

ADVANCED PLACEMENT WORLD HISTORY

2013-2014 COURSE SYLLABUS

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Overview

The polymath Jacob Bronowski opened his classic work *The Ascent Of Man* with this:

“Man is a singular creature. He has a set of gifts which make him unique among the animals; so that, unlike them, he is not a figure in the landscape – he is a shaper of the landscape. In body and in mind he is the explorer of nature, the ubiquitous animal, who did not find but has made his home in every continent.”

Mr. Bronowski captured the essence of this course: Man (in the generic sense) and the human story, writ large. The scope of the history in this course –from creation to the present—is broad. The College Board, the developer of this course, has identified five **Themes** to help organize the connections between events, people and concepts across the roughly 10,000 years which is the principle focus of AP World History:

1. Interaction between humans and the environment
 - Demography and disease
 - Migration
 - Patterns of settlement
 - Technology
2. Development and interaction of cultures
 - Religions
 - Belief systems, philosophies & ideologies
 - Science & 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, trans-regional 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

These themes are but categorical lenses through which to consider what is particular about each period or society within a larger, patterned framework. These themes also provide ways to make comparisons over time. Thus, these themes will be considered

across 6 broad temporal periods, also advanced by the College Board. The **periodization** of the material, with the approximate percentage of coverage, is

AP World History Periodization				
Period	Period Title and Key Concepts to be Covered	Date Range	Textbook Chapters	% of content
1	Technological and Environmental Transformations <ul style="list-style-type: none"> • Big Geography and the Peopling of the Earth • Neolithic Revolution and Early Agricultural Societies • Development and Interactions of Early Agricultural, Pastoral and Urban Societies 	Creation to c. 600 B.C.E	1	5%
2	Organization and Reorganization of Human Societies <ul style="list-style-type: none"> • Development and Codification of Religious and Cultural Traditions • Development of States and Empires • Emergence of Trans-regional Network of Communication and Exchange 	c. 600 B.C.E. to c. 600 C.E.	2 through 5	15%
3	Regional and Trans-regional Interactions <ul style="list-style-type: none"> • Expansion and Intensification of Communication and Exchange Networks • Continuity and Innovation of State Forms and Their Interactions • Increased Economic Productive Capacity and Its Consequences 	c. 600 C.E. to 1450 C.E.	6 through 15	20%
4	Global Interactions <ul style="list-style-type: none"> • Globalizing Networks of Communication and Exchange • New Forms of Social Organization and Modes of Production' • State Consolidation and Imperial Expansion 	c. 1450 C.E. to 1750 C.E.	16 through 22	20%
5	Industrialization and Global Integration <ul style="list-style-type: none"> • Industrialization and Global Capitalism • Imperialism and Nation-State Formation • Nationalism, Revolution and Reform • Global Migration 	c. 1750 C.E. to 1900 C.E.	23 through 27	20%
6	Accelerating Global Change and Realignments <ul style="list-style-type: none"> • Science and the Environment • Global Conflicts and Their Consequences • New Conceptualizations of Global Economy, Society and Culture 	c. 1900 C.E. to the present	28 through 36	20%

The balance and tension within the patterns of continuity and change over time are the skeletal foundation of this course. Thus, AP World History is not so much concerned with individuals as with patterns in and over time which transcend individuals. Finally, and particularly for us in the United States, World History also unsettles certain kinds of assumptions, particularly about the longstanding superiority of Western values and experiences. Indeed, no more than 20% of the course content deals with European history.

Habits of the Mind:

We will spend a great deal of time working on thinking and writing skills. Students will need to construct arguments for three different types of essays: analysis using documents, change over time, and comparison/contrast. Each type uses a different set of skills. These skills fall within what the College Board has identified as four habits of mind:

- Constructing historical arguments using evidence: persuasively answer questions using an analytical thesis and supporting that thesis with relevant evidence
- Chronological Reasoning using historical cause and effect, evaluation of patterns of change and continuity over time and the recognition of temporal turning points.
- Comparison and Contextualization of events within or between societies in space and time.
- Historical interpretation and synthesis: describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference.

Of course, geospatial awareness is necessary, fundamental knowledge.

Resources

Textbook

Stearns, Peter, et al., *World Civilizations: the global experience (AP Edition)*, 6th Ed., Upper Saddle River: Pearson Education Services, 2011

Additional Sources

Andrea, Alfred and James Overfield. *The Human Record*. 6th Ed. 2 vols. Boston: Houghton Mifflin Company, 2009.

Weisner, Merry, et al. *Discovering the Global Past: A Look at the Evidence*. 3rd Ed. 2 vols. New York: Houghton Mifflin Company, 2007.

Mitchell, Joseph and Helen Buss Mitchell, ed., *Annual Editions: World History*, Tenth Ed., 2 vols, New York: Houghton Mifflin Company, 2010

Marlilyn Stokstad. *Art History 3rd Edition* (Upper Saddle River, New Jersey, Pearson Prentice Hall, 2007) excerpts

Various readings from journal articles and books, as noted in the calendar of assignments.

The Examination

The AP World History Examination is approximately three (3) hours and five (5) minutes long and includes both a 55-minute multiple-choice section and a 130-minute free-response section. The multiple-choice section accounts for half of the student's examination grade and the free-response section for the other half. **The 2014 AP World History Examination will be on Thursday, May 16th, during the morning session.**

<u>Question Type</u>	<u># of Questions</u>	<u>Time</u>
<i>Multiple-choice</i>	70 Questions	55 minutes
<i>Document-based</i>	1 Question	50 minutes
<i>Change-over-time</i>	1 Question	40 minutes
<i>Comparative essay</i>	1 Question	40 minutes

There are several commercial review books for AP World History. *Cracking the AP World History Exam* (2012) from The Princeton Review is one of the best. A search at Quizlet.com will yield a large number of student-generated flashcards. Take a look and take advantage of what is available and good.

General Outline of the Units and Essential Questions

Unit 1: Technological and Environmental Transformations: Creation to 600 BCE (Stearns Text, Ch. 1)

This introductory unit will concentrate on the themes of migrations, civilization, empires, and trade. The habits of mind introduced and emphasized will be using evidence to make an argument, evaluating primary sources, making comparisons, assessing issues of continuity and change, looking for global patterns over time and space. The PERSIA method for comparing civilizations and SOAPS-tone method for analyzing point of view and interpreting documents will be introduced and applied to each of the major civilizations

Themes and Concepts:

- Interactions between humans and environment
- Big geography and the spread of homo sapiens sapiens
- Neolithic revolution and early agricultural societies
- Development and interactions of early agricultural, pastoral and urban societies
- Development and interaction of cultures
- Creation of early belief systems and religions: cosmogony and cosmology
- Early science and technology
- Early art and architecture
- State-building, expansion and conflict
- Early political structures and forms of governance
- The rise and fall of early kingdoms and civilizations
- Creation and expansion and interactions of economic systems
- Agricultural and pastoral production
- Development and transformation of social structures
- Redefinition of gender roles and relations
- Family and kinship

Assignments and Assessments:

- Class discussion: What are the benefits and liabilities of the “Big History” concept of man’s place in the universe – based on Maps of Time reading
 - Christian, David. *Maps of Time: An Introduction To Big History*. Berkeley: University of California Press, 2005. Chapter 1
- Group Discussion: Groups assigned creation story and will participate in a roundtable discussion of similarities and differences. How does the Big Bang creation story fit in?
 - Leeming, David. *Encyclopedia of Creation Myths*. Santa Barbara: ABC-CLIO, Inc. 1994
Creation Stories from Babylon, Egypt, China, New Zealand, Navajo, Mali, Greece, Isrealites/Judea, India, & Mayans
- Reaction paper: Civilization. What is it? What are the problems in using the concept of “civilization” as an organizing principle in studying the world’s history?
- Guided, In-Class: Using P.E.R.S.I.A.N. / AP World themes as an organizing analytical framework in history and student application to “river valley” civilizations
- Introduction to Comparative Analysis (CC)
 - GUIDED, IN-CLASS PRACTICE / TIMED WRITING
 - Choose 2 of the early civilizations and compare their cultural development as agriculture gradually transformed them from approximately 8000 BCE– 600 BCE Mesopotamian societies (Tigris/Euphrates), Mohenjo-Daro & Harapan (Indus River), Shang (Yellow River), Egypt (Nile River Valley); Olmec and Chavin (Meso-American).
- Read excerpts of the Code of Hammurabi and explain what they tell us about Assyrian society?
- BBC Video: The Ascent of Man, Episode 1, *Lower than the Angels*, and Episode 2,

- Review and evaluate representative art of pre-Neolithic and Neolithic civilizations: write reflection on what the art says about the society
 - Marilyn Stokstad. *Art History*. 3rd ed. Pearson 2007, Excerpts Chapters 1, 2 and 3
- Neolithic Revolution and gender roles:
 - Boulding, Elise. *Women and the Agricultural Revolution*.
- **Unit Exam: multiple choice and comparative essay**

Unit 2: Organization and Reorganization of Human Society 600 BCE to 600 CE (Stearns Text, Chapters 2 through 5)

• The fall of the classical civilizations at the end of this unit in Han China, India (Gupta Empire), and Mediterranean civilizations (Greece and Rome) suggests not just common patterns for the rise of civilizations, but for their decline as well.

Development of unique social structures/hierarchies in imperial societies, including gender role

• Among the most salient and influential features of civilization in this unit is the development of major belief systems, including polytheism, Hinduism, Judaism, Confucianism, Daoism, Buddhism, and Christianity.

Themes and Concepts:

- Organization and Reorganization of Human Societies
- Axial Aged development and codification of religious and cultural traditions
 - Judaism
 - Vedic Hinduism
 - Buddhism
 - Confucianism
 - Daoism
 - Christianity
 - Non-codified religions such as Animism and Shamanism continue
 - Syncretism continues
- Development of Art as a Reflection of Culture
 - Literature, Architecture, Drama, Sculpture, Painting
- Development of States and Empires in Specific Geographic Locations
 - Number and size of imperial societies grows dramatically
 - Empires and states develop new administrative systems (political, social, economic, legal, military and diplomatic) to centralize and spread power: Persia, Aztec, Mayan, Qin/ Han; Maurya/Gupta; Phoenician/ Greek; Hellenistic/Roman
- Not all administrative systems ensure success: Roman, Han, Gupta empires, for example
- Emergence of Trans-regional Networks of Communication and Exchange
 - Land and water routes created trans-regional trade, communication and exchange networks
 - Geography, climate, goods traded, and trading populations shaped the routes' features
 - Domesticated land animals and the tools to use with them extended long-distance communication and exchange
 - Maritime technologies also facilitated long-distance communication and exchange
 - Syncretism: Religious and cultural beliefs, diseases, people, technologies as well as goods were communicated and exchanged along the routes

Assignments and Assessments

- Societal Comparisons & Leader Comparisons (China, India, Rome, Greece) (P.E.R.S.I.A.N)
- Essay – Compare and contrast the rise and fall of the Gupta Empire to either Han China or the Roman Empire.
- Change and Continuity associated with trans-regional trading routes, tracing the patterns of trade in the Ancient Eurasian World by identifying regional contacts and the goods being traded between them.

- Choose 2 of the major world religions or schools of thought from the list below, briefly describe its basic tenets, then compare their political, economic, and social impact on the culture(s) most directly impacted by them in the period 600 BCE – 600 CE (Christianity, Buddhism, Hinduism, Judaism, Daoism, Legalism, Confucianism)
- Essay – Compare and contrast the role of world religions in maintaining order and cultural unity in two of the following areas during the Postclassical period: India, China, and Western Europe.
- Caste systems, social inequality and elite formation
- Introduction to APWH DBQ
- A Woman's Place as Viewed by a Female Confucian: Ban Zhao, Lessons for Women
- Hellenistic Sculpture: Art as a window on society
- Asoka, Rock and Pillar Edicts

Unit 3: Developing Regional and Trans-Regional Interaction 600 CE to 1450 CE Stearns Text, Chapters 6 through 15

With the fall of the three major classical civilizations at the end of the previous unit (Rome, Han China, Gupta India), the stage was set for new trends that defined these years as a separate period with different migrations and conquests and more developed trade patterns than before. Some major events and developments that characterized this era included the following:

- Older belief systems, such as Christianity, Hinduism, Confucianism, and Buddhism, came to become more important than political organizations in defining many areas of the world. Large religions covered huge areas of land, even though localized smaller religions remained in place.
- Two nomadic groups—the Bedouins and the Mongols—had a huge impact on the course of history during this era, not to mention the influence of others such as the Vikings.
- Islam began and rapidly spread throughout the Middle East, Northern Africa, Europe, and Southeast Asia, forever transforming the societies it came into contact with.
- Whereas Europe was not a major civilization area before 600 CE, by 1450 it was transformed economically, socially, and politically, and some of its kingdoms were beginning to assert world power.
- Major empires developed in both South America (the Inca) and Mesoamerica (the Maya and Aztec.)
- China grew to have cultural and political hegemony over many other areas of Asia as it reunified and experienced a commercial revolution that helped it become one of the largest and most prosperous empires of the time.
- Long distance trade continued to develop along previous routes, but the amount and complexity of trade and contact increased significantly.

Themes and Concepts:

- Expansion and Intensification of Communication and Exchange Networks
- Improved transportation technologies and commercial practices lead to increased trade in both volume, types of goods and geographic range
- Migration, immigration and emigration of peoples around trade routes causes environmental and linguistic effects including the spread and adaptation of agricultural products, new technologies and the diffusion of languages
- Existing and new trade and communication networks, as well as military conquest, foster cross-cultural exchanges.
 - Examples: the spread of Islam, diasporic communities, diffusion of math and science concepts
- Existing and new diseases such as the Black Death spread along trade routes,
- Continuity and Innovation of State Forms and Their Interactions
- Empires collapse and reconstitute and in some places new forms of governance are created
- Increased Economic Productive Capacity and Its Consequences
- Innovations stimulated agricultural and industrial production in many regions such as new planting and terracing systems, textiles and pottery for export, diffusion of highly desired crops to climatically similar but geographically diverse locations
- Climate impact on regional agricultural productivity, invasions and disease had a dramatic impact on the growth or decline of urban areas.
- Important changes in the status of labor and how it was organized and managed in societies as well as important changes wrought by religious conversion on gender relations and family structures

Activities and Assessments:

- Introduction to Change and Continuity Over Time (CCOT)
- Readings from The Qur'an and Hadith
- The spread of Islam. Case study: Sub-Saharan Africa.
- Compare the relationship between religion and the state in the Islamic caliphates and the Byzantine Empire
- Unam Sanctam –Boniface VIII
- Holy War: Jihad and Crusade: “Two Faces of ‘Holy War’” (Weisner, Ch.7) & essay on the causes and consequences of the crusades
- Feudalism: Europe and Japan: Tale of the Heike
- Mayans, Aztecs and Incas rise in Meso-America – Popul Vuh
- Compare and Contrast: Constantinople and Tenochtitlan (Weisner, Ch. 10)
- The importance of the Silk Road: Christian, David. Silk Roads or Steppe Roads? The Silk Roads in World History. Journal of World History, Vol. 11, No. 1 (Spring, 2000), pp. 1-26.
- CCOT: trade relations in Mediterranean, Silk Road, Indian Ocean and Sub-Saharan Africa
- Meaning of the “Black Death” in Europe
- Petrarch, Letter to Cicero
- New empires – Afro-Eurasian World – Arabs, Turks and Mongols
- Compare: Buddhism in China and Islam in India – conflict and accommodation
- Christianity divided – Western and Eastern Europe
- Gender: Love in the Medieval World
- Ghana and Ethiopia compared
- Travel and Encounter—syncretic exchange of life on the road/water – China & Africa. (S.O.A.P.S.) The Vikings close the circle of homo sapiens sapiens migration (is 1000 A.D. a better periodization break?) Travels of Marco Polo
- Gender systems and changes, such as the impact of Islam
- Art and science in the dar al-Islam and Medieval Europe (Stokstad excerpts)– CCOT
 - Is the Western Renaissance the child of dar al-Islam
- Ming Exploration – Did China discover America (excerpt from Menzies, 1421: The Year China Discovered America)
- Periodization: Evaluate whether 1000 CE would be a better break point than 600CE? Vikings complete the migration circle of homo sapiens sapiens. Fundamental shift to a world trade pattern rather than regional/local trade pattern
- Unit Examination: multiple choice and DBQ

Unit 4: Global Interactions 1450 CE to 1750 CE (Stearns Text, Chapters 16 through 22)

This era includes only 300 years, but some profound and long-lasting changes occurred. During this period the two hemispheres were linked for the first time in world history and long-distance trade became truly global. Characteristics and topics of the time period include the following:

- The globe was encompassed for the first time linking the western and eastern hemisphere and leading to the creation of interregional trade networks and a quickened pace of diffusion of ideas and peoples
- Technological innovations, strengthened political organization, and economic prosperity all contributed to this change that completely altered world trade patterns.
- Sea-based trade rose in proportion to land-based trade
- Europe restructured itself economically, socially, religiously, philosophically and politically throughout this period, leading eventually to the permanent split of the Faith into an Eastern and Western half and between Protestant and Catholic
- The relative power of nomadic groups

Themes and Concepts:

- Globalizing Networks of Communication and Exchange
 - Intensifying regional trade networks brought both prosperity and economic disruption to merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Saharan Africa and overland Eurasia
 - New developments in navigation (astrolabe and revised maps), ship design and understanding weather and climate made transoceanic travel and trade possible
 - New transoceanic reconnaissance occurred
 - New forms of business ventures, such as joint stock companies, facilitated European colonization and trade with the Americas and Asia, but existing Afro-Eurasia system continued to flourish using existing practices and new European merchant shipping services
 - Columbian Exchange the result of the connections between the Eastern and Western Hemispheres
 - Connections between the two hemispheres allowed for the spread and reform of religions and continued syncretism
 - As merchant's profits increased and governments collected more taxes, funding for the arts increased.
- New Forms of Social Organization and Modes of Production
 - Peasant agriculture increased and changed, plantations expanded, demand for labor increased and drove the global demand for more raw materials and finished goods
 - As global wealth increases, new social and political elites form which impacts earlier ethnic, racial and gender hierarchies
- State Consolidation and Imperial Expansion
 - Rulers use a variety of method to legitimize and consolidate their power, such as monumental building, claiming divine right to rule, creating different religious and ethnic institutions, creating elite bureaucracies and military professionals, etc.
 - Rulers use tribute collection and tax farming to generate revenue for territorial expansion
 - Imperial expansion relies on increased used of gunpowder, cannon and armed trade to establish empires in both Eastern and Western Hemispheres
 - Imperial expansion is hindered by competition over trade routes (ex: piracy in the Caribbean), rivalries (ex: Ottoman-Safavid conflict), or local resistance (ex: bread riots)

Assignments and Assessments

- Mapping western European exploration
- Historical Interpretation: Great Divergence or Great Convergence—Northrup, David. Globalization and the Great Convergence, *Journal of World History*, Vol. 16, No. 3 (Sep., 2005), pp. 249-267 & The Great Divergence
- Roots of the Rise of the West
- The end of Feudalism: Case study of England and France (absolutism and constitutionalism): The Divine Right of Kings; Magna Carta, Hobbes and the Western Liberal Tradition & English Bill of Rights
- Shogunate in Tokugawa Japan
- Mandate of Heaven
- Culture mismatch: Spain in the Western Hemisphere
 - Letter from the "New World": Christopher Columbus (1492)
 - Bernal Diaz: from The Conquest of New Spain
- Schism in Christianity: Martin Luther, Protestants, Reformation and Counter-reformation.
 - Wilson, Derek. "The Luther Legacy" (in Annual Editions);
- Columbian Exchange – East/West impact
- The Conflict Between Science and Religion: the Enlightenment begins
 - Rise of the Scientific Method – Bacon and the *Novum Organum*; Copernicus and the heliocentric universe; Galileo Galilei – suggests a heresy and pays the price; Isaac Newton's *Principia* displays God. The fall of Aristotelian Scholasticism; Descartes: "Cogito Ergo Sum" a challenge to the Great Chain of Being
 - John Locke, *Essay on Human Understanding*
- Montaigne – *Essays* (excerpt)
- Christianity and Gender: *Malleus Maleficarum* as a commentary on women
- Labor systems compared: slavery, *encomiendas*, indentured servants, serf
- Reflections on the Accomplishments of Peter the Great
- Mughal rule in India: consider impact of Islam on South Asia
- Rise of the Ottoman Empire (Suleiman the Lawgiver): consider the impact of Islam, and the *devshirme*, on Eastern Europe
- Closed Country Edict of 1635 and Exclusion of the Portuguese, 1639 by Ieyasu Tokugawa
- DBQ on the effects of the global flow of silver.
- CCOT: Analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa and the Americas from 1492 to 1750.

Unit 5: Global Interaction and Industrialization 1750 CE to 1914 CE (Stearns Chapters 23 through 27)

New ways of thinking continued to develop and unfold in this era as profound social and political change spurred revolution and the development of industrialized economic might. Very important characteristics and topics that distinguish 1750-1914 from previous eras in world history include the following:

- Patterns of world trade and technology changed as the Industrial Revolution revolutionized communications and commerce.
- Huge numbers of people migrated to the Americas from Europe and Asia, so that population in the western hemisphere grew dramatically, leading eventually to the end of the slave trade and forced migrations from Africa to the New World.
- Industrialization had a huge impact on the environment, as demands for new fuels came about and cities dominated the landscape in industrialized countries. Less industrialized countries often supplied the demand for raw materials, altering natural landscapes further.
- Serf and slave systems became less common, but the gap between the rich and poor grew in industrialized countries. New social and gender roles emerged for men, women, and children as a result of industrialization. In some cases this manifested itself as an improvement, in other cases it did not.
- Revolutions and independence movements transformed the political and social landscape of many parts of the world as direct result of 17th and 18th century Enlightenment philosophies taking hold, all leading to a developing sense of nationalism.
- The definition of "west" expanded to include the United States and Australia, and western dominance reached not only economic and political areas, but extended to social, cultural, and artistic realms as well.

Themes and Concepts:

- Industrialization and Global Capitalism
 - Industrialization fundamentally changed how goods were produced
 - Reasons for European primacy in industrialization
 - New patterns of global trade and production are developed as industrial capitalists seek out new sources of raw materials and new markets for their processed goods
 - Banks and other investment institutions expand and develop new products to finance global trade and industrial development philosophically supported by John Stuart Mill and Adam Smith
 - Major developments in transportation and communication, such as railroads, steamships, telegraphs and canals, aid in industrial and commercial expansion
 - Variety of responses to the development and spread of global capitalism
 - Industrializing societies undergo some social restructuring with the creation of new social classes, changes in gender and family roles, changing population demographics, increased urbanization and public health issues
- Imperialism and Nation-State Formation
 - Industrializing powers establish transoceanic empires through colonization and the threat and use of military force and economic pressure in western, south west and eastern Asia, Africa, Pacific islands, etc.
 - Imperialism influenced state formation and contraction around the world.
 - New racial ideologies, especially Social Darwinism, facilitated and justified imperialism
- Nationalism, Revolution and Reform
 - The ideas of Enlightenment thinkers (Locke, Montesquieu, Voltaire, Rousseau) that questioned established traditions precedes the revolutions and rebellions against existing governments
 - Beginning in the 18th century, national identities start to form based on

- language, religion, social customs, and territory
- Enlightenment ideas and discontent with imperial rule propel reformist and revolutionary movements
- Some rebellions driven by religious ideas and millenarianism
- Frequent rebellions led some imperial governments to reform their policies
- Spread of Enlightenment ideas and increasing rebellions in the world stimulated new transnational ideologies and solidarities
- Global Migration
 - Migration was influenced by changes in demography in both industrialized and unindustrialized societies that challenged established patterns of living.
 - Migrants relocated for a number of reasons such as searching for permanent work, forced by law or culture to move, desiring short-term employment before returning to their previous home
- Large-scale 19th century migration produced variety of consequences and reactions to the more diverse immigrant and migrant populations
 - When males migrated, women took on new roles in their communities
 - Immigrants and migrants created ethnic enclaves in their new communities for protection and support
 - Immigrants and migrants not always warmly received by new communities

Activities and Assessments:

- Industrialization – changing relationships between humans and the environment
 - Effects of industrialization on the family and society – Sandler Report of the House of Commons (excerpts)
 - Adam Smith and laissez faire capitalism
 - John Stuart Mill and utilitarianism
- Communist Manifesto, excerpts
- Declaration of Independence – Enlightenment in action
- Declaration of the Rights of Man
- Compare the French Revolution, the American Revolution and Latin American Revolutions in terms of cause and effects
- Compare late 18th Century revolutions to mid-19th Century revolutions
- A modern wonder – laying the transatlantic cable, from Annual Editions
- Discuss the reflective nature of the move from Romanticism to Impressionism in Western Art—representative paintings to be analyzed
- Emancipation Proclamation and Emancipation Manifesto – changing conditions for servile labor
- Social Darwinism: Herbert Spencer: "Progress: Its Law and Causes", *The Westminster Review*, Vol 67 (April 1857).
- TIMED WRITING
 - Compare: roles of women in industrialized and unindustrialized areas
 - Document Based Question (DBQ) – Japan Contact with West
 - Change and Continuity Over Time (CCOT) --changes and continuities in labor systems
 - Compare reaction to foreign domination in: the Ottoman Empire, China, India, and Polynesia/Hawaii and Japan
 - Analyze African Reaction to European Imperialism
- “White Man’s Burden” Kipling
- Chinese Exclusion Act—U.S.
- The Azamgarh Proclamation

- Different Responses to Westernization -- a case study
- King Leopold's Ghost (excerpt)
- Bolivar – The Jamaican Letter
- Discuss: Imperialism of the U.S. versus imperialism of Western Europe. Is there a difference?
- Discuss: Crisis of Christianity – Charles Darwin and the Origin of the Species. Galileo redux?
- The Charter Oath of the Meiji Emperor; On the Role of the State in Industrialization – Toshimichi
- Map Western Global Empires

Unit 6: Global Fragmentation and Realignment 1914 CE to the Present (Stearns Chapters, 28 through 36)

War and conflict defined this period as fragile alliances unraveled, giving way to independence movements across the world in the colonial holdings of former industrial powerhouses, moving the world toward a new global culture. Major characteristics and topics that distinguish the time period 1914 - present include the following:

- The 20th century was marked by conflict and diplomacy, witnessing two world wars, and eventually a change in the nature of warfare with the Cold War between the United States and the Soviet Union, leading to the proliferation of international organizations to address the changing balance of power in the world.
- Nationalism continued to shape interactions among nations as large empires broke into smaller ethnic based countries, with widespread decolonization after World War II both reflected and promoted via nationalism in former colonies.
- Global Depression affected some countries more than others, but it had a profound economic impact on both industrialized and non-industrialized areas as well as on world trade. New technologies promoted economic development in Pacific Rim countries and contributed to the emerging importance of multinational corporations.
- Revolutions shook Russia, China, and many Latin American countries, leading to experimentation with different versions of communism, socialism, and capitalism, with some turning to authoritarian methods and others to democracy.
- Social reform and revolution led to changes in gender roles, family structures, the rise of feminism, peasant protest, and international Marxism.
- Massive movements of people to industrialized countries continued to shape the world while the environment was altered by continued urbanization and deforestation as significant green/ environmental movements emerged to resist the changes.

Themes and Concepts:

- Science and the Environment
 - Researchers make rapid advances in science that spread throughout the world, assisted by the development of new technology.
 - Humans fundamentally change their relationship with the environment
 - Disease, scientific innovations and conflict have led to demographic shifts
- Global Conflicts and Their Consequences
 - Europe dominates the global order at the beginning of the 20th century, but by century's end, as colonial empires cease to exist, new trans-regional organizations are established
 - European empires are dismembered, especially after WWII, by the efforts of anti-imperialist nationalist leaders like Gandhi, Ho Chi Minh and Kwame Nkrumah; by regional religious and ethnic movements; by transnational movements like communism, Pan-Arabism and Pan-Africanism; and by revolts and revolutions within colonies
 - Political changes are accompanied by major demographic and social consequences such as when new country boundaries are redrawn (India/ Pakistan partition or the partition of Palestine); when former colonial subjects migrate or emigrate to former imperial "homes" (South Asians to Britain, Algerians to France and Filipinos to the U.S.); or when religious or ethnic conflict leads to genocide (Armenia, the Holocaust, Cambodia or Rwanda).
 - Military conflicts occur on an unprecedented global scale with WWI and WWII as the first "total wars"; colonial powers in conflict over territory and resources world-wide; the "Cold War" of indirect conflict between the U.S. and Soviet Union using surrogate allies to fight their ideological,

- economic, and military battles; new military alliances such as NATO, SEATO, the Warsaw Pact; and the end of the "Cold War" with the dissolution of the Soviet Union
- Opponents of the increase in military conflict include many individuals (Gandhi, Martin Luther King, Leo Tolstoy, etc.); organizations and groups (Non-Aligned Movement, Tiananmen Square protesters in China, Anti-Apartheid Movement, etc.); the United Nations
- Reaction to the conflicts by some militarized states further intensifies the conflict. For example the military dictatorships in Chile, Uganda and Spain.
- Some paramilitary organizations further conflict for their religious, ethnic or cultural goals. For example the Irish Republican Army, the Basque ETA and Al-Qaeda in south and southwest Asia
- New Conceptualizations of Global Economy, Society and Culture
 - States, communities and individuals become increasingly interdependent facilitated by the growth of institutions of global governance such as the League of Nations, the United Nations, the World Bank, the World Trade Organization; regional organizations such as the European Union and ASEAN; non-governmental organizations (NGOs) such as UNICEF, Amnesty International, Doctors Without Borders; multinational corporations such as Coca Cola and Royal Dutch Shell
 - People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender and religion, often using new technologies to spread changes in traditions
 - Popular and consumer culture becomes globalized

Activities and Assessments:

- All Quiet on the Western Front—film
- Map pre- and post-colonization Africa
- Eugene Debs – Canton, OH speech
- Treaty of Versailles (excerpts) & Wilson’s Fourteen Points
- Lieutenant Sayied Ahmed Moukhtar Baas-- Report on Armenian Massacres
- British Soldiers on the Battle of the Somme
- The Covenant of the League of Nations
- Tragore on British Imperialism
- Balfour Declaration
- Nihilism & Existentialism, excerpts
- Art between the wars, Stokstad Ch. 31 (excerpt)
- Mohandas Ghandi, from *Hind Swaraj*
- Hitler – Mein Kempf (excerpts)
- Adolph Eichmann, Wannsee Protocol
- Keynes – the end of laissez-faire
- Filippo Tommaso Marinetti, "Futuristic Manifesto" & Jose Antonio Primo de Rivera, "Falange Manifesto"
- Mao Zedong, "From the Countryside to the City;" & Cultural Revolution
- Kwame Nkrumah, from I Speak of Freedom: A Statement of African Ideology
- Iraq’s Unruly Century – from Annual Editions (#36)
- Usama bin Laden’s Declaration of Jihad
- Ladies Home Journal, "Young Mother;" National Organization from Women, *Statement of Purpose*;
- Fukuyama – Political Development, Then and Now (from The Origins of Political Order)

- Vaclav Havel, "The Need for Transcendence in the Postmodern World"
- United Nations: Universal Declaration of Human Rights 1948
- Fate of the Earth – excerpt
- The World is Flat – excerpt
- Compare the legacies of colonialism in Africa and India/Pakistan
- CCOT: Analyze the effects of religious fundamentalism: Christianity and Islam from Urban II to bin Laden
- Compare and contrast balance of power pre- and post- WWII.
- Analyze the impacts of World War One on world societies. What political, cultural, and economic conditions contributed to this situation? Was the Second World War inevitable? What additional documents would help in making your analysis?
- Analyze income inequality tables discuss possible implications on globalization

The workload for this course is substantial. The chapters average 25 pages each. Each chapter is written with a sophisticated vocabulary and is dense with information. You are expected to keep up with the reading, ask questions when you have them, and work on upgrading your thinking and writing skills to that of a well qualified college student. Plan on homework every night.

Grading

Tests will generally follow the AP format: multiple choice questions, DBQ and/or free response essays. A test will follow each course unit. There will also be several individual and/or small group projects each marking period. Following the AP test in May, students will work on a cumulative project. For those that do not qualify for exemption from the final, a cumulative final exam will also be given.

Marking period grades are calculated on a total points system: points earned divided by points offered. Class participation is **essential**, although there is a positive and negative aspect of participation (see below). I do not provide opportunities for extra credit.

Behavior

Students are expected to act their age and should expect to be treated in like fashion: as the musician Prince wrote: "Act your age not your shoe size. . . ." Nothing detracts from the educational environment as much as random pockets of off-topic chatter between students.

Honor Code

All students are expected to do their own work. Cheating, including copying another student's work or collaboratively preparing answers to assignments which are not specifically designated group work, is unacceptable and it will be dealt with accordingly. Both the student copying and, if applicable, the student allowing the copying will be subject to the same discipline. Parents and students are strongly advised to review the policies contained in the Chatham High student handbook at the beginning of the school year.

Plagiarism is absolutely intolerable. Material obtained by a student from an outside source and included in an assignment or project response must be properly cited: when in doubt, provide a citation. Be advised: **Copied or plagiarized assignments will receive a grade of zero and they may not be made-up in any way.**

Attendance and Make-up Work

Students are responsible for all material and work missed due to an absence. It is **the student's** responsibility to find out the homework assignment, notes and class work for that particular day. Every effort will be made to ensure that this information is available for students who miss class. Students absent on a test/quiz date or project due date must take the test/quiz or submit the project on the first day of their return to class. For further information on make-up work and withdrawal of credit due to excessive absences, see your student handbook.

Finally, a word about late assignments: for every day beyond the due date, a letter grade is deducted from the grade received on what is submitted. Each marking period each student gets one "limited freebie;" that is a late assignment without penalty **up to 2 days** beyond the due date. Then, regular penalties are incurred from that point forward.

Communication

Students should not hesitate to ask any questions they may have regarding the course or their performance. The same goes for parents. If extra assistance is required, I will make time outside of class to insure that each student has the opportunity to succeed. That is why I am here. I do read my email several times during the school day and in the evenings. (Email is the best way to reach me if face-to-face is not possible). I am around the school. If you have an issue, let me know before it becomes a problem.