethnicity, and gender:

- The rise of new elites resulting from empire and global opportunities (Creoles in the Americas, European gentry in Western Europe)
- Bearers of elite power struggled to influence increasingly powerful monarchs (daimyo in Japan, European nobility)
- Changes to gender and family structures, especially resulting from the slave trade (use of marriage in SE Asia by European traders)
- New racial and ethnic classifications in the Americas (Sociedad des las Castas)

8. The emergence of more centralized states led by rulers who used a variety of means to gain, keep, and exercise coercive power:

- Use of art and architecture to legitimize rule (Louis XIV's Versailles, St. Petersburg in Russia)
- Continued use of religion to legitimize rule (divine right monarchy in Europe, human sacrifice of Aztecs)
- Ethnic and religious groups were used to bolster the economy while having their power restricted (Ottoman Janissaries)
- Bureaucratic elites and military professionals were recruited and used to maintain centralized power (Chinese scholar-bureaucrats and the exam system)
- Document-based activity: Does money make, or break, the king? Louis XVI and Versailles.

9. The use of gunpowder technologies and armed trade to establish large, global empires:

- European thalassocracy impacted the power of European and African rulers and enriched merchants from both areas. (Portuguese factories in West Africa, responses of Dahomey versus Kongo in West Africa)
- Land empires increased their range dramatically, including the Manchu (Qing) in China, the Mughals in South Asia, the Ottomans in the Mediterranean, and the Russians.
- Maritime empires were established by the Portuguese, Spanish, Dutch, French, and British which reflected state rivalries and led to competition over trade routes.
- Local resistance led to challenges to state consolidation and expansion (peasant uprisings in China)
- State rivalries developed between gunpowder empires that led to open conflict (Ottoman-Safavid conflict)

**Activity:** Students will be required to compare and contrast the views of the Conquistadors on the Latin American peoples to the views of other European colonists on the Native American peoples. They will also be asked to compare contrast images of the natives to North and South America by differing European sources.

- **Sources:**

- Reilly, Kevin. *Worlds of History: A Comparative Reader Volume Two: Since 1400, 3<sup>rd</sup> ed.* (Chapter 2: pgs. 42-71) United States: Bedford/St. Martin's.

## SEMESTER TWO

**Unit 4** → Industrialization and Global Integration

Length of Time for Unit → 14 class days

**Period 5:** 1750 to 1900 C.E.

Main Focus: The European Moment in World History

Reading text: *Traditions and Encounters*, Chapters 28-32

Sources Used: Wealth of Nations, Belgian Congo slave photos, graphs and tables from *Traditions and Encounters*

DBQ Writing: Students will compare Industrialization Periods and their starting dates in various international settings.

Continuity and Change over time: Students will write an essay based on the changes in the empires we have studied thus far. (Options- Latin America, North America, Japan, China, Great Britain)

Key Concepts:

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

**Study Topics:**

1. Industrialization emerged as a prominent model for production of goods
  - Causes of industrialization in Europe, including geographic, economic, technological, and geographic.
  - Mechanization including new power sources which dramatically increased available energy for production
  - A system of concentrated labor in factories and resulting increase in specialization of labor
  - The spread of industrial technologies and techniques throughout Europe, Russia, and Japan
  - A second wave of industrial advances in steel, chemicals, electricity, and precision machinery
2. A world system developed, integrating core and peripheral nations as industrialized nations sought raw materials for Manufacture and new markets for manufactured goods:
  - The growth of export-oriented economies that specialized in mass producing single natural resources and purchased finished goods with the profits (palm oil in West Africa)
  - The decline of formerly productive agriculture-based economies (textile production in India)
  - The drive to find new consumer markets for manufactured goods by core nations ("free market" imperialism in China)
  - The development of extensive mining centers to provide precious metals as well as copper, iron, zinc, and other metals used in industry. (copper mines in Chile)
  - New transportation and communication technologies, including railroads, steamships, telegraphs, and canals (Suez Canal)
3. The development and expansion of financial institutions to provide capital for investment in production and the ideological precursors and reactions:
  - Capitalism and classical liberalism (Adam Smith and John Stuart Mill)
  - New or expanded financial instruments to generate capital (stock markets)
  - The rise and spread of large-scale transnational businesses (United Fruit Company in Guatemala)
4. Varied responses throughout the globe to capitalism
  - Labor organizations to improve working conditions and increase wages
  - Alternative visions of society (Marxism)
  - Rejection of industrialization by some governments, including Qing China/The Ottoman Empire
  - Top-down, state sponsored attempts at industrialization (Muhammad Ali in Egypt versus Meiji

Japan)

- Reforms in response to the negative impacts of global capitalism on the part of some governments (suffrage in Britain)

5. Fundamental restructuring of societies due to industrialization and changes in the global economy:

- New social classes including the bourgeoisie and proletariat
- Changes in gender roles, family dynamics, and demographics
- Urbanization resulting from global capitalism and its health and social consequences

6. The establishment of trans-oceanic empires by industrial powers:

- Increased control over existing colonies (British Raj in India)
- New or expanded global empires (Britain in India, Egypt & Sudan, Australia) while older Spanish and Portuguese empires declined
- Establishment of new empires in Africa following the Berlin Conference (Belgium in Congo)
- Establishment of settler colonies (British in Australia, New Zealand, and southern Africa)
- The practice of economic imperialism by industrial powers (Britain in China, US in Americas)
- Rise of new racial ideologies (e.g. Social Darwinism) that facilitated and justified imperialism

7. The global influence of imperialism on the fate of states

- US influence in Tokugawa Japan contributing to the Meiji Restoration
- American and Russian imperialism through westward and eastward expansion
- Contraction of the Ottoman Empire due to imperial resistance (Greek and Serbian

Independence)

- The rise of new states on periphery of existing empires (Filipino nationalism)
- Development and spread of nationalism leading to new communal identities (German nationalism) based on language, religion, social customs, and territory.

8. The rise and spread of Enlightenment thought contributed to revolutions and rebellions

- Changes in how thinkers saw humanity's place in the natural world, including rationalism and empiricism which influenced many spheres of life including religion, society, individual rights, and the social contract (Voltaire, Lock, and Montesquieu)
- Influence of enlightenment thinkers on revolutionary documents in France, North America, and South America
- Impact of Enlightenment ideology on social justice, including the suffrage and abolition movements as well as the end of serfdom in Western Europe.

9. Reformist and revolutionary movements were stimulated by discontent with imperial rule and French subjects rebelled against their absolute monarchy

- Some subjects challenged the rule of centralized imperial governments (Maratha Confederation in India)
- Numerous American subjects led rebellious independence movements, including North America, France, Haiti, and mainland Latin America
- Slave resistance challenged existing authorities in the Americas (Mexico)
- Anticolonial movements arose due to questioning of political authority and growth of nationalist movements (Indian Revolt of 1857); some were influenced by religious movements or millenarianism (Taiping Rebellion in China)
- Imperial powers sometimes reacted with reforms in imperial policies (Tanzimat reforms in the Ottoman Empire)

10. New transnational ideologies and solidarities emerged from the spread of European political and social thought

- New anti-monarchical political ideologies including liberalism, socialism, and communism
- Women's suffrage and feminist movements challenged existing hierarchies'

11. Challenges to existing ways of life in the face of demographic change led to migrations in core and peripheral nations:

- Demographic changes resulting from improved agricultural and medical technologies
- Urbanization due to improved transportation
- Both voluntary (specialized professionals seeking work) and involuntary migration (indentured servants as manual laborers on plantations, slavery within Africa, convict labor in Australia)
- Migrant laborers including temporary and seasonal migrants did not permanently migrate (Italians in Argentina)

12. Large scale migrations led to consequences and reactions for migrants and host communities

- Changes in families and home societies resulting from male-predominant migration
- Creation of ethnic enclaves (Chinese in SE Asia, Caribbean, South America, and North America)
- Racial and ethnic prejudice and discrimination resulting in migration restrictions (Chinese Exclusion Act)

**Comparisons:** Industrial Revolution in Europe versus Japan, political revolutions, reactions to foreign domination, nationalism, western interventions, women in Europe of different classes.

**Activity:** Students will evaluate the historical period of Revolutions between 1750 and 1900 by comparing and contrasting the French Revolution, the American Revolution, and the Haitian Revolution and their effects on the changes in society, economy, and politics through an analysis of sources and construction of a timeline.

- **Sources:**

- Reilly, Kevin. *Worlds of History: A Comparative Reader Volume Two: Since 1400, 3rd. ed.* United States: Bedford/St. Martin's. (pgs. 203-219: *The American Declaration of Independence, The French Declaration of the Rights of Man and Citizen, A Vindication of the Rights of Women, Toussaint L'Ouverture's Letter to the Directory*)

## **Unit 5** → Accelerating Global Change and Realignments

Length of Time for Unit → 14 class days

**Period 6:** 1900 C.E. to the present

Main Focus: The most recent century

Reading text: *Traditions and Encounters*, Chapters 33-38

DBQ Writing: Students will evaluate World Wars I and II as catalysts of change in population movement.

Sources Used: World War I/II pictures and film, political cartoons, specific graphs and tables from *Traditions and Encounters*

### **Key Concepts:**

- Science and the Environment
- Global Conflicts and Their Consequences
- New Conceptualizations of Global Economy and Culture Focus questions: How do ideological struggles provide an explanation for many of the conflicts of the 20th century? To what extent have the rights of the individual and the state replaced the rights of the community? How have conflict and change influenced migration patterns internally and internationally? How have international organizations influenced change?

### **Study Topics:**

1. World War I and reactions to the 14 Points

- Students will understand the causes and effects of World War I
- Students will know the League of Nations and its impact and limitations in a global perspective

## 2. Rise of Consumerism and Internationalization of Culture

- Students will understand the rise of technology in the 20th century
- Students will understand the rise of a world economy
- Students will be able to explain the impact of Western consumerism
- Students will be able to compare the changing role of women in regions of the world

## 3. Depression and Authoritarian Responses

- Students will understand the global impact of the Great Depression
- Students will understand the relationship between the depression and the rise of authoritarian leaders
- Students will understand how the rise of authoritarian regimes led to genocide throughout the 20th century

## 4. World War II and Forced Migrations

- Students will understand movement of people during WWII

## 5. United Nations and Decolonization

- Students will understand impact and need for the United Nations
- Students will be able to compare and contrast the legacies of colonialism and the development of past colonial areas
- Students will understand the reduction of European influence

## 6. Cold War, Imperialism, and the End of the Cold War

- Students will understand tensions (East vs. West) of the Cold War and their global impact
- Students will be able to explain the demise of the Soviet Union

**Comparisons:** Decolonization in Africa versus India, women in revolutions, effects of the World Wars on areas outside Europe, nationalist movements, impact of Western consumer society and culture on others.

- **Review for AP Exam (3 weeks) beginning April 21st**

- **AP World History Exam: Thursday May 15th, 2014**
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