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Curricular Requirements

- CR1a The course includes a college-level world history textbook.
- See page 1
- CR1b The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).
- See pages 1, 2, 3, 5, 6, 8, 9, 10
- CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past.
- See pages 2, 3, 6
- CR2 Each of the course historical periods receives explicit attention.
- See pages 2, 4, 8, 11, 14, 17
- CR3 Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.
- See pages 6, 13
- CR4 Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.
- See pages 4, 5, 6, 8, 10, 14, 15, 19
- CR5a The syllabus must show explicit coverage of Africa in more than one unit of the course.
- See pages 13, 17
- CR5b The syllabus must show explicit coverage of the Americas in more than one unit of the course.
- See pages 13, 16, 17, 19
- CR5c The syllabus must show explicit coverage of Asia in more than one unit of the course.
- See pages 5, 8
- CR5d The syllabus must show explicit coverage of Oceania in more than one unit of the course.
- See pages 4, 7, 17
- CR5e Europe must be specifically addressed in more than one unit of the course, but no more than 20 percent of course time is devoted specifically to European history.
- See pages 4, 5, 9, 11
- CR6 Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context. — Analyzing evidence (Proficiency Skills A1, A2)
- See page 15

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- CR7 Students are provided opportunities to analyze and compare diverse historical interpretations. — Interpretation & Comparison (Proficiency Skills B1, B2, C1)
- See page 6
- CR8 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison & Synthesis (Proficiency Skills C2, C4)
- See pages 4, 5, 6, 13
- CR9 Students are provided opportunities to situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred. — Contextualization (Proficiency Skill C3)
- See page 10
- CR10 Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. — Synthesis (Proficiency Skill C5)
- See page 6
- CR11 Students are provided opportunities to use insights from a different academic discipline or field of inquiry (such as archaeology, anthropology, art history, geography, political science, or linguistics) to better understand a given historical issue. — Synthesis (Proficiency Skill C6)
- See page 2
- CR12 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation (Proficiency Skills D1, D2)
- See page 6
- CR13 Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. — Patterns of continuity and change over time (Proficiency Skills D3, D4)
- See pages 9, 10
- CR14 Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)
- See pages 2, 19
- CR15 Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. — Argumentation (Proficiency Skill E1)
- See page 6
- CR16 Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. — Argumentation (Proficiency Skills E2, E3, E4)
- See pages 9, 13

AP World History Syllabus

Overview

The AP World History course is structured around the investigation of five course themes and nineteen key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present. The key concepts support the investigation of historical developments within a chronological framework, while the themes allow students to make crucial connections across the time periods and across geographical regions. Students will understand the historical developments within each time period by using the key concepts.

Historical Thinking Skills

- I. Analyzing Historical Sources and Evidence
- II. Making Historical Connections
- III. Chronological Reasoning
- IV. Creating and Supporting Argument

To be successful in this course, students must gain a proficiency in using these skills to help them interpret the past.

Thematic Learning Objectives

- Interaction Between Humans and the Environment (ENV)
- Development and Interaction of Cultures (CUL)
- State Building, Expansion, and Conflict (SB)
- Creation, Expansion, and Interaction of Economic Systems (ECON)
- Development and Transformation of Social Structures (SOC)

Throughout the course, students will practice and be provided scaffolds to produce thesis-driven arguments to be deployed in practice test items every two weeks. These essay assignments and practice exams include the Document-Based Question (DBQ) as well as the Long-Essay Question types that address the targeted historical thinking skills of causation, comparison, continuity and change, and periodization.

Textbooks and Materials

Strayer, Robert W. *Ways of the World: A Brief Global History*. New York: Bedford/St. Martin's Press, 2012.

[CR1a]

Andrea, Alfred J. and James H. Overfield. *The Human Record: Sources of Global History, Volume I: To 1500*. 7th ed. Boston, MA: Wadsworth Publishing, 2011. **[CR1b: textual]**

Andrea, Alfred J. and James H. Overfield. *The Human Record: Sources of Global History, Volume II: Since 1500*. 7th ed. Boston, MA: Wadsworth Publishing, 2011. **[CR1b: textual]**

[CR1a] — The course includes a college-level world history textbook.

[CR1b] — The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Understanding Period 1: Technological and Environmental Transformations, 8,000 B.C.E. to 600 B.C.E. [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Compare the College Board’s description and periodization of Period 1: Technological and Environmental Transformations to c. 600 B.C.E. with “Part One: First Things First: Beginnings in History, to 500 B.C.E.” in Strayer’s *Ways of the World: A Brief Global History*. Students must address the following: [CR14]

- Create a Venn diagram identifying similarities and differences (including dates) of the two sources for this first time period.
- Write a brief (one to two paragraphs) explanation that accounts for the differences between the two descriptions. For example, do the two sources focus on different themes or use different historical evidence to support their decisions?

[CR14] — Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)

Unit I: Key Concept 1.1. Big Geography and the Peopling of the Earth

Textbook Reading:

Chapter 1 in *Ways of the World: A Brief Global History*, “First Peoples: Populating the Planet, to 10,000 B.C.E.”

Topics for Investigation:

1. Climate and Migration
2. Gender Roles and Prehistoric Societies
 - a. Secondary Source: Ehrenberg, Margaret. *Women in Prehistory*, selections. Norman, OK: University of Oklahoma Press, 1990. [CR1c]
 - b. Focus Question: Were Paleolithic communities matriarchal?
 - c. Formative Assessment: How does Ehrenberg’s approach as an anthropologist help historians better understand the Paleolithic Era? [CR11]
3. The Rise of Religion (CUL-6)
 - a. Primary Sources: Cave drawing from Lascaux, France and Paleolithic Venus figurines. [CR1b: visual]
 - b. Focus Question: Based on the historical evidence, what inferences can we make about the role of religion in Paleolithic societies?

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR11] — Students are provided opportunities to use insights from a different academic discipline or field of inquiry (such as archaeology, anthropology, art history, geography, political science, or linguistics) to better understand a given historical issue. — Synthesis (Proficiency Skill C6)

[CR1b] — The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Unit II: Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies

Textbook Reading:

Chapter 2 in *Ways of the World: A Brief Global History*, “First Farmers: The Revolutions of Agriculture, 10,000 B.C.E. – 3000 B.C.E.”

Topics for Investigation:

1. Early Sedentary Societies
 - a. Secondary Source: Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*, selections. New York: W.W. Norton & Company, 1999. [CR1c]
 - b. Focus Question: How does Diamond, a medical doctor and a geographer, explain the rise of civilization in some regions before others?
2. Urban Life (ENV-7; SB-1; ECON-1, 5, 12; SOC-1, 2)
 - a. Secondary Source: Reilly, Kevin. “Cities and Civilization.” In *World of History, A High School Edition*, selections. New York: Bedford/St. Martin’s Press, 2013.
 - b. Focus Question: How did urban life change human societies? (Continuity and Change Over Time)

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Unit III: Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

Textbook Reading:

Chapter 3 in *Ways of the World: A Brief Global History*, “First Civilizations: Cities, States, and Unequal Societies, 3500 B.C.E. – 500 B.C.E.”

Topics for Investigation:

1. Civilization as a Concept
 - a. Secondary Sources: The definitions of civilization from the 2002 and 2014 AP World History Course and Exam Description.
 - b. Focus Question: Compare the two definitions and identify similarities and differences.
2. Political Power and Religion
 - a. Primary Sources: Stele of Hammurabi’s Code, Victory Stele of Naram-Sin, and Pyramids of Giza.
 - b. Focus Question: Analyze how rulers in these three civilizations legitimized their authority.
3. Social Hierarchy and Patriarchy
 - a. Primary Sources: Ancient texts *Code of Hammurabi* and the *Laws of Manu*. [CR1b: textual]
 - b. Focus Question: How do civilizations support class and gender inequalities?
4. Creation and Dissemination of Technologies
 - a. Primary Sources: Indo-European alphabets and chariot technology.
 - b. Focus Question: How did pastoralists act as conduits for culture and technology?

- c. Summative Assessment: Compare the spread of Indo-Europeans with the settling of the islands of Oceania. (ENV-3) [CR4] [CR5d] [CR8]

[CR1b] — The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR4] — Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

[CR5d] — The syllabus must show explicit coverage of Oceania in more than one unit of the course.

[CR8] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison & Synthesis (Proficiency Skills C2, C4)

Understanding Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. – 600 C.E. [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Compare the College Board’s description and analysis of Key Concepts 2.1 and 2.2 with Chapter 4, “Eurasian Empires, 500 B.C.E.-500 C.E.” and Chapter 5, “Eurasian Cultural Traditions, 500 B.C.E.-500 C.E.” in *Ways of the World: A Brief Global History*.

1. Create a Venn diagram identifying similarities and differences (including dates) of the two sources for this time period. (Comparison)
2. Write a brief (one to two paragraphs) explanation that accounts for the differences between the two descriptions. For example, do the two sources focus on different themes? Do they use different historical evidence to support their conclusions?
3. Identify characteristics, trends, and themes that continue from Period 1 into Period 2. Explain the reason for these continuities.
4. Identify characteristics, trends, and themes that change from Period 1 to Period 2. Making inferences, give reasons for these changes.

Unit IV: Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions

Textbook Reading:

Chapter 5 in *Ways of the World: A Brief Global History*, “Eurasian Cultural Traditions, 500 B.C.E. – 500 C.E.” [CR5e]

Chapter 6 in *Ways of the World: A Brief Global History*, “Eurasian Social Hierarchies, 500 B.C.E. – 500 C.E.”

[CR5e] — Europe must be specifically addressed in more than one unit of the course, but no more than 20 percent of course time is devoted specifically to European history.

Topics for Investigation:

1. Jerusalem and Varanasi Religious Visions
 - a. Secondary Source: Berger, Peter. *The Heretical Imperative: Contemporary Possibilities of Religious Affirmations*, selections. New York: Doubleday, 1980.

- b. Focus Question: Analyze differences between the Jerusalem and Varanasi visions. [CR5c]
 - 2. The Foundational Beliefs of Hinduism
 - a. Primary Sources: Selections from ancient texts *Upanishads* and *Ramayana*, an epic poem written by Valmiki. [CR1b: textual]
 - b. Focus Question: How did classical Hinduism differ from the earlier Brahmin religion?
 - 3. The Foundational Beliefs of Christianity (CUL-1, 4, 5; SB-7; SOC-3, 5, 6)
 - a. Primary Source: Anderson, William A. *Letters to the Romans and Galatians: Reconciling the Old and New Covenants*, selections. Liguori, MO: Liguori Publications, 2013. [CR1b: textual]
 - b. Primary Source: Salsbury, Joyce E. *Perpetua's Passion: The Death and Memory of Young Roman Women*. London: Routledge, 1997.
 - c. Primary Source: Confucius's *The Analects*.
 - d. Focus Question: How did Christianity build on the earlier Hebrew religion?
 - e. Formative Assessment: Compare early Christianity's view of gender and class with Confucius's *The Analects* and selections from the *Letter to the Romans and Galatians*. (Comparative) (SOC-1) [CR4] [CR8]
 - 4. Comparing the Universalist Messages of Buddhism and Christianity
 - a. Primary Sources: The Buddha's *First Sermon* and selections from the *New Testament*.
 - b. Focus Question: Why did the Buddha and St. Paul expand their messages to include all peoples?
 - 5. Views on Harmony in East Asia
 - a. Primary Source: Confucius's *The Analects*.
 - b. Primary Source: Laozi. *Dao de Jing: The Book of the Way*. Translated and edited by Moss Roberts. Berkeley, CA: University of California Press, 2004.
 - c. Summative Assessment: In an in-class essay assignment, students compare views of social hierarchies in Hinduism, Christianity, and Confucianism. (Comparative) (SOC-1) [CR4] [CR5e]
- [CR5c] — The syllabus must show explicit coverage of Asia in more than one unit of the course.
- [CR1b] — The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).
- [CR4] — Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.
- [CR8] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison & Synthesis (Proficiency Skills C2, C4)
- [CR5e] — Europe must be specifically addressed in more than one unit of the course, but no more than 20 percent of course time is devoted specifically to European history.

Unit V: Key Concept 2.2. The Development of States and Empires

Textbook Reading:

Chapter 4 in *Ways of the World: A Brief Global History*, “Eurasian Empires, 500 B.C.E. – 500 C.E.”

Chapter 6 in *Ways of the World: A Brief Global History*, “Eurasian Social Hierarchies, 500 B.C.E. – 500 C.E.”

Chapter 7 in *Ways of the World: A Brief Global History*, “Classical Era Variations: Africa and the Americas, 500 B.C.E. – 500 C.E.”

Topics for Investigation:

1. Elites and Empire
 - a. Secondary Source: Perkin, Harold. “The Rise and Fall of Empires: The Role of Surplus Extraction.” *History Today* 52, no. 4 (April 2002). **[CR1c]**
 - b. Focus Question: Analyze the role of elites in imperial institutions. (Synthesis)
2. Geography and Its Impact on Empire
 - a. Secondary Source: Braudel, Fernand. *The Mediterranean and the Mediterranean World in the Age of Philip II*, selections. Berkeley, CA: University of California Press, 1996.
 - b. Secondary Source: Physical maps of the Mediterranean and East Asia. **[CR1b: maps]**
 - c. Formative Assessment: Using Braudel, practice writing a thesis statement that explains how geography impacted imperial strategies of communication. (ENV-4) **[CR4] [CR15]**
3. Religion and Imperial Authority
 - a. Primary Sources: *Edict of Milani* (313 AD); Church of the Holy Sepulchre; Rock and Pillar Edicts of Ashoka; Stupa at Sanchi; and Confucius’s *The Analects* (Comparison and Context).
 - b. Focus Question: How did empires use religion to impose political unity?
4. The Rise and Fall of Empires
 - a. Primary Source: Thucydides. *History of the Peloponnesian War*, selections. Edited by M.I. Finley and translated by Rex Warner. New York: Penguin Classics, 1972.
 - b. Primary Source: Selections of *Discourses on Salt and Iron*, a debate held at the imperial courts in 81 B.C.E. on state policy during the Han dynasty in China.
 - c. Secondary Source: Gibbon, Edward. *The Decline and Fall of the Roman Empire*, selections. New York: Everyman’s Library, 2010.
 - d. Secondary Source: Pirenne, Henri. *Medieval Cities*, Chapter 1. Princeton, NJ: Princeton University Press, 1969.
 - e. Secondary Source: Braudel, Fernand. *A History of Civilizations*, selections. Translated by Richard Mayne. New York: Penguin Books, 1995.
 - f. Formative Question: Compare the arguments of Gibbon, Pirenne, and Braudel concerning the fall of Rome. **[CR7]**
 - g. Summative Assessment: Analyze the political strategies used by the Han and Roman empires to unite their populations. (SB-1) **[CR4] [CR3]**
 - h. Socratic Seminar: Compare the political, social, and economic causes and effects of the rise and fall of the Roman and Han empires. (SB-2) **[CR4] [CR8] [CR12] [CR10]**

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR1b] — The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR4] — Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

[CR15] — Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. — Argumentation (Proficiency Skill E1)

[CR7] — Students are provided opportunities to analyze and compare diverse historical interpretations. — Interpretation & Comparison (Proficiency Skills B1, B2, C1)

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR8] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison & Synthesis (Proficiency Skills C2, C4)

[CR12] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation (Proficiency Skills D1, D2)

[CR10] — Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. — Synthesis (Proficiency Skill C5)

Unit VI: Key Concept 2.3. Emergence of Interregional Networks of Communication and Exchange

Textbook Reading:

Chapter 6 in *Ways of the World: A Brief Global History*, “Eurasian Social Hierarchies, 500 B.C.E. – 500 C.E.”

Topics for Investigation:

1. Interregional Cultural Exchanges
 - a. Secondary Sources: Maps of the spread of Buddhism and Christianity.
 - b. Secondary Source: Liu, Xinru. *The Silk Road in World History*, selections. New York: Oxford University Press, 2010.
 - c. Secondary Source: Foltz, Richard Foltz. *Religions of the Silk Road: Premodern Patterns of Globalization*, selections. 2nd ed. Basingstoke, UK: Palgrave Macmillan, 2010.
 - d. Focus Question: How did the emergence of interregional networks lead to greater cultural exchange?
2. Environmental Exchanges
 - a. Secondary Source: Rosen, William. *Justinian’s Flea: The First Great Plague and the End of the Roman Empire*, selections. New York: Penguin Books, 2008.
 - b. Focus Question: How did interregional networks promote the spread of disease?
3. Migration
 - a. Secondary Source: Howe, K.R. *Vaka Moana, Voyages of the Ancestors: The Discovery and Settlement of the Pacific*, selections. Honolulu: University of Hawaii Press, 2007. [CR5d]
 - b. Focus Question: What were the consequences of the Polynesian migrations?

[CR5d] — The syllabus must show explicit coverage of Oceania in more than one unit of the course.

Understanding Period 3: Regional and Interregional Interactions, c. 600 C.E. to 1450 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Unit VII: Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

Compare the descriptions of Key Concept 2.3 with Key Concept 3.1. Using a Venn diagram, identify continuities and changes concerning exchange networks from the Classical to the Postclassical Eras.

Textbook Reading:

Chapter 8 in *Ways of the World: A Brief Global History*, “Commerce and Culture, 500 – 1500 C.E.”

Topics for Investigation:

1. World Trade: System or Systems
 - a. Secondary Source: Abu-Lughod, Janet. *Before European Hegemony: The World System A.D. 1250-1350*, selections. New York: Oxford University Press, 1991.
 - b. Formative Assessment: The Intan Shipwreck (table of cargo, map of Indian Ocean) [CR1b: quantitative]
 - c. Summative Assessment: Silk Route simulation using tables of commodities, charts of monsoons, time tables, and maps. (ECON-12) [CR4]
 - d. Focus Question: To what extent do the sand, land, and sea routes constitute a single trade system?
2. Monks and Merchants
 - a. Primary Sources: Ancient texts including *The Questions of King Milinda*, *The Lotus of the True Law*, Monk Fâ-Hien’s *A Record of Buddhistic Kingdoms*, and Ibn Battuta’s *A Donation to Those Interested in Curiosities*.
 - b. Secondary Source: Gordon, Stewart. *When Asia Was The World: Traveling Merchants, Scholars, Warriors, and Monks Who Created the “Riches of the “East,”* selections. Cambridge, MA: De Capo Press, 2009. [CR5c]
 - c. Secondary Source: Selections from Xinru Liu’s *The Silk Road in World History*.
 - d. Formative Assessment: Analyze similarities and differences between Ibn Battuta and Marco Polo.
 - e. Focus Question: To what extent were the expanded networks the result of missionary and commercial activity?
3. Commodities of the Exchange Networks: Silk
 - a. Secondary Source: Bulliet, Richard. *Cotton, Climate, and Camels in Early Islamic Iran: A Moment in World History*, selections. New York: Columbia University Press, 2011.
 - b. Secondary Source: Liu, Xinru and Lynda Shaffer. *Connections Across Eurasia: Transportation, Communication, and Cultural Exchange on the Silk Roads*, selections. New York: McGraw-Hill Education, 2007.

- c. Summative Assessment: How was silk used across Eurasia? **[CR5e]** Write an essay that draws upon the evidence gathered in the summative assessment and focus questions above to develop and support a coherent thesis on the cultural and economic implications of the silk trade. **[CR16]**
- 4. Environmental Impact of Communication and Exchange Networks (ENV-7,8)
 - a. Primary and Secondary Sources: Various maps and charts show statistics concerning the Plague. **[CR1b: quantitative]**
 - b. Focus Question: How does human activity spread disease?
 - c. Socratic Seminar: Compare the spread of disease in the Roman Era with that of Medieval Europe.
 - d. Summative Assessment: Analyze changes and continuities in Central Asia from 600 - 1450 using Xinru Liu's "A Silk Road Legacy: The Spread of Buddhism and Islam" [*Journal of World History* 22, no. 1 (March 2011)] and a variety of primary and secondary sources and a Central Asia atlas. **[CR13]**

[CR1b] — The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR4] — Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

[CR5c] — The syllabus must show explicit coverage of Asia in more than one unit of the course.

[CR5e] — Europe must be specifically addressed in more than one unit of the course, but no more than 20 percent of course time is devoted specifically to European history.

[CR16] — Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. — Argumentation (Proficiency Skills E2, E3, E4)

[CR13] — Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. — Patterns of continuity and change over time (Proficiency Skills D3, D4)

Unit VIII: Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions

Textbook Reading:

Chapter 11 in *Ways of the World: A Brief Global History*, "The Worlds of Islam: Afro-Eurasian Connections, 600 – 1500"

Chapter 9 in *Ways of the World: A Brief Global History*, "China and the World: East Asian Connections, 500 – 1300"

Chapter 10 in *Ways of the World: A Brief Global History*, "The Worlds of European Christendom: Connected and Divided, 500 – 1300"

Chapter 12 in *Ways of the World: A Brief Global History*, "Pastoral Peoples on the Global Stage: The Mongol Moment, 1200 – 1500"

Topics for Investigation:

1. The Rise of Islam

- a. Primary and Secondary Sources used in the summative assessment. For example:
 - i. Secondary Source: Crone, Patricia. *God's Rule: Government and Islam: Six Centuries of Medieval Islamic Political Thought*, selections. New York: Columbia University Press, 2005.
 - ii. Primary Sources: Selections from the *Hadith*, *Shia Creed*, and *Sunni Creed*.
 - b. Focus and Summative Question: How did Islam's understanding of unity in the Umma change to meet new cultural and political realities? (CUL-2) **[CR4]**
 - c. Socratic Seminar: Geertz, Clifford. *Islam Observed: Religious Development in Morocco and Indonesia*. Chicago: University of Chicago Press, 1971.
2. East Asia
- a. Primary Sources: Paintings including Huizong's *A Banquet with the Emperor*, *At Table with the Empress* (painter unknown), and Ma Yuan's *Solitary Reflection*. **[CR1b: visual]**
 - b. Secondary Source: Gernet, Jacques. *Daily Life in China on the Eve of the Mongol Invasion, 1250-1276*, selections. Palo Alto, CA: Stanford University Press, 1962.
 - c. Secondary Source: Kracke, E.A. *Civil Service in Early Sung China 960-1067*, selections. Cambridge, MA: Harvard University Press, 1953.
 - d. Secondary Source: Miyazaki, Ichisada. *China's Examination Hell: The Civil Service Examinations of Imperial China*, selections. New Haven, CT: Yale University Press, 1981.
 - e. Focus Question: To what extent did the Sui, Tang, and Sung Dynasties continue the imperial policies of the Han?
 - f. Socratic Seminar: How does the point of view and historical context of Jiang Zhiqi shape the portrayal of Buddhists and Confucians in the *Biography of the Great Compassionate One of Xiangshan?* (1031-1104). **[CR9]**
3. Byzantium and Europe
- a. Primary Sources: Liutprand of Cremona's *Retribution VI* (selections); Procopius's *The Secret History*; *The Russian Primary Chronicle*; *Admonition to Henry* by Pope Gregory VIII; *Response to Gregory's Admonition* by Emperor Henry IV; mosaics from the Basilica of San Vitale; Hagia Sophia; and the Notre Dame Cathedral.
 - b. Focus question: To what extent was Christendom marked by diversity in the postclassical world? (CUL-2, 4, 5)
 - c. Socratic Seminar: To what extent were Feudal Europe and the Byzantine Empire significant breaks from or continuations of the Roman Empire? **[CR13]**
4. Pastoral Peoples and Empire
- a. Summative Assessment: Analyze the impact of the Mongol Empire on World History.
 - b. Essay: How does Jack Weatherford's *Genghis Khan and the Making of the Modern World* (Portland, OR: Broadway Books, 2005) offer a different view of the Mongol Empire? (SB-4, 6, 8) **[CR4]**

[CR4] — Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

[CR1b] — The course includes diverse primary sources, including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR9] — Students are provided opportunities to situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred. — Contextualization (Proficiency Skill C3)

[CR13] — Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. — Patterns of continuity and change over time (Proficiency Skills D3, D4)

Unit IX: Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Topics for Investigation:

1. Innovations in Economic Production
 - a. Secondary Source: Selections from Xinru Liu's *The Silk Road in World History*.
 - b. Focus Question: How did states regulate silk production and trade?
 - c. Summative Assessment: Role of cities including Venice, Baghdad, and Chang'an.
2. Religion and Social Hierarchy and Gender Roles
 - a. Primary Sources: *Classic of Filial Piety* and Li Jing's *The Customs of Various Barbarians*.
 - b. Secondary Sources: Selections from Richard Bulliet's *Cotton, Climate and Camels in Early Islamic Iran: A Moment in World History* and Jacques Gernet's *Daily Life in China on the Eve of the Mongol Invasion, 1250-1276*.
 - c. Secondary Source: Liu, Xinru. *Silk and Religion: An Exploration of Material Life and the Thought of People, AD 600-1200*. New York: Oxford University Press, 1998.
 - d. Focus Question: To what extent does religion reinforce or challenge gender and class systems? (SOC-1, 4, 5)

Understanding Period 4: Global Interactions, c. 1450 to c. 1750 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Unit X: Key Concept 4.1. Globalizing Networks of Communication and Exchange

Compare Key Concept 3.1 with Key Concept 4.1. Use a Venn diagram to analyze the continuities and changes in communication and exchange networks.

Introductory readings for this time period will include selections from: [CR5e]

Frank, Andre. *The World System: Five Hundred Years or Five Thousand?* London: Routledge, 1996.

McNeill, William. *The Rise of the West: A History of the Human Community*. Chicago: University of Chicago Press, 1964.

Wolf, Eric. *Europe and the People Without History*. Berkeley, CA: University of California Press, 2010.

[CR5e] — Europe must be specifically addressed in more than one unit of the course, but no more than 20 percent of course time is devoted specifically to European history.

Textbook Reading:

Chapter 15 in *Ways of the World: A Brief Global History*, “Global Commerce, 1450 – 1750”

Chapter 16 in *Ways of the World: A Brief Global History*, “Religion and Science, 1450 – 1750”

Topics for Investigation:

1. Globalization and Regional Impacts
 - a. Secondary Source: Casale, Giancarlo. *The Ottoman Age of Exploration*, selections. New York: Oxford University Press, 2011.
 - b. Secondary Source: Gunn, Geoffrey. *History Without Borders: The Making of an Asian World Region, 1000 – 1800*, selections. Hong Kong: Hong Kong University Press, 2011.
 - c. Focus Question: How did globalization impact existing regional trade networks?
2. The Making of the Atlantic World
 - a. Secondary Source: Bentley, Jerry. *Old World Encounters: Cross-Cultural Contacts and Exchange in Pre-Modern Times*, selections. New York: Oxford University Press, 1993.
 - b. Secondary Source: Tracy, James. *The Political Economy of Merchant Empires*, selections. New York: Cambridge University Press, 1997.
 - c. Focus Question: To what extent were the trans-Atlantic voyages a genuinely European endeavor?
3. Maritime Reconnaissance
 - a. Primary Sources: *Inscription of World Voyages* by Zheng He, *A Journal of the First Voyage of Vasco da Gama*, and *Prologue to the Logbook of the First Voyage* by Christopher Columbus.
 - b. Secondary Source: Adas, Michael. *Islamic and European Expansion: The Forging of a Global Order*, selections. Philadelphia, PA: Temple University Press, 1993.
 - c. Secondary Source: Brook, Timothy. *The Troubled Empire: China in the Yuan and Ming Dynasties*, selections. Cambridge, MA: Belknap Press, 2013.
 - d. Secondary Source: Casale, Giancarlo. *The Ottoman Age of Exploration*. New York: Oxford University Press, 2011.
 - e. Secondary Source: Schama, Simon. *The Embarrassment of Riches: An Interpretation of Dutch Culture in the Golden Age*, selections. New York: Vintage, 1997.
 - f. Focus Question: How did the unique social, political, and economic factors affect a state’s motivation for maritime activity? (Comparative and Synthesis)
4. New Institutions For A New Commercial World
 - a. Secondary Source: Elliot, John. *Empires of the Atlantic World: Britain and Spain in America 1492-1830*, selections. New Haven, CT: Yale University Press, 2006.
 - b. Secondary Source: Lawson, Philip. *The East India Company: A History*, selections. London: Routledge, 2015.
 - c. Secondary Source: Parthesius, Robert. *Dutch Ships in Tropical Waters: The Development of the Dutch East India Company (VOC) Shipping Network in Asia 1595-1660*, selections. Amsterdam: Amsterdam University Press, 2010.
 - d. Focus Question: How did joint-stock companies create new markets and insert themselves into existing regional markets?

5. The Columbian Exchange

- Primary Sources: *History of the Things of New Spain* by Bernardino de Sabagun and *Letters to the King of Portugal* by Nzinga Mbemba (Alfonso I).
- Secondary Source: Burbank, Jane and Frederick Cooper. *Empires in World History: Power and the Politics of Difference*, selections. Princeton, NJ: Princeton University Press, 2011.
- Secondary Source: Mintz, Sidney. *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin, 1986.
- Focus Question: How did the Columbian Exchange impact demographics and environments in Africa and the Americas? [CR5a] [CR5b]
- Formative assessment: In small groups, students create charts that provide detailed evidence of the significance of the Columbian Exchange and identify specific movements of flora, fauna, and diseases between the two hemispheres. [CR3] They then individually build this evidence into a cohesive essay with a well-developed argument. [CR16]

6. Religious Reform

- Primary Source: Sultan Selim I's *Letter to Shah Ismail of Persia*.
- Summative: Compare how global interactions led to religious reform in Southwest and South Asia? [CR8]

7. Projecting Power Through Art and Architecture

- Primary Sources: Various portraits at the Palace of Versailles and portions of William Shakespeare's *The Tempest* (1611).
- Focus Question: Using the above sources, explain how leaders use art and architecture to legitimize their rule.

[CR5a] — The syllabus must show explicit coverage of Africa in more than one unit of the course.

[CR5b] — The syllabus must show explicit coverage of the Americas in more than one unit of the course.

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR16] — Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. — Argumentation (Proficiency Skills E2, E3, E4)

[CR8] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison & Synthesis (Proficiency Skills C2, C4)

Unit XI: Key Concept 4.2. New Forms of Social Organization and Modes of Production

Textbook Reading:

Chapter 15 in *Ways of the World: A Brief Global History*, “Global Commerce, 1450 – 1750”

Topics for Investigation:

- Climate and The World System
 - Focus Question: How did the Little Ice Age alter the world economy? (Context)
- Labor and Production
 - Primary Source: Encomienda records from Nestalpa.

- b. Formative Assessment: How did new production methods alter labor in the Americas? (ECON-5) [CR4]
- 3. Elites and the New Economy
 - a. Primary Source: Jean-Baptiste Colbert's *Memorandum on English Alliances* (1664).
 - b. Focus Question: To what extent did profit-taking elites challenge older more established elite groups?

[CR4] — Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Unit XII: Key Concept 4.3. State Consolidation and Imperial Expansion

Textbook Reading:

Chapter 14 in *Ways of the World: A Brief Global History*, “Empires and Encounters, 1450 – 1750”

Topics for Investigation:

- 1. Continuities and Changes in Political Legitimacy
 - a. Primary Sources: Poetry by Shah Ismail; Winter Palace; the Taj Mahal; and Qing and Ottoman portraits.
 - b. Focus Question: To what extent did methods of political legitimacy change and remain the same from the previous time period?
- 2. Gunpowder Empires
 - a. Secondary Source: Streusand, Douglas. *Islamic Gunpowder Empires: Ottomans, Safavids, and Mughals*, selections. Boulder, CO: Westview Press, 2010.
 - b. Formative Assessment: How did the development of gunpowder impact empire building?
- 3. State Rivalries and Piracy
 - a. Summative Assessment: The Pirate Ship *Ouidah* Unit Project: Includes a variety of primary and secondary sources investigating how the ship crew and cargo represent the development of the Atlantic System (Africa, Europe, and the Americas).

Understanding Period 5: Industrialization and Global Integration, c. 1750 to c. 1900 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Unit XIII: Key Concept 5.1. Industrialization and Global Capitalism

Compare Key Concept 4.2 with Key Concept 5.1 identify the continuities and changes using a Venn diagram.

Textbook Reading:

Chapter 18 in *Ways of the World: A Brief Global History*, “Revolutions of Industrialization, 1750 – 1914”

Topics for Investigation:

1. Industrialization
 - a. Summative Assessment: Unit project based on the Great Divergence including primary and secondary sources to explore the causes of Industrialization.
 - b. Project Question: Why did industrialization begin in Europe and not East Asia? (ECON-2, 3, 4) [CR4]
2. Industrialization and Global Trade
 - a. Secondary Source: Stearns, Peter. *Globalization in World History*, selections. New York: W. W. Norton & Company, 2002.
 - b. Focus Question: How did industrialization change the nature of global trade?
3. Industrialization and Finance
 - a. Secondary Source: Stearns, Peter. *The Industrial Revolution in World History*, selections. Boulder, CO: Westview Press, 2012.
 - b. Focus Question: How did industrialization create the need for new financial theories and institutions?
4. Industrialization and Technology
 - a. Secondary Source: Headrick, Daniel. *Technology: A World History*, selections. New York: Oxford University Press.
 - b. Focus Question: Explain how new transportation and communication technologies made industrialization sustainable?
5. Industrialization and Capitalism
 - a. Primary Source: Otto von Leixner's *Letters from Berlin with Special Reference to Social-Democratic Movements* (1888-1891).
 - b. Focus Question: Explain how capitalism differed from financial systems in the previous time period?
 - c. Formative Assessment: Using the SOAPStone set of skills for primary source analysis, students analyze the *Letters from Berlin* for point of view, author's purpose, audience, and historical context. [CR6]

[CR4] — Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

[CR6] — Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context. — Analyzing evidence (Proficiency Skills A1, A2)

Unit XIV: Key Concept 5.2. Imperialism and Nation-State Formation

Compare Key Concept 4.3 with Key Concept 5.2.

Textbook Reading:

Chapter 19 in *Ways of the World: A Brief Global History*, “Internal Troubles, External Threats: China, the Ottoman, and Japan, 1800-1914”

Topics for Investigation:

1. The Development of Transoceanic Empires

- a. Primary Source: Selections from Multatuli's *Max Havelaar: Or the Coffee Auctions of the Dutch Trading Company* (1860).
 - b. Focus Question: What strategies did European nations use to build their empires?
2. Imperialism and State Formation
 - a. Primary Sources: *Proclamation of the Young Turks* (1908) and Sakuma Shozan's *Reflections on My Errors* (1860).
 - b. Focus Question: How did other regions respond to the rise of European imperialism?
3. Creation of New Categories
 - a. Primary Source: Heinrich von Treischke's *German History in the 19th Century* (1879).
 - b. Focus Question: How did imperialism promote national and racial identities?

Unit XV: Key Concept 5.3. Nationalism, Revolution, and Reform

Textbook Reading:

Chapter 17 in *Ways of the World: A Brief Global History*, “Atlantic Revolutions and Their Echoes, 1750 – 1914”
[CR5b]

[CR5b] — The syllabus must show explicit coverage of the Americas in more than one unit of the course.

Topics for Investigation:

1. The Enlightenment and Revolutions
 - a. Primary Source: Jean-Jacques Rousseau's *The Social Contract* (1762).
 - b. Focus Question: To what extent did the Enlightenment challenge the power of traditional elites?
2. Rise of Nationalism
 - a. Secondary Source: Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, selections. Memphis, TN: Verso, 2006.
 - b. Focus Question: How did nation-states attempt to impose cultural uniformity?
3. Revolution and Reform in Empire
 - a. Secondary Source: Spence, Jonathan. *God's Chinese Son: The Heavenly Kingdom of Hong Ziuquan*, selections. New York: W. W. Norton & Company, 1996.
 - b. Focus Question: How did discontent in regions lead to rebellion against imperial rule?
4. Transnational Movements
 - a. Primary Source: E. Sylvia Pankhurst's *The Suffragette* (1911).
 - b. Focus Question: How did nationalism lead to new types of identities?

Unit XVI: Key Concept 5.4. Global Migration

Textbook Reading:

Chapter 20 in *Ways of the World: A Brief Global History*, “Colonial Encounters, 1750 – 1914”

Topics for Investigation:

1. Migrants and Their Motivations

- a. Secondary Source: Manning, Patrick. *Migrations in World History*, selections. London: Routledge, 2012.
- b. Focus Question: Compare the South Asian and East Asian motivations for emigration.
2. The Challenges of Migration
 - a. Secondary Source: Selections from Patrick Manning’s *Migrations in World History*.
 - b. Focus Question: How did the Chinese develop and sustain overseas communities?
 - c. Summative Assessment: Analyze Chinese communities in Southeast Asia with Japanese communities in Hawaii. [CR5d]

[CR5d] — The syllabus must show explicit coverage of Oceania in more than one unit of the course.

Understanding Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present [CR2]

[CR2] — Each of the course historical periods receives explicit attention

Unit XVII: Key Concept 6.1. Science and the Environment

Textbook Reading:

Chapter 24 in *Ways of the World: A Brief Global History*, “Accelerating Global Interaction, Since 1945”

Topics for Investigation:

1. Science and the Promise of Progress
 - a. Secondary Source: McNeill, J.R., and William McNeill. *The Human Web: A Bird’s Eye View of World History*, selections. New York: W. W. Norton & Company, 2003.
 - b. Focus Question: How did advancements in technology and medicine encourage the idea of progress?
2. Science and Humanity’s Impact on the Environment
 - a. Secondary Source: Guha, Ramachandra. *Environmentalism: A Global History*, selections. Upper Saddle River, NJ: Pearson, 1999.
 - b. Focus Question: How did technology change the environment?
3. Science and Shifting Demographics
 - a. Secondary Sources: Cartwright, Frederick and Michael Biddiss. *Disease and History*, selections. London: Thistle Publishing, 2014.
 - b. Focus Question: How did advances in farming and medicine alter demographics? Did Africa and Latin America benefit from these advances? [CR5a] [CR5b]

[CR5a] — The syllabus must show explicit coverage of Africa in more than one unit of the course.

[CR5b] — The syllabus must show explicit coverage of the Americas in more than one unit of the course.

Unit XVIII: Key Concept 6.2. Global Conflicts and Their Consequences

Textbook Reading:

Chapter 21 in *Ways of the World: A Brief Global History*, “The Collapse and Recovery of Europe, 1914 – 1970s”

Topics for Investigation:

1. The Deconstruction of Empire
 - a. Secondary Source: James, Lawrence. *Raj: The Making and Unmaking of British India*, selections. New York: St. Martin’s, 2000.
 - b. Secondary Source: Tunzelmann, Alex von. *Indian Summer: The Secret History of the End of an Empire*, selections. New York: Picador, 2008.
 - c. Focus Question: To what extent is the fall of empire the result of global conflict?
2. Anti-Imperialist Ideologies
 - a. Secondary Source: Elkins, Caroline. *Imperial Reckoning*, selections. New York: Holt Paperbacks, 2005.
 - b. Secondary Source: Rudolph, Susanne and Lloyd I. Rudolph. *Gandhi: The Traditional Roots of Charisma*, selections. Chicago: University of Chicago Press, 1983.
 - c. Focus Question: To what extent is the fall of empire the result of ideology?
3. The Elusive Nature of Nationalism
 - a. Secondary Source: Nasr, Vali. *The Shia Revival: How Conflicts within Islam Will Shape the Future*, selections. New York: W. W. Norton & Company, 2007.
 - b. Focus Question: To what extent was the transformation from colony to nation-state successful?
4. Global Conflict and the End of Progress
 - a. Secondary Source: Adas, Michael. *Turbulent Passage*, selections. Upper Saddle River, NJ: Pearson, 2008.
 - b. Focus Question: To what extent did global conflict end the hope for progress?
5. Forms of Protest
 - a. Primary Sources: Photographs by Thich Quang Duc and Gandhi’s *The Story of My Experiments with Truth* (1927).
 - b. Summative Assessment: To what extent was Indian independence the result of nonviolence or British weakness after World War II?

Unit XIX: Key Concept 6.3. New Conceptualizations of Global Economy, Society, and Culture

Textbook Reading:

Chapter 22 in *Ways of the World: A Brief Global History*, “The Rise and Fall of World Communism, 1917 – Present”

Topics for Investigation:

1. Managing Economic Extremes

- a. Secondary Source: O'Brien, Robert and Marc Williams. *Global Political Economy*, selections. New York: Palgrave Macmillan, 2013.
 - b. Focus Question: How effective were government policies in managing economic challenges?
2. International Organizations
 - a. Primary Sources: *Universal Declaration of Human Rights* (1948) and The World Bank's *World Development Report* (various years).
 - b. Focus Question: To what extent did international organizations promote stability?
3. Liberation Movements
 - a. Primary Source: Gutierrez, Gustavo. *A Theology of Liberation: History, Politics, and Salvation*. Translated by Caridad Inda and John Eagleson. Ossining, MD: Orbis Books, 1988.
 - b. Focus Question: How effective were liberation movements at improving human rights?
4. Pop Culture and Consumerism
 - a. Secondary Source: Stearns, Peter. *Cultures in Motion: Mapping Key Contacts and Their Imprints in World History*, selections. New Haven, CT: Yale University Press, 2001.
 - b. Secondary Source: Stearns, Peter. *Consumerism in World History: The Global Transformation of Desire*, selections. London: Routledge, 2006.
 - c. Formative Assessment: Comparing "Spidermans" (North American and Latin American) [CR5b]. To what extent is there a global popular culture? (CUL-9; ECON-4) [CR4]
 - d. Focus Question: To what extent does a global culture exist?
5. Socratic Seminar: To what extent was 1989 a turning point in world history? [CR14]

[CR5b] — The syllabus must show explicit coverage of the Americas in more than one unit of the course.

[CR4] — Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

[CR14] — Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7)