Course Syllabus
AP World History

AP Text:
*Traditions and Encounters: A Global Perspective on the Past*, Third Edition
Jerry H. Bentley & Herb Ziegler

Supplementary Readers:
  - Kevin Reilly
  - Peter N. Sterns, Stephen S. Gosch, Erwin P Grieshaber

Study and Review Books:
The Princeton Review for AP World History 2010-2011

**Turn It In:** Major written assignments will be submitted and graded through [www.turnitin.com](http://www.turnitin.com). Please make an account and sign into the class as soon as possible.

AP World History is a college level course. AP World History is a yearlong requirement and represents a significant commitment to scholarship. Successful students earning a C or above will receive AP GPA weighting. After taking the AP Exam, a score of 3, 4, or 5 is considered successful although each college or university establishes its own criteria for purposes of awarding credit. The format of the AP Exam in May is cumulative, that means any topic from the establishment of human society through the present is a fair game.

The purpose of the AP World History Course is to develop greater understanding of the evolution of global processes, contacts, and interactions between different human societies throughout the globe.

**REMEMBER**, you MUST take the AP Exam on May 16, 2013 to be a member of this class.

**Class Requirements**
You must save every piece of work generated in this class 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.

Your notebook must have sections for the following: Agendas and opening activities, graded work, all handouts and class notes. Notebooks will be collected and graded at two points during each semester. **Keep all work!**

All work done outside of class must be word-processed or computer generated.

**No late work will be accepted.** Meet all deadlines. If you have an **excused absence** you will have additional time to turn in work, although you must see me immediately...
upon return to school and the absence must be in the school’s attendance system as excused. You should also check the course webpage for missing work.

**Student Athletes:** If you will miss class due to a sporting event you are still responsible for the material missed in class and the homework given on that day. If a homework assignment is due on the day in question, you must turn it in before you leave school. No exceptions.

**Examples of Assignments & Activities**
- **Exams** (every chapter unless combined)*
- **Quizzes**
- **Group Projects**
- **Essays**
- **Snapshots:** A map of a region; including categorizations of political, economic, religious, social, intellectual, & artistic trends of the region
- **SOAPSTONE & SPICE:** An exercise done consistently in this class to help analyze primary source documents or a passage of the text.
- **Note-cards:** Go with every chapter and are also known as terms.
- **DBQ:** (Document Based Question) You will have frequent DBQ’s both in and out of class. DBQ’s call for major analysis and interpretation of graphs, charts, cartoons, personal statements and other primary source documents.
- **Maps**
- **Film notes**
- **Essay Circles:** Peer review of essays, completed in class prior to final draft.
- **Cornell Notes**
- **Lecture Notes**
- **AP Practice Exam**

*Most exams have an essay portion that seeks to enhance your ability to analyze and synthesize material, while looking for change over time and compare and contrast.

**Grading Procedures**
All work is assigned a point value. Academic grades are determined by the following percentages:

- **A= 90-100%**
- **B= 80-89%**
- **C= 70-79%**
- **D= 60-69%**
- **Fail= 0-59%**

Homework, in-class assignment, quiz range: 15-25 points
Substantial homework assignment range: 25-35 points
Paper/Project assignment range: 45-75 points
Themes

The AP World History highlights five overarching themes that will receive approximately equal attention throughout the course beginning with the Foundations section:

1. **Interaction between humans and the environment:**
   - Demography and disease
   - Migrations
   - Patterns of settlement
   - Technology

2. **Development and interaction of cultures:**
   - Religions
   - Belief systems, philosophies, and ideologies
   - Science and technology
   - The arts and architecture

3. **State-building, expansion and conflict:**
   - Political structures and forms of governance
   - Empires
   - Nations and nationalism
   - Revolts and revolutions
   - Regional, transregional, and global structures and organizations

4. **Creation, expansion, and interaction of economic systems:**
   - Agricultural and pastoral production
   - Trade and commerce
   - Labor systems
   - Industrialization
   - Capitalism and socialism

5. **Development and transformation of social structures:**
   - Gender roles and relations
   - Family and kinship
   - Racial and ethnic constructions
   - Social and economic classes

The themes serve throughout the course as unifying threads helping students put major themes of a particular society into a larger framework. The themes also provide ways to make comparisons over time. The interaction of themes and periodization encourage cross-period questions as well as comparisons. On the AP Exam you may find questions such as: “Compare the justification of social inequality in 1450 with that at the end of the twentieth century”. “Select four turning points in world history since 1000 C.E. and explain why you designated them”. 

Unit test range: 80-120 points
Historical Periods and Key Concepts

The AP course divides world history into six historical periods and describes key concepts for each period. The periods and key concepts are:

- **Period 1: Technological and Environmental Transformations, to c. 600 B.C.E.**
  - Key Concept 1.1. Big Geography and the Peopling of the Earth
  - Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
  - Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

- **Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.**
  - Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions
  - Key Concept 2.2. The Development of States and Empires
  - Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange

- **Period 3: Regional and Transregional Interactions, c. 600 C.E. to c. 1450**
  - Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
  - Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions
  - Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

- **Period 4: Global Interactions, c. 1450 to c. 1750**
  - Key Concept 4.1. Globalizing Networks of Communication and Exchange
  - Key Concept 4.2. New Forms of Social Organization and Modes of Production
  - Key Concept 4.3. State Consolidation and Imperial Expansion

- **Period 5: Industrialization and Global Integration, c. 1750 to c. 1900**
  - Key Concept 5.1. Industrialization and Global Capitalism
  - Key Concept 5.2. Imperialism and Nation-State Formation
  - Key Concept 5.3. Nationalism, Revolution, and Reform
  - Key Concept 5.4. Global Migration

- **Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present**
  - Key Concept 6.1 Science and the Environment
  - Key Concept 6.2 Global Conflicts and Their Consequences
  - Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture

Habits of Mind or Skills

The AP World History course addresses habits of mind or skills in two categories:

1) Those addressed by any rigorous history course, and
2) Those addressed by a world history course.

Four Habits of Mind are in the first category:

1) Constructing and evaluating arguments: using evidence to make plausible arguments.
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) Assessing issues of change and continuity over time, including the capacity to deal with change as a process and with questions of causation.
4) Understanding diversity of interpretations through analysis of context, point of view and frame of reference.

Three Habits of Mind are in the second category:
1) Seeing global patterns and processes over time and space while also connecting local developments to global ones and moving through levels of generalization from the global to the particular.
2) Developing the ability to compare within and among societies, including comparing societies' reactions to global processes.
3) 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 judgment but developing understanding.

The Examination

Every part of the AP World History Exam assesses habits of mind as well as content. For example in the multiple choice section, maps, graphs, artwork, and quotations are used to judge students’ ability to assess primary data, while other questions focus on evaluating arguments, handling diversity of interpretation, making comparisons among societies, drawing generalizations and understanding historical context. In the essay section of the examination, the document-based-question (DBQ) focuses on assessing students’ ability to construct arguments, use primary documents, analyze point of view, context and bias, and understand global context. The remaining two essay questions focus on global patterns over time and space and comparisons within and among societies.

The AP World History Examination is approximately three hours and five minutes long and includes the following:
- 70 multiple choice questions over 55 minutes
- One document based question DBQ over 50 minutes, including a mandatory 10 minute reading period
- Change and Continuities Over Time essay 40 Minutes
- Compare and Contrast essay 40 minutes

Major Units for Multiple Choice

<table>
<thead>
<tr>
<th>Foundations: Circa 8000 B.C.E.</th>
<th>---600 C.E. (19-20%)</th>
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<tr>
<td>600 C.E.-----------------------</td>
<td>1450 CE (22%)</td>
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<td>1750 (19-20%)</td>
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<td>1914 (19-20%)</td>
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<td>The Present (19-20%)</td>
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**Please see separate scoring rubrics and directives for all sections of the AP Exam**

AP Grades
Course outline
Note: All units are based on balanced global coverage

Introduction—What is History?
- Introduction to APWH
- Why World History?
- What are “complex societies?”

Major Activities & Assignments
Lecture: Jared Diamond’s theory regarding the advantages of civilizations in the east-west latitude versus the north-south longitude in terms of development.
View: Guns, Germs and Steel, National Geographic, Part I
Peter Sterns: The Neolithic Revolution
Jared Diamond: The Worst Mistake in the History of the Human Race & Yali’s Question
Essay: Students will compare the views of Strearns and Diamond about the transition to agriculture from hunter/gatherer society. Students will include discussion of the sequence of transition, the geographical settings for the earliest transitions, and the question of making a value judgment about historical events. Preparation for the essay will include small group discussion after reading the selections.
AP standards and rubrics.
Notebooks and note-taking
Reading effectively

I. Foundations 8000 B.C.E – 600 C.E

Early Complex Societies
Before History (Chapter 1)
Early Societies in Southwest Asia (Chapter 2)
Early African Societies (Chapter 3)
Early Societies in South Asia (Chapter 4)
Early Society in East Asia (Chapter 5)
Early Societies in the Americas and Oceania (Chapter 6)

Formation of Classical Societies
The Empires of Persia (Chapter 7)
The Unification of China (Chapter 8)
India (Chapter 9)
Greece (Chapter 10)
Rome (Chapter 11)
Silk Roads (Chapter 12)

Major Themes:
- Early agricultural and technological environmental developments-The Neolithic Revolution
- Rise of Early Complex Societies (social, political, economic) in Mesopotamia, Egypt, the Indus River Valley, Shang China and Mesoamerica.
- Major Religious Systems: Polytheism, Hinduism, Judaism, Confucianism, Daoism, Buddhism, and Christianity
- Early Migration Patterns
- The Neolithic Revolution
- Specialization of Labor: pottery, metallurgy, textiles
- Settled versus nomadic life styles

Before History:
- Paleolithic Societies
- Neolithic Revolution

Early Agriculture:
- Slash & burn
- Pastoral-nomadic
- The plow
- Bronze
- Writing

Civilization-Complex Societies:
- River-valleys irrigation, law, money
- Hammurabi’s code-social inequality

Decline of Early Civilizations:
- Egypt
- Hittites
- Indus River people
- Mycenaean
- Indo-European groups

Migratory Groups:
- Phoenicians
- Israelites
- Aryans
- Bantu speaking peoples

Development of Classical Civilizations
- Root Civilization Theory
- Mediterranean (Greek Roman)
China- Zhou and Han
India-Mauryan & 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 boarders
Plague and epidemics
Trade disrupted

Belief Systems:
Polytheism
Hinduism
Buddhism
Confucianism
Daoism
Legalism
Judaism
Zoroastrianism
Christianity

Major Activities & Assignments
Essay "What is civilization?" Students should use lecture notes, text and outside
sources to answer the question. In-class essay circles will be used to proof read the
essay. Must be submitted to Turnitin.com
Small group project: Students will analyze the causes and effects of the decline of one
of the classical empires. Students will describe the internal and external factors,
leading to the decline of the empire and then the effects within the empire and on the
surrounding area of that decline. Small groups will present their findings using power
point and submit a written analysis as well. The class will then discuss the similarities
and differences.
Students will prepare an early civilization chart with common features and differences
among the first major civilizations and their types of government.
Students will prepare a religion chart with common features and differences among the
major religions.
Introduction to AP Writing
Thesis development
Point of view exercises
DBQ spread of Buddhism in China
Regional Snapshots
Exams will consist of multiple choice questions and essay questions: “What are the
similarities and differences in the major belief systems? Explain and analyze the rise of classical civilizations. What are the common features of each? How are the different? “What were the reasons for the decline of Classical Civilizations?” There will also be a map exam on the “World Regions”.

Analysis of primary sources both in the text and in class readers.
Bridging World History: Chapters 3-7
Excerpt from Hammurabi’s Code: Social Inequality and Gender
Excerpt from the Bhagavad-Gita: Caste and Self
Images of Ancient Egypt
Excerpt from the Egyptian Book of the Dead
Ban Zhao: Lessons for Women
Women and the Law in Rome: Legal Codes
Marcellinus: The Fall of Rome

II. 600 C.E.-1450 C.E.

Post Classical Societies
Byzantium (Chapter 13)
Islam (Chapter 14)
Empire in East Asia (Chapter 15)
India & the Indian Ocean Basin (Chapter 16)
Christianity in Western Europe (Chapter 17)
Nomadic Empires (Chapter 18)
Sub-Saharan Africa (Chapter 19)
Europe in the High Middle Ages (Chapter 20)
The Americas and Oceania (Chapter 21)
Cross-Cultural Interactions (Chapter 22)

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 Origins/Clans
- Genghis Khan
- Khanates
- Marco Polo
- Ibn Battuta

**China's Hegemony:**
- Sui Dynasty
- Grand Canal
- Tang Dynasty 618-907
- Equal field system
- Merit based bureaucracy
- Tribute
- Mahayana Buddhism vs. Confucian/Daoist Ideals
- Song Dynasty 960-CE golden era
- Financial woes
- Jurchen retreat

**Economic Breakthroughs of Tang and Song China:**
- Increased Agriculture
- Populations Increase
- Technological breakthroughs
- Urbanization
- Flying cash
- Neo-Confucianism
- Foot binding

Khubilai Khan, The Yuan and the Ming 1279-1450 CE:
Beijing Capital
Conquest of Asia
Tax farming
Discontent leap the Ming, Zhu, Yuan Zhang

Japan:
Shintoism
Fujiwara
Minamoto
Feudalism
Daimyos
Samurais
Bushido
Seppuku

Europe: 500-1450
Invasions West
Goths
Vikings
Magyars
Ostrigoths
Vandals
Dark Ages
Feudalism
Lord/vassal/ Knight
Peasant
Fiefs
Christendom
Rome
Byzantium- Eastern Orthodox church 1453
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:
Slaves
Kiev
Ivan
Indigenous Americans:
- The Maya
- The Aztec
- The Inca

Demographic and Environmental Changes:
- Arab Spread of Islam
- Vikings into Europe
- Turks to Middle East & Byzantium
- Mongols-Pax Mongolia
- Bantu Migration
- Cultural diffusion consequences:
  - Bubonic Plague
  - Population decline
  - Labor shortages

Major Activities & Assignments:
- Chapter terms
- Regional Snapshots w/ geography test
- CCOT writing seminar
- Supplemental DBQ & CCOT writing
- Essay and small group discussion: Why are these years selected to define this period? Students will compare events in different regions of the world as markers for the "post-classical" or medieval period. Students will suggest other years to bracket this period based on events in East Asia, South Asia, Africa, Europe, etc. Students will discuss the significance of defining historical periods.
- Multiple choice chapter exam. Possible essay questions: Compare and contrast Japanese and European Feudalism. Analyze the impact of the Crusades from a political, social & economic standpoint. Was the Pax Mongolia of equal importance to the Pax Romana?

PERSIAS:
- Bridging World History: Chapters 8-13
- 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
- Peasant Life in Tang & Song China: Evidence from Poetry & Legal Documents
- Al-Jahiz: Turks & Arabs
- Excerpts from The Qur’an & The Hadith

III. 1450 C.E.-1750 C.E.

Origins of Global Interdependence
Transoceanic Encounters & Global Connections (Chapter 23)
The Transformation of Europe (Chapter 24)
New Worlds: The Americas & Oceania (Chapter 25)
Africa & the Atlantic World (Chapter 26)
Tradition & Change in East Asia (Chapter 27)
Islamic Empires (Chapter 28)

Major Concepts:
- Long distance trade
- Hemispheric linkage
- Technological innovation
- 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
- 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 methods

**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
America’s 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

**Major Activities and Assignments:**
Chapter terms
C&C writing seminar

**Mini-research paper:** Students will compare the visual aspects of Medieval and Renaissance painting and sculpture as presented by art historians with the social, cultural, and economic developments of the late middle ages and Renaissance. (Students concurrently enrolled in AP Art History will be encouraged to conduct a dual)
assignment and project.)
Socratic discussion of reading: Randall Miller’s *The Middle Passage*
Supplemental DBQ, C&C, CCOT practice
Essay: Analyze how the Columbian Exchange and Triangle Trade Route impacted
Europe socially, politically, and economically. Students will peer read essays and
submit via turnitin.com
Multiple choice chapter exams. Possible Essays for exams: 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, American and Indigenous World, Europe, China

PERSIANS:
Bridging World History: *Chapters 14-16*
Bernal Diaz: From *The Cities of Mexico*
Bernal Diaz: From *The Conquest of New Spain*
Alfred Crosby: From *Germs, Seeds, and Animals*
Native American Account of Cortes’ Conquest
John K. Fairbanks and Ssu-yu Teng: *China’s Response to the West*
Martin Luther: *Justification by Faith*
Habbah Khatun: *A Woman’s Vice in India*
Yamaga Soko: *The Way of the Samurai*
Jean Jacques Rousseau: *The Social Contract*

IV. 1750 C.E.-1914 C.E.

Age of Revolution and Industry
Revolutions & National States in the Atlantic World (Chapter 29)
The Making of Industrial Society (Chapter 30)
The Americas and the Age of Independence (Chapter 31)
Societies at a Crossroads (Chapter 32)
The Building of Global Empires (Chapter 33)

European Hegemony:
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 in 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, Russian, United States and Japan
as industrial powers
Have and have not nations
Why England?
Agricultural surplus: enclosure/crop rotation/seed drill
Mass Production: interchangeable parts
Coal/iron
Existence of a bourgeoisie
Political stability
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
- Lowering of U.S. birthrate
- Deforestation as a serious problem
- Growth of towns
- Poor working environments
- Development of middle class and bourgeoisie
- Social Darwinism
- Cult of Domesticity

**Political Ideas and Movements:**
- Absolute rulers loose 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 Revolution:**
- 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:**
- 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-Britain
Angola---Portugal
Stanley and Livingstone
Belgian Congo
Scramble for Africa
The Berlin Conference 1884

**Imperialism in India:**
- Mughal decline
- British East India Company
- Sepoy Rebellion 1857
- British rule 1857-1947
- Indian nationalism
- Brahma 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

**Major Assignments and Activities:**
- Note-card terms for each chapter
- Supplemental DBQ, C&C, CCOT practice
- 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.
- Multiple choice chapter exams. Possible essays for exams: Analyze the connection between the industrial revolution and the extension of European Imperialism in the years between 1750-1914. Compare and contrast the American and French Revolutions. Analyze Japan’s rise to the status of an imperialist power.
PERSIANS:

- Bridging World History: Chapters 17-21
  - 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
- Ernst Linant de Felleonds: Culture and Imperialism in East Africa
- Sun Yet-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

V. 1914 C.E. to the Present

Contemporary Global Realignments

The Great War (Chapter 34)
- An Age of Anxiety (Chapter 35)
Nationalism & Political Identities in Asia, Africa & Latin America (Chapter 36)
WWII (Chapter 37)
The Bipolar World (Chapter 38)
The End of Empire (Chapter 39)
A World Without Borders (Chapter 40)

Major Themes of the 20th Century:

- Cold War
- 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

WWI

- World war I
- National rivalries
- National aspirations
- Alliances
- Western front
Eastern front
Versailles Peace Treaty
Colonies in the war

**WWII**

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 & Che

**Ideologies and Revolutions:**

Communism
Fascism
Stalinization---desalinization
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 business

**Fragmentation:**
- Decline of European power
- Break up of multi-cultural empires
- End of Cold War

**Migration:**
- Rural to urban
- Global migrations
- Population pyramids

**Major Activities and Assignments:**
- Note-card terms for each chapter
- Supplemental DBQ, C&C, CCOT practice
- Multiple choice chapter exams. Possible essays for exams: Analyze the impact of WWII on non-European areas of the world. How has globalization had an effect on late 20th century migration? How has communism in China evolved to a market economy?

**PERSIANS:**
- Bridging World History: *Chapters 22-26*
- 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 Freidan: *The Feminine Mystique*
- Aung San Suu Kyi: *Letters from Burma*
- Benjamin Barber: *Jihad vs. McWorld*