

AP WORLD HISTORY---CLASS FORMAT AND EXPECTATIONS.

WELCOME!

Course Texts and Readers:

UTraditions and Encounters, A Global Perspective on the Past

Jerry H. Bentley and Herb Ziegler

World Civilizations Vol I and Vol II

Sherman, Grunfeld, Markowitz, Rosner

Worlds of History Vol I and Vol II

Kevin Reilly

Discovery of the Global Past, Vol I

Wiesner, Wheeler, Doeringer, Curtis

The Human Record, Sources of Human History, Vol II

Andrea and Overfield

AP World History is a college level course. You must have a strong work ethic, excellent writing skills and the ability to analyze and synthesize to survive this process. If you are willing to work hard, you will make it; if there are any doubts about your work ethic, check out now! You must have strong study habits and be a willing reader, if you do not read the text, you cannot pass this class. It is also advisable that you obtain a study review book to coincide with the course. The majority of teachers recommend The Princeton Review for AP World. Kaplan also has a new study book as does “5 Steps to a 5”. These books do help when it comes to getting the big picture and the idea of diffusion, along with change, continuity and comparison. The format of the AP Exam in May is cumulative, that means any topic from the establishment of human society through the Cold War is a possible essay question. So from day one you must retain what you learn and you can’t let it go. You must save NOTES, NOTECARDS, ASSIGNMENTS and keep a separate AP World notebook. You must have structure and time management skills, you need to review materials periodically and you have to care. If you are passive you will not do well.

There is always homework, you simply may not be aware of the fact. The people who do well in this class and pass the AP Exam are the hard workers who study, do the reading and absorb. This requires dedication and passion. AP World is very

broad in scope, we move fast, we are always behind. There is no time for talkers, lazy people or people with a lack of sincerity. This class will help you get in to college but more so it will teach you how to survive and flourish in college.

- **Remember, you MUST take the AP Exam in May to be a member of this class.**

Class Requirements:

- **All work done outside of class must be word-processed. Please no “my printer broke” stories.**
- **No late work is accepted. Meet all deadlines. If you are absent you have additional time to turn in work, but meet with me to set the time line.**
- **Plagiarism is the kiss of death. Commit it and you are gone. Be original and creative, not a Xerox machine.**
- **If humanly possible, do not miss an exam. If you miss several I will not be at all happy with you, nor will your classmates, some people duck exams habitually and that is not fair.**
- **Keep all graded work in case I miss a grade.**
- **I reserve the right to drop you at mid-year if you are not making a sufficient effort in the class.**
- **All textbooks MUST be covered. If I see an uncovered text, it is mine. Also write your name in book ASAP.**
- **If you disrupt class, I will toss you out, it is called “walking the Green Mile” up to Ms. Carr’s office. If you must “act out” do it in another class, I am not amused.**
- **If you are absent, you MUST ASK me for make-up work.**
- **Please read the reviews from last year’s students. Their advice can be invaluable to you.**

- Each exam (every chapter unless combined) is worth three grades. Any group project we may do is worth three grades. Essays, Snapshots, PERSIAN, note cards, etc. are worth one grade. DBQs are worth one grade. Grades are based on a scale of 5 (A), 4 (B), 3 (C), 2 (D), 1 (Fail).
- You will have frequent DBQ's both in and out of class. DBQ's call for analysis and interpretation of graphs, charts, cartoons, personal statements and other primary source documents.
- Each exam has an essay question that seeks to enhance your ability to analyze and synthesize, material while looking toward the Change Over Time and Compare and Contrast essays. Frequent practice is vital.
- Upon our return from winter break you will have read Jared Diamond's Guns, Germs and Steel. A test on the material will also await you.

What to expect AP wise: Major Units:

Foundations: circa 8000 B.C.E.-----600 B.C.E. (19-20%)
 600 B.C.E.-----1450 (22%)
 1450-----1750 (19-20%)
 1750-----1914 (19-20%)
 1914-----The present. (19-20%)

Note: All units are based on balanced global coverage.

Themes:

1. The dynamics of change and continuity across the world history periods covered in this course, and the causes and processes involved in major changes of these dynamics.

- 2. Patterns and effects of interaction among societies and regions, trade, war, diplomacy and international organizations**
- 3. The effects of technology, economics and demography on people and the environment (population growth and decline, disease, labor systems, manufacturing, migrations, agriculture, weaponry)**
- 4. Systems of social structure and gender structure (comparing major features within and among societies, assessing change and continuity)**
- 5. Cultural, intellectual and religious developments, including 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)**

You may see essay questions on the AP that looks thus:

- To what extent have civilizations maintained their cultural and political distinctiveness over the time periods the course covers?**
- Compare the justification of social inequality in 1450 with that at the end of the twentieth century.**
- Discuss the changes in international trading systems between 1300 and 1600.**

Habits of Mind or Skills:

- Constructing and evaluating arguments: using evidence to make plausible arguments.**
- Using documents and other primary data: developing the skills necessary to analyze point of view, context, and bias, and to understand and interpret information.**

- **Assessing issues of change and continuity over time, including the capacity to deal with change as a process and with questions of causation.**
- **Understanding diversity of interpretations through analysis of context, point of view, and frame of reference.**
- **Seeing global patterns and processes over time and space while also connecting local developments to global ones and moving through levels of generalizations from the global to the particular.**
- **Comparing within and among societies, including comparing societies reaction to global processes.**
- **Being aware of human commonalities and differences while assessing claims of universal standards, and culturally diverse ideas and values in historical context.**

The AP Exam:

- **70 multiple choice questions over 55 minutes.**
- **One document based questions (DBQ). 50 Minutes, including 10 minute reading period**
- **Change-over-time essay, 40 minutes.**
- **Comparative essay, 40 minutes.**

Directive essay words, how is the material to be presented?

***Analyze:* determine their component parts; examine their nature and relationship.**

Assess/Evaluate: Judge the value or character of something; appraise; weight the positive and negative points; give an opinion regarding the value of; discuss the advantages and disadvantages of.

Compare: examine for the purpose of noting similarities and differences

Contrast: examine in order to show dissimilarities or points of difference

Describe: give an account of; tell about; give a word picture of

Discuss: write about; consider or examine by argument or from various points of view; debate; present the different sides of

Explain: make clear or plain; make clear the causes or reasons for; make known in detail; tell the meaning of.

- ❑ **The Document Based Question:**
- ❑ **Examines your ability to formulate and support and answer from documentary (primary source) information.**
- ❑ **Documents offer both information on the topic as well as perspective**
- ❑ **Documents become clear when viewed in a wide context with all the documents**
- ❑ **There is no single correct answer**
- ❑ **Analysis and synthesis are required from the student essay**
- ❑ **Planning (reading and analysis; response to prompt or question) is required to construct and answer**
- ❑ **Sources need to be cited, a clear thesis is required that integrates analysis of documents with treatment of the topic. Citing is also done by mention the author of the document**

- ❑ **Specific mention of individual documents should always occur within the framework of the overall topic, serving to substantiate and illustrated points made in the essay**
- ❑ **Students are expected to use all or all but one document**
- ❑ **It is not enough to cite and summarize documents, the writer must use the documents to answer the question, evidence from the documents should be utilized both to construct and to illustrate the responses**
- ❑ **Avoid the menu, mix and match the documents into functioning groups or opinions that share common values**
- ❑ **Pay attention to the author, tone, bias, frame of reference of each document**
- ❑ **The audience the document is aimed at and the date are important pieces of information**
- ❑ **DBQs are graded on a scale of 9 points**

Change-Over-Time Essay

This essay question deals specifically with change over time (covering at least one of the periods in the course outline) and the analysis of the dynamics of change and continuity concerning large global issues such as technology, trade, culture, migrations, and environmental developments. The question may concentrate on one or more cultural areas or may be global in scope. Change-over-time questions often require analysis of causation; analysis of process rather than simply a comparison of two points in time; and/or discussion of continuities accompanying change. Students may have the opportunity to choose different cases for illustration.

BASIC CORE

- 1. Has acceptable thesis (addresses The global issues and time period(s) Specified) 1 point**
- 2. Addresses all parts of The question; though Not necessarily evenly or**
 - Thoroughly 2 points**
 - Addresses most parts**

EXPANDED CORE

Expands beyond the basic core of 1-7 pts. The score of 7 must be earned before core points.

Examples:

***Has a clear, analytical and**

Of question: IE addresses Change but not continuity 1 point	comprehensive thesis *Analyzes all issues of the question
3. Substantiates thesis With appropriate historical Evidence 1 point	*addresses all parts of the question evenly
4. Uses relevant world Historical context to Explain change over Time and continuity 1 point	*provides ample historical evidence to substantiate thesis
5. Analyzes the process Of change over time and/or Continuity 1-point	*provides links with relevant ideas, events, trends
SUBTOTAL 7	SUBTOTAL 2

TOTAL 9

Sample essay question:

“Pick *one* of the following regions and discuss the changes and continuities in the world trading systems from 1450 to the present. Be sure to explain how alterations in the framework of international trade interacted with regional factors to produce the changes and continuities throughout the period.

China

Latin America

Sub-Saharan Africa

Middle East

COMPARATIVE ESSAY:

This essay is comparative over a wide set of issues, for example: how societies handle technology, or social structure, or religion. This question focuses on developments in at least two societies and/or regions, relating to major themes

such as culture, trade, migrations and/or interactions between or among societies.

BASIC CORE:

- ❖ Has acceptable thesis. (1 point)
- ❖ Addresses all parts of the question, though not necessarily evenly or thoroughly. (2 points)
- ❖ Addresses most parts of the question for example, deals with differences but not similarities. (1 point)
- ❖ Substantiates thesis with appropriate historical evidence. (2 points)
- ❖ Makes at least one or two relevant, direct comparisons between or among societies. (1 point)
- ❖ Analyzes at least one reason for a similarity or difference identified in a direct comparison. (1 point)
- ❖ Subtotal===7.

EXPANDED CORE:

- Expands beyond basic core of 1-7 points. The basic core score of 7 must be achieved before a student can earn expanded core points
- Examples:
 - Has a clear, analytical, and comprehensive thesis
 - Addresses all parts of the question (as relevant): comparisons, chronology, causation, connections, themes, interactions, content.
 - Provides ample historical evidence to substantiate thesis
 - Relates comparisons to larger global context
 - Makes several direct comparisons consistently between or among societies
 - Consistently analyzes the causes and effects of relevant similarities and differences
- SUBTOTAL 2
- TOTAL-----9

Sample Comparative Essay Question:

“Unfree labor systems were widely used for agricultural production in the period 1450---1750. Discuss the major similarities and differences between TWO of the following systems:

Caribbean slavery

North American Slavery

West African Slavery

Russian Serfdom”

AP Grades:

5	Extremely Well Qualified
4	Well Qualified
3	Qualified
2	Possibly Qualified (but not passing!)
1	No recommendation (didn’t study!)

Additional Class Requirements:

- ⇒ **Punctuality. Need I say anything on this?**
- ⇒ **PERSIAN: An exercise done consistently in this class to help analyze primary source documents or passage of the text. PERSIA stands for political, economic, religious, social, intellectual, artistic and near. It is an analysis of primary source documents and categorization in preparation for the AP exam in May.**
- ⇒ **Note cards go with every chapter, see format. (Known as “terms”)**
- ⇒ **Diffusion, Diffusion, Diffusion.**
- ⇒ **Cornell Notes: often asked for on a chapter. Require adherence to format.**
- ⇒ **Essay Circles: peer review of essays, completed in class prior to final draft being turned in.**
- ⇒ **Snapshots: a map of a region; included with it are categorizations of Political, Economic, Religious, Social, Intellectual, Artistic trends of the region.**

- ⇒ **Historical HI-FI presentation on a historical figure to be presented in class after the AP Exam. More to follow.**
- ⇒ **Global Regions: Must be known through snapshot format with maps completed in and out of class.**
- ⇒ **Pre-AP Exam: Students will work collaboratively in groups to create times lines with significant events and themes from the Foundations Era to the present. The time lines will be displayed in the classroom. Areas: North Africa, West Africa, East Africa, Equatorial Africa, Middle East, East Asia, Southeast Asia, Latin America, South Asia.**
- ⇒ **Diversity of Historical Opinion: students will read and discuss, debate conflicting primary source writings throughout world history looking for bias and varied interpretations.**

Course Outline

1. Foundations: 8000CE to 600 CE:

- **Early agricultural-technological-environmental developments-the Agricultural Revolution.**
- **Rise of early civilizations (social/political/economic) in Mesopotamia, Egypt, the Indus River Valley, Shang China and Meso America.**
- **Major Religious Systems: polytheism, Hinduism, Judaism, Confucianism, Daoism, Buddhism and Christianity,**
- **Early Migration patterns.**
- **The Neolithic Revolution.**
- **Specialization=pottery, metallurgy, textiles.**
- **Settled versus nomadic life styles.**
- **Lecture: Jared Diamond's theory regarding the advantages of civilizations in the East-West latitude versus North-South longitude in terms of development. View the Diamond *National Geographic* film, part I.**

Early Agriculture:

- **Slash and burn.**
- **Pastoral-Nomadic**
- **The plow.**

- **Bronze**
- **Writing.**

Civilization

- **River Valleys-Irrigation-Law-Money**
- **Hammurabi's Code-Social Inequality**

Decline of Early Civilizations:

- **Egypt**
- **Hittites**
- **Indus River People**
- **Mycenaens**
- **Indo-European groups**

Migratory Groups:

- **Phoenicians**
- **Israelites**
- **Aryans**

Development of Classical Civilizations:

- **Root Civilizations Theory**
- **Mediterranean (Greek and Romans)**
- **China—Zhou and Han**
- **India----Mauryan and Gupta**

Common Features of Classical Civilizations:

- **Patriarchal Family Structures**
- **Complex System of Government**
- **Expansion of Trade**
- **Silk Road**
- **Indian ocean Trade**
- **Saharan Trade**
- **Sub-Saharan Trade**

Fall of Empires:

- **Attacks from the Huns**

- **Collapse of Political Institutions**
- **Failure to Protect Borders**
- **Plague and Epidemics**
- **Trade Disrupted**

Belief Systems:

- **Polytheism**
- **Hinduism**
- **Buddhism**
- **Confucianism**
- **Daoism**
- **Legalism**
- **Judaism**
- **Zoroastrianism**
- **Christianity**

Activities:

⇒ **Terms assigned per chapter.**

⇒ **Students essay: “What is civilization?” Students will use lecture notes, text and outside resources to answer this essay question. In-class essay circles will be used to proof read the essay. Must be submitted to *Turn It In.Com*.**

⇒ **Students will prepare a religion chart with common features and differences among the major religions.**

⇒ **Students will write and in-class DBQ on Law Codes Before 600CE.**

⇒ **Unit Exam will consist of Multiple Choice Questions and Essays:**

⇒ **“What are the similarities and differences in the major belief systems?”**

⇒ **“Explain/analyze the rise of Classical Civilizations. What are the common features of each? How are they different?”**

⇒ **“What were the reasons for the decline of Classical Civilizations?”**

PERSIAS: Analysis of primary sources both in the text and in class readers.

- ❑ From *Hammurabi's Code*
- ❑ From the *Bhagavad-Gita Gita: Caste and Self*
- ❑ Ban Zhao: *Lessons for Women*
- ❑ J.P.V.D. Balsdom, From *Roman Women*
- ❑ Robert J. Braidwood: *The Agricultural Revolution*
- ❑ St. Jerome: *The Fall of Rome*
- ❑ *The Qur'an: Discovering the Global Past*

2. 600---1450 CE

Trends of the Period:

- Mass Migration
- Warfare, Conquest, Absorption
- Diffusion of goods spreads ideas and customs to the world
- Established religions rival political entities for power
- The Mongols and the *Pax Mongolia* impact the era
- Islam begins in the 7th century, spreads throughout the Middle east, North Africa, Europe, Southwest Asia
- Europe Grows via trade and gains power
- The Inca, Maya, Aztec develop in South America and Mesoamerica
- China dominates Asia and becomes a major empire

Islam:

- Muhammad
- The Five Pillars
- The *Qur'an*
- Allah
- Caliphates
- Sunni-Shi'a Split
- Spreading the Faith
- Dar Al-Islam
- Arabic Numerals, science, architecture, medicine

African Societies and Empires:

- **Hunting and gathering**
- **Agriculture and herding**
- **Impact of Islam**
- **Creation of Centralized Government**
- **Salt and Gold Trade**
- **Ghana**
- **Mali-Timbuktu**
- **Sundiata**
- **Mansa Musa**
- **Swahili City-States**

Christian Crusades:

- **Pope Urban II 1095**
- **Constantinople**
- **Christian Europe exposed to trade**
- **Rise of Italian trade and wealth**

Mongol Rule:

- **Pax Mongolia**
- **World's Largest Empire**
- **Steppes Origin/Clans**
- **Genghis Khan**
- **Khanates**
- **Marco Polo**
- **Ibn Battu {Both spread cultural knowledge}**

China's Hegemony:

- **Sui Dynasty**
- **Grand Canal**
- **Tang Dynasty 618CE—907CE**
- **Equal Field System**
- **Merit Based Bureaucracy**
- **Tribute**

- **Mahayana Buddhism V. Confucian/Daoist Ideals**

Song Dynasty 960 CE Golden Era

- **Financial Woes**
- **Jurchen Retreat**

Economic Breakthroughs of Tang and Song China:

- **Increased agriculture**
- **Population increase**
- **Technological Breakthrough**
- **Urbanization**
- **Flying cash**
- **Neo-Confucianism**
- **Foot Binding**

Kublai Khan, The Yuan and The Ming 1279 –1450 CE:

- **Beijing Capital**
- **Conquest of Asia**
- **Tax Farming**
- **Discontent leaps to Ming, Zhu Yuan Zhang**

Japan:

- **Shintoism**
- **Fujiwara**
- **Minamoto**
- **Feudalism**
- **Daimyos**
- **Samurais**
- **Bushido**
- **Seppuku**

Europe 500—1450CE

- **Invasions West:**
- **Goths**
- **Vikings**

- **Magyars**
- **Ostrigoths**
- **Vandals**
- **Dark Ages**
- **Feudalism**
- **Lord/Vassal/Knight**
- **Fiefs**

Christendom:

- **Rome---476CE**
- **Byzantium---eastern Orthodox Church---1453CE**
- **Caesaropapism**
- **Justinian-Theodora**
- **Hagia Sophia**
- **Justinian Code**

Church in the West:

- **Charlemagne**
- **Church Hierarchy**
- **Monasteries—Convents**
- **Franciscans---Dominicans**
- **Manorialism**
- **Three-Field System**
- **Revival of Trade**
- **Growth of Towns**
- **Commercial Revolution**
- **Guilds**

Early Russia:

- **Slavs**
- **Kiev**
- **Ivan**

Amerindian:

- The Maya
- The Aztec
- The Inca

Demographic---Environmental Changes:

- Arab spread of Islam
- Vikings into Europe
- Turks to Middle East and Byzantium
- Mongols—Pax Mongolia
- Bantu Migration

Cultural Diffusion Consequences:

- Bubonic Plague
- Population Decline
- Labor Shortage
 - ⇒ Students will collaboratively create a newspaper, which features a comparison of African and European Empires.
 - ⇒ Terms assigned per chapter.
 - ⇒ DBQ on Diffusion of Religions (Barron's 2002)
 - ⇒ Exam Essays:
 - ⇒ 1. Compare and contrast Japanese and European feudalism.
 - ⇒ 2. Analyze the impact of the Crusades from a political, social and economic standpoint.
 - ⇒ 3. Was the Pax Mongolia of equal importance to the Pax Romana?

PERSIAS:

- Richard C. Foltz, *The Islamization of the Silk Road*
- *Feudalism: An Oath of Homage and Fealty*
- Ibn al-Athir: *The Conquest of Jerusalem*
- David Morgan, from *The Mongols*
- Marco Polo, From *The Travels of Marco Polo*
- *The Lady Who Was A Beggar: Women in Chinese Society*
- Al-Jahiz: *Turks and Arabs*

3. 1450---1750 CE

Major concepts:

- **Long-Distance Trade**
- **Hemispheric Linkage**
- **Technological Innovations**
- **Trade conducted via the sea**
- **Increase in European Power/Gunpowder—Seas**
- **Nomads in Decline**
- **Slavery changes labor systems—Trade**
- **Military Empires Emerge in Europe and Asia**
- **Transfer of Plants and Animals---Impact on Diet**
- **Renaissance, Counter Reformation and Enlightenment**
- **Neo-Confucianism**

Ming China:

- **Mongols out**
- **Emperor Yongle**
- **Zheng He**
- **Voyages stopped**

Europeans:

- **Venice---Genoa**
- **Commercial Trade**
- **Spread of Catholicism**

Portugal:

- **Henry the Navigator**
- **Diaz**
- **da Gama**
- **Indian Ocean Trade**

Spain:

- **Columbus**
- **Treaty of Tordesillas**

- Cortes---Mexico
- Pizzaro—Peru
- Magellan

Trade Routes:

- The Great Circuit
- Columbian Exchange

Technology:

- Guns/Gunpowder
- Ship Technology
- Compass/Astrolabe

Centralized Governments:

- Spain
- Holy Roman Empire
- Absolute Monarch
- Divine Right
- Louis XIV
- Richelieu

Political-Economic Change:

- Constitutional Government---Magna Carta—Parliament
- England—Netherlands
- Rise of the Bourgeoisie
- Marriage by Mutual Consent
- Gap between Rich/Poor
- Varied European Colonial Models

Land Based Empires:

- Ottomans
- Safavids
- Mughals
- Ming—Qing (Manchus) (Kangxi and Qianlong)
- Russia

Tokugawa Japan:

- Emperor
- Bakufu
- Shoguns

Russian Empire:

Peter the Great:

- Military Reform
- Infrastructure
- Territorial Acquisition (Great Northern War)
- Reorganization of Bureaucracy
- Relocation of Capital
- “Window to the West”

African Kingdoms:

- Songhay
- Sunni Ali
- Destruction of Songhay and Swahili City-States
- Kingdom of Kongo---Portuguese Incursion

Slave Trade:

- Chattel Concept
- Muslim Involvement
- Mercantilism as Theory/Practice
- Middle Passage
- Triangular Trade Route

Labor System in America:

- Mita
- Encomienda
- Indentured Servitude
- Racism

Demographic and Environmental Changes:

- European Population Increases

- **Americas Population Drops**
- **Exchange of Plants/Animals/Diseases**
- **Maize—Potato**
- **Deforestation**
- **Over Taxing the Soil**
- **Little Ice Age**

Intellectual Developments:

- **Renaissance—Rebirth**
- **Patrons**
- **Medici**
- **Humanism**
- **Leonardo-Michelangelo**
- **Shakespeare**

Science:

- **Copernicus**
- **Galileo**
- **Kepler**
- **Newton**

Enlightenment:

- **Locke: Second Treatise on Civil Government**
- **Voltaire**
- **Philosophes**
- **Rousseau**

Protestant Reformation:

- **Martin Luther**
- **Indulgences**
- **95 Theses**
- **John Calvin**
- **Henry VIII**
- **Gutenberg's Printing Press**

Ming---Qing Intellectualism:

- **Neo-Confucianism**
- **Civil Service Exams**
- **Collection of Books (Xangki)**
- **Complete Library of the Four Treasures (Qinglong)**
- **Journey to the West (Xuanzang)**

Islamic Art:

- **Suleymaniye**
- **Taj Mahal**
 - ⇒ **Terms for each chapter.**
 - ⇒ **DBQ: Women's Education in the Renaissance (in-class)**
 - ⇒ **Socratic discussion of reading: Randall Miller's The Middle Passage, use of in-out circle.**
 - ⇒ **Take Home Essay: "Analyze how the Columbian Exchange and Triangle Trade Route impacted Europe socially, politically and economically." Students will essays circle in class prior to hand in via Turn It In.Com.**
 - ⇒ **Exam Essay: "Describe and analyze how the period of 1450 to 1750 marked the beginning of globalization of trade and interaction by discussing the impact of global linkage on any two of the following:**
 - ✓ **Africa**
 - ✓ **Amerindian World**
 - ✓ **Europe**
 - ✓ **China**

PERSIAN S:

- **Bernal Diaz, From *The Conquest of New Spain***
- **Alfred Crosby, From *Germs, Seeds, and Animals***
- ***Native American Account of Corte's Conquest***
- **John K. Fairbanks and Ssu-yu Teng, *China's response to the West***
- **Martin Luther, *Justification by Faith***

- ❑ **Habbah Khatun: *A Woman's Voice in India***
- ❑ **Yamaga Soko: *The Way of The Samurai***
- ❑ **Jean Jacques Rousseau, *The Social Contract***

IV. 1750---1914 CE

European Hegemony:

Period Characterization:

- **Europe takes power base from Asia**
- **Europe takes control of the Eastern Hemisphere**
- **Industrialization---creates have and have not nations**
- **Nationalism---sets the seeds for revolution**
- **Imperialism---colonization and inequities**

The Industrial Revolution:

- **A marker event similar to the Agricultural Revolution**
- **Efficient use of human labor via machines**
- **England, Belgium, Germany, N. France, Russian, United Sates and Japan as industrial powers**
- **Have and have not nations**
- **Why England?**

1. **Agricultural surplus: enclosure/crop rotation/seed drill**
2. **Mass production: interchangeable parts**
3. **Coal/Iron**
4. **Existence of a bourgeoisie**
5. **Political stability**
6. **Transportation systems**

Inventions and Innovations:

- **Flying Shuttle**
- **Spinning jenny**
- **Water Frame**
- **Spinning Mule**
- **Factory System**

- **Steam Engine**
- **Rail Road**
- **50 year lead for Britain**
- **Governmental Support**
- **Investment Capital**
- **Division of Labor**
- **Access to raw materials via
colonization**
- **Suez Canal**
- **Panama Canal**

Demographic—Environmental Changes

- **Urbanization**
- **Mass migration of labor to the Western Hemisphere**
- **Abolition of slavery**
- **Toussaint L' Ouverture revolt**
- **Britain 1807 End of slave trade (Abolish totally 1833)**
- **US 1808 End of slave trade (Abolish totally 1865)**
- **France 1814 End of slave trade (Abolish totally 1848)**
- **Lowering of US birthrate**
- **Deforestation as a serious problem**
- **Growth of towns**
- **Poor working environments**
- **Development of a middle class and bourgeoisie**
- **Social Darwinism**
- **Cult of domesticity for women**

Political Ideas and Movements:

- **Absolute Rulers lose power**
- **Rule of Law gains**
- **Influence of the Enlightenment**
- **Social Contract Theory**

- **Bourgeoisie gains political power**

Revolutions:

- **American Revolution**
- **French Revolution**
- **Napoleon**
- **Congress of Vienna---Balance of Power**
- **Return of conservatism**

Revolutions in Latin America:

- **Toussaint L' Ouverture**
- **Brazil**
- **Mexico**
- **South America (Spain removed)**

Ideological Consequences of Revolutions:

- **Conservatism**
- **Liberalism**
- **Radicalism**
- **Women's Rights**
- **Mary Wollstonecraft**
- **Susan B. Anthony**
- **Suffrage**
- **Scientific Racism**
- **Social Darwinism**

Marxism:

- **Karl Marx—Frederich Engles**
- ***Communist Manifesto---Das Kapital***
- **Proletariat**
- **Russia/China**

Nationalism:

- **Identity with a common group**
- **Napoleon's contribution**

- **Common geography, language, religion, customs**
- **Patriotism**

New Nation States:

- **Italy---Garibaldi—Cavour**
- **Germany---Bismarck**

Eurasian Empires:

- **Russia**
- **Catherine the Great**
- **Napoleon 1812**
- **Crimean War**
- **Alexander II**
- **Zemstovs**
- **Alexander II---Emancipation of Serfs**
- **Assassination of Alexander II makes Russia reactionary**

Ottoman Empire:

- **Sick Man of Europe**
- **Tax Farming**
- **Military Elite**
- **Janissaries**
- **Revolt in the Balkans and Greece**
- **Young Turks**

Imperialism:

- **Empires all over the world**
- **Raw Materials and Markets**
- **Colonial Imperialism**
- **Economic Imperialism**
- **Political Imperialism**
- **Socio-Cultural Imperialism**

Imperialism in Africa:

- **Algeria---France**

- **Cape Colony---Great Britain**
- **Angola---Portugal**
- **Stanley and Livingstone**
- **Belgian Congo**
- **Scramble for Africa**
- **The Berlin Conference of 1884**

Imperialism in India:

- **Mughal Decline**
- **British east India Company**
- **Sepoy Rebellion 1857**
- **British Rule 1857-1947**
- **Indian Nationalism**
- **Brahmo Samaj**
- **Indian National Congress**
- **Muslim League**
- ***The White Man's Burden***

Imperialism in China:

- **The Opium Wars, 1839-1842 Unequal Treaties**
- **Treaty of Nanjing**
- **Spheres of Influence**
- **Taiping Rebellion, 1850-1864**
- **Hong Xiuquan**

New Imperialist Nations:

- **United States**
- **Spanish-American War**
- **Great White Fleet—Matthew Perry**
- **Panama Canal**
- **Open Door**
- **Monroe Doctrine**

Japan:

- Meiji Restoration
- Decree of Isolation
- Emulate the West
- Rule of Oligarchs

Student Activities:

- Terms for every chapter.
- DBQ: Woman's Suffrage Movement in Late 19th and Early 20th Century. To be written in class.
- Students will collaborate on the compilation of a group chart showing the major Imperial Powers of the time period 1750—1914 and what particular colonies each ruled. Posters will be displayed in class.
- Exam Essays:
 1. Analyze the connection between the Industrial revolution and the extension of European Imperialism in the era 1750-1914.
 2. Compare and contrast the American and French Revolutions.
 3. Analyze Japan's rise to the status of an imperialist power.

PERSIANS:

- *The Declaration of the Rights of Man and Citizen*
- Henrich von Treitschke, *Militant Nationalism*
- Bonnie G. Smith, *Women and the Napoleonic Code*
- Michael Anderson: *The Family and Industrialization in Western Europe*

- ❑ **Simon Bolivar: *Independence in Latin America***
- ❑ **Ernest Linant de Felleonds: *Culture and Imperialism in East Africa***
- ❑ **Sun Yat-sen: *Manifesto of the United League***
- ❑ ***Proclamation of the Young Turks***
- ❑ **Rudyard Kipling: *The White Man's Burden***
- ❑ **M.E. Chamberlain: *The Scramble for Africa***
- ❑ **Chinua Achebe: *When Things Fall Apart***

5. 1914 to the Present:

The 20th Century:

- **World War I**
- **World war II**
- **Cold War {All part of war and diplomacy}**
- **Decline of European Power**
- **Globalization**
- **Democratic Transition**
- **Challenge to Religion**
- **Questioning of Inequality**
- **Nationalism**
- **Global Economic Development**
- **Political Revolution and Innovation**
- **Social Reform and Revolution**
- **Science, Technology and Culture**
- **Environmental Changes**

World War I:

- **National Rivalries**
- **National Aspirations**
- **Alliances**
- **Western front**
- **Eastern Front**
- **Versailles Peace Treaty**
- **Colonies in the War**

World War II

- **Japan and Fascism**
- **Nazi Germany**
- **Munich**
- **Allied Powers**
- **Axis Powers**
- **Total war**
- **The Holocaust**
- **Rape of Nanjing**
- **Pacific Arena**
- **Use of nuclear weapons**

Post World War II and the Cold War:

- **United Nations**
- **NATO and Warsaw Pact**
- **Roots of Cold War--Ideology**
- **Yalta**
- **Potsdam**
- **Marshall Plan**
- **Containment---Arms Race**
- **Stalin**

Decolonization-Nationalism:

- **Algeria**
- **Sub-Saharan Africa**

- **Apartheid**
- **African National Congress**
- **Nelson Mandela**
- **India**
- **Gandhi**
- **Nehru—Ali Jinnah**
- **Sukarno**
- **Ho Chi Minh**
- **Mexico**
- **Argentina-Brazil**
- **Cuba---Castro and Che**

Ideologies and Revolutions:

- **Communism**
- **Fascism**
- **Stalinization**
- **Five-Year Plans**
- **Collectivization**
- **Khrushchev**
- **Brezhnev**
- **Gorbachev**

Communism in China:

- **Mao Zedong**
- **Chiang Kai-Shek**
- **Maoism**
- **Great Leap Forward**
- **Cultural Revolution**
- **Deng Xiaoping**

Globalization of Science, technology and Culture:

- **Modern Transport/Communication**
- **International Trade/Global Trade Barriers Removed**

- **Popular Culture Exported**
- **International Science**
- **International Business**

Fragmentation:

- **Decline of European Power**
- **Break up of Multi-Cultural Empires**
- **End of the Cold War**

Migration:

- **Rural to Urban**
- **Global Migrations**
- **Population Pyramids**

Student Activities:

- **Terms for each chapter.**
 - **DBQ (in class) Hitler and Nazis in Europe**
 - **Students will create a magazine which chronicles/reflects globalization in their daily lives.**
 - **Essays for exam:**
 - 1. Analyze the impact of World War II on non-European areas of the world.**
 - 2. Compare and contrast how the vanquished were treated at the conclusion of World War I and World War II.**
 - 3. How has globalization had an effect on late 20th century migrations?**
 - 4. How has Communism in China evolved to a market economy?**

PERSIANS:

- **Erich Maria Remarque: *All Quiet on the Western Front***
- **Woodrow Wilson: *Fourteen Points***
- **Joachim C. Fest: *The Rise of Hitler***
- ***Israel and the Palestinian Territories***
- **Nelson Mandela: *Rivonia Trial Statement***
- **Betty Friedan: *The Feminine Mystique***
- **Aung San Suu Kyi: *From Letters from Burma***

- Benjamin Barber: From *Jihad Vs. McWorld*

Students will attend a practice AP Exam on a Saturday prior to the actual AP Exam. The practice test will include multiple choice, DBQ and essay questions.

Every student in AP World History will take the AP Exam.