

# AP World History Syllabus

## The Course:

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contracts. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretative issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage.

Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity through the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as field of study.

The AP World History course offers motivated students and their teachers the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. AP World History offers an approach that lets students “do history” by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide. The course offers balanced global coverage, with Africa, the Americas, Asia, and Europe all represented.

## Primary Textbooks:

Spodek, Howard. The World's History. 3<sup>rd</sup> ed. Combined vol. Upper Saddle River, N.J.: Prentice Hall. 2006.

Woods, Ethel. AP World History An Essential Coursebook. 2<sup>nd</sup> ed. Reading, Pennsylvania: WoodYard Publications. 2011.

Documents in World History. Prentice Hall (CD ROM with over 200 primary source documents).

## Primary Sources:

Students will read and analyze selected primary sources (Textual, Visual, and Quantitative) primarily from the following resources (but also the additional resources below). From these resources documents, images, art, charts, tables, and graphs will be utilized to develop student analytical thinking skills.

All Three Primary Texts as listed above.

Past Document Based Questions released on the [apcentral.collegeboard.com](http://apcentral.collegeboard.com) website.

Strayer, Robert W. *Ways of the World: A Global History with Sources*. Boston, New York: Bedford St. Martin's. 2011.

Stearns, Peter. *World Civilizations: The Global Experience*. 4<sup>th</sup> ed. Pearson Education. 2006.

Document Based Questions in World History, by the DBQ Project (2005)

Document Based Activities for World History, by Social Studies School Service.

Document Based Activities for Ancient History, by Social Studies School Service.

## **Additional Resources:**

Guns, Germs, and Steel. By Jared Diamond

The Hindu Tradition, by World Religions Curriculum Development Center (Argus Communications 1978)

The Islamic Tradition, by World Religions Curriculum Development Center (Argus Communications 1978)

The Jewish Tradition, by World Religions Curriculum Development Center (Argus Communications 1978)

The Christian Tradition, by World Religions Curriculum Development Center (Argus Communications 1978)

The Buddhist Tradition, by World Religions Curriculum Development Center (Argus Communications 1978)

Document Based Questions in World History, by The DBQ Project (2005)

Themes in Modern Social History, by Rosenzweig & Stearns (Carnegie-Mellon Univ. Press 1985)

Women in the Western Heritage, by Harriman (Dushkin Publishing Group Inc. 1995)

30-Second Religion: The 50 most thought-provoking religious beliefs, each explained in half a minute. Editor Russell Re Manning of University of Cambridge.

30-Second Politics: The 50 most thought-provoking theories in politics, each explained in half a minute. Editor Steven L. Taylor of Troy University.

Michel De Montaigne Essays, (Penguin Group 1993)

The Prince, by Niccolo Machiavelli (Bantam Books 1966)

Mythology: Timeless Tales of Gods and Heroes, by Edith Hamilton (Penguin Books 1969)

Understanding the Holocaust, by Merti (J.Weston Walch 1982)

The Art of War, by Sun Tzu (Oxford Univ. Press 1971)

**Primary Sources / Articles:**

The Epic of Gilgamesh

The Code of Hammurabi

Schooldays in Sumer

Kashrut: food, eating, and wine-making  
Islamic Marriage

An Introduction to Zen, (Peter Pauper Press 1959)

Zen Stories, (Charles E. Tuttle Co. 1957)

The Ideal Chinese Woman, translated from Lui Haiang of Han Dynasty (Shanghai Kelly & Walsh 1899)

Female Farmers: Primary Occupation for African Women

Tatsuniyoyi Tales, from The African Cultural Root

South Africa: Free at Last, Time Magazine 1994 in Review.

Investigating Inca Roads, from Americas May/June 1986.

Tlachtli: The Roughest Game of All, by Sharon S. and Thomas McKern.

Women of the Maya, Inca, and Aztec.

Women in Athens: A Golden Age?

The Hellenistic Age: Evidence on the Status of Women

The Story of the Olympic Games: In Ancient Days

Women of Rome

The Legend of Romulus and Remus, Greek and Roman Civilization.

The Twelve Table of Rome

Who is a Christian? Many Competing Definitions.

European Code of Chivalry.

Jews in the Middle Ages, A summary

Kashrut: Food, Eating, and Wine-making.

Mosques an outline of basic designs.

Explaining Islam: The Five Pillars of Islam.

Islamic Marriage. Summary with charts and questions.

Gandhi on Nonviolent Protest. Primary source with questions.

Locke and Rousseau on the Social Contract. 32 Problems in World History by Edwin Fenton.

Peter the Great and the Limits of Absolutism. 32 Problems in World History by Edwin Fenton.

What is the difference between Socialism and Communism.

America Before Columbus, U.S. News & World Report July 8, 1991.

The Atomic Bomb and its Consequences

Needless slaughter, useful terror, by William Blum 1995.

## **Projects:**

Periodization Activity

- Students will take note on various calendars throughout history (Ancient Egypt, Jewish, Christian, Muslim). They will then be presented the periodization utilized in this course, and brainstorm reasons for it. As those reasons are discussed additional types of periodization used by historians will be addressed.

#### West African Oral History Skit

- Students will be assigned a West African Hausa Tatsuniyoyi tale, and in groups prepare a skit in which they portray and analyze the tale for the class.

#### Ancient Rome PowerPoint Presentation

- Students will individually be assigned various topics related to Ancient Rome, and develop a PowerPoint presentation to be given to the class. Students will then write a comparison essay between Greek and Roman civilizations using SPICE to come up with comparisons and contrast that fit the five course themes.

#### Zen Buddhism Stories Skit

- Students will be assigned a Zen Story, to be portrayed to the class in a group skit. They will gain an understanding of Zen teaching and its purpose.

#### Industrialization PowerPoint Presentation

- In pairs students will be assigned various articles ranging in topic from pre-industrialization through mature-industrialization, and prepare a PowerPoint presentation on the key characteristics of their period and topic. Students will note change-over-time from the various presentations to incorporated in a future essay.

#### Karl Marx Debate (Same format for Peter the Great)

- Students will be assigned two articles on Karl Marx –one pro, and one con. They will be assigned to take one side (pro / con), and outline arguments of attack on the opposing side, plus arguments of defense on their side. A semi-formal debate will be conducted in class.

#### Isafar Project (Era of European Colonization in Africa)

- In groups, students will be given a scenario of a soon to be independent African nation / former colony. They will analyze problems / develop solutions / and outline a beginning for their new nation. Each group will present what they developed to the class.

#### A.P. Exam Review Projects

- Students will each be assigned a unit of study from over the course of the year. They will develop a comprehensive review of key themes / topics / people / events / etc..., and create a timeline for class review to be posted.

#### Inner / Outer Circle Seminars

- \* Once each 6 week grading period, students will be assigned various articles / readings on the current topic. They will develop a list of discussion questions on various levels from the readings. On a select

day, students will engage in small group discussions of the articles using the questions they developed as a springboard. (Some of these sources are listed under “Primary Sources and Articles” above). **One example is a discussion of two diverse historical interpretations on the dropping of Atomic Bombs on Japan in World War II. Students will read William Blum’s article “Needless slaughter, useful terror”, and Robert James Maddox’s article “The Biggest Decision: Why We Had to Drop The Atomic Bomb”. This is one example of how Curricular Requirement 7 will met.**

#### Renaissance Art Analysis

- After an analysis of Renaissance art pieces and what changes in thought and practice they convey, students will write a CCOT essay in which they analyze the continuities and changes in art from 1000 C.E to 1550 C.E. The emphasis being on how the discipline of art can convey the changes Renaissance Europe was undergoing at this time.

## Five AP World History Themes:

AP World History highlights five overarching themes that should receive approximately equal attention throughout the course. They are as follows with examples of activities that will be used to demonstrate student understanding of each:

1. **Interaction between Humans and the Environment.** (Students will analyze how the geographies of Mesopotamia and Egypt influenced their different social, political, and economic development.)
2. **Development and Interaction of Cultures.** (Students will compare and contrast the spread of Islam to Spain with that of Buddhism to China, as well as their respective impacts.)
3. **State Building, Expansion and Conflict.** (Students will write a DBQ in which they analyze motives for revolutions that occurred in various countries between 1750 and 1914. They will analyze primary source documents utilizing SOAPSTONE to practice incorporating point of view. This particular DBQ comes from the Woods text listed under “Primary Textbooks)
4. **Creation, Expansion and Interaction of Economic Systems.** (Students will prepare and present a PowerPoint summary of a particular article on an aspect of change that occurred in the Industrial Revolution. They will then write a CCOT essay in which they analyze the social and economic transformations that occurred in Western Europe as a result of the Industrial Revolution from 1700 to 1900. Students will also write the 2011

“Green Revolution” DBQ from the apcentral website. They will be analyzing causes and effects in particular in this essay.

5. **Development and Transformation of Social Structures.** (Students will take part in an Inner / outer circle discussion seminar on the social structure of West African society as seen in various oral stories that were passed on.)

The themes serve throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework. The themes also provide ways to make comparisons over time. The interaction of themes and periodization encourage cross-period questions such as “To what extent has civilization maintained their cultural and political distinctiveness over the time period the course covers?” or “Discuss the changes in international trading systems between 1300-1600.” We will be using the acronym “SPICE” extensively to help identify these themes.

(S = Social, P = Political, I = Interactions, C = Cultural, E = Economic)

## **AP World History Course Key Concepts:**

### ***Period 1 – Technological and Environmental Transformations, to c. 600 BCE***

#### ***Key Concept 1.1. Big Geography and the Peopling of the Earth***

The term *Big Geography* draws attention to the global nature of world history. Throughout the Paleolithic period, humans migrated from Africa to Eurasia, Australia and the Americas. Early humans were mobile and creative in adapting to different geographical settings from savanna to desert to Ice Age tundra. By making an analogy with modern hunter-forager societies, anthropologists infer that these bands were relatively egalitarian. Humans also developed varied and sophisticated technologies.

#### **I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia and the Americas, adapting their technology and cultures to new climate regions.**

- A. Humans used fire in new ways: to aid hunting and foraging, to protect against predators and to adapt to cold environments.
- B. Humans developed a wider range of tools specially adapted to different environments from tropics to tundra.
- C. Religion was most likely animistic.
- D. Economic structures focused on small kinship groups of hunting-foraging bands that could make what they needed to survive. However, not all groups were self-sufficient; they exchanged people, ideas and goods.

#### ***Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies***

In response to warming climates at the end of the last Ice Age, from about 10,000 years ago, some groups adapted to the environment in new ways, while others remained hunter-foragers. Settled agriculture appeared in several different parts of the world. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Agriculturalists also had a massive impact on the environment through intensive cultivation of selected plants to the exclusion of others, through the construction of irrigation systems, and through the use of domesticated animals for food and for labor. Populations increased; family groups gave way to village life, and later, to urban life with all its complexity. Patriarchy and forced labor systems developed, giving elite men concentrated power over most of the other people in their societies.

Pastoralism emerged in parts of Africa and Eurasia. Pastoral peoples domesticated animals and led their herds around grazing ranges. Like agriculturalists, pastoralists tended to be more socially stratified than hunter-foragers. Because pastoralists were mobile, they rarely accumulated large amounts of material possessions, which would have been a hindrance when they changed grazing areas. The pastoralists' mobility allowed them to become an important conduit for technological change as they interacted with settled populations.

**I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.**

- A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged at different times in Mesopotamia, the Nile River Valley and Sub-Saharan Africa, the Indus River Valley, the Yellow River or Huang He Valley, Papua New Guinea, Mesoamerica and the Andes.
- B. Pastoralism developed at various sites in the grasslands of Afro-Eurasia.
- C. Different crops or animals were domesticated in the various core regions, depending on available local flora and fauna.
- D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production.
- E. These agricultural practices drastically impacted environmental diversity. Pastoralists also affected the environment by grazing large numbers of animals on fragile grasslands, leading to erosion when overgrazed.

**II. Agriculture and pastoralism began to transform human societies.**

- A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population.
- B. Surpluses of food and other goods led to specialization of labor, including new classes of artisans and warriors, and the development of elites.
- C. Technological innovations led to improvements in agricultural production, trade and transportation, including pottery, plows, woven textiles, metallurgy, wheels and wheeled vehicles.
- D. In both pastoralist and agrarian societies, elite groups accumulated wealth, creating more hierarchical social structures and promoting patriarchal forms of social organization.

***Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral and Urban Societies***

From about 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term *civilization* is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, such as political bureaucracies, including armies and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists. As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, they had to balance their need for more resources with environmental constraints such as the danger of undermining soil fertility. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

**I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.**

***NOTE: Students should be able to identify the location of all of the following.***

- A. Mesopotamia in the Tigris and Euphrates River Valleys
- B. Egypt in the Nile River Valley
- C. Mohenjo-Daro and Harappa in the Indus River Valley

- D. Shang in the Yellow River or Huang He Valley
- E. Olmecs in Mesoamerica
- F. Chavín in Andean South America

## **II. The first states emerged within core civilizations.**

- A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Early states were often led by a ruler whose source of power was believed to be divine or had divine support, and who was supported by the religious hierarchy and professional warriors.
- B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food and experienced growing populations. These states were able to undertake territorial expansion and conquer surrounding states.
- C. Early regions of state expansion or empire building were Mesopotamia and Babylonia — Sumerians, Akkadians and Babylonians — and Egypt and Nubia along the Nile Valley.
- D. Pastoralists were often the developers and disseminators of new weapons (such as compound bows or iron weapons) and modes of transportation (such as chariots or horseback riding) that transformed warfare in agrarian civilizations.

## **III. Culture played a significant role in unifying states through laws, language, literature, religion, myths and monumental art.**

- A. Early civilizations developed monumental architecture and urban planning (such as ziggurats, pyramids, temples, defensive walls, streets and roads, or sewage and water systems).
- B. Elites, both political and religious, promoted arts and artisanship (such as sculpture, painting, wall decorations or elaborate weaving).
- C. Systems of record keeping (such as cuneiform, hieroglyphs, pictographs, alphabets or quipu) arose independently in all early civilizations.
- D. Literature was also a reflection of culture (such as the “Epic of Gilgamesh,” *Rig Veda* or *Book of the Dead*).
- E. New religious beliefs developed in this period continued to have strong influences in later periods, including the Vedic religion, Hebrew monotheism and Zoroastrianism.
- F. Trade expanded throughout this period, with civilizations exchanging goods, cultural ideas and technology. Trade expanded from local to regional and transregional, including between Egypt and Nubia and between Mesopotamia and the Indus Valley.
- G. Social and gender hierarchies intensified as states expanded and cities multiplied.

## ***Period 2 – Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE***

### ***Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions***

As states and empires increased in size and contacts between regions multiplied, religious and cultural systems were transformed. Religions and belief systems provided a bond among the people and an ethical code to live by. These shared beliefs also influenced and reinforced political, economic and occupational stratification. Religious and political authority often merged as rulers (some of whom were considered divine) used religion, along with military and legal structures, to justify their rule and ensure its continuation. Religions and belief systems could also generate conflict, partly because beliefs and practices varied greatly within and among societies.

### **I. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.**

- A. The association of monotheism with Judaism was further developed with the codification of the Hebrew Scriptures, which also showed Mesopotamian influences. Around 600 B.C.E. and 70 C.E., the Assyrian and Roman empires, respectively, created Jewish diasporic communities and destroyed the kingdom of Israel as a theocracy.
- B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — often known as Hinduisms — which show some influence of Indo-European traditions in the development of the

social and political roles of a caste system and in the importance of multiple manifestations of Brahma to promote teachings about reincarnation.

**II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.**

A. The core beliefs preached by the historic Buddha and recorded by his followers into sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan Emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote its core teachings.

B. Confucianism's core beliefs and writings originated in the writings and lessons of Confucius and were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including the rulers.

C. In the major Daoist writings (such as the *Daodejing*), the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. Daoism also influenced the development of Chinese culture (such as medical theories and practices, poetry, metallurgy or architecture).

D. The core beliefs preached by Jesus of Nazareth drew on the basic monotheism of Judaism, and initially rejected Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.

E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.

**III. Belief systems affected gender roles** (such as Buddhism's encouragement of a monastic life or Confucianism's emphasis on filial piety).

**IV. Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.**

A. Shamanism and animism continued to shape the lives of people within and outside of core civilizations because of their daily reliance on the natural world.

B. Ancestor veneration persisted in many regions (such as in Africa, the Mediterranean region, East Asia or the Andean areas).

**V. Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.**

A. Literature and drama acquired distinctive forms (such as Greek tragedy or Indian epics) that influenced artistic developments in neighboring regions and in later time periods (such as in Athens, Persia or South Asia).

B. Distinctive architectural styles can be seen in Indian, Greek, Mesoamerican and Roman buildings.

C. The convergence of Greco-Roman culture and Buddhist beliefs affected the development of unique sculptural developments, as seen in the Gandhara Buddhas, which exemplify a syncretism in which Hellenistic veneration for the body is combined with Buddhist symbols.

**Key Concept 2.2. The Development of States and Empires**

As the early states and empires grew in number, size and population, they frequently competed for resources and came into conflict with one another. In quest of land, wealth and security, some empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing human activities over long distances, and they created new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relationships with ethnically and culturally diverse populations: sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes. By expanding their boundaries too far, they created political, cultural and administrative difficulties that they could not manage. They also experienced environmental, social and economic problems when they overexploited their lands and subjects and permitted excessive wealth to be concentrated in the hands of privileged classes.

**I. The number and size of imperial societies grew dramatically by imposing political unity on areas where previously there had been competing states.**

**NOTE: Students should know the location and names of the key states and empires below.**

A. Southwest Asia: Persian Empires (such as Achaemenid, Parthian or Sassanid)

B. East Asia: Qin and Han dynasties

C. South Asia: Maurya and Gupta Empires

- D. Mediterranean region: Phoenician and Greek colonization, Hellenistic and Roman Empires
- E. Mesoamerica: Teotihuacan, Maya city-states
- F. Andean South America: Moche

**II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.**

- A. In order to organize their subjects, the rulers created administrative institutions, including centralized governments, elaborate legal systems and bureaucracies (such as in China, Persia, Rome or South Asia).
- B. Imperial governments projected military power over larger areas using a variety of techniques, including diplomacy; developing supply lines; building fortifications, defensive walls and roads; and drawing new groups of military officers and soldiers from the local populations or conquered peoples.
- C. Much of the success of the empires rested on their promotion of trade and economic integration by building and maintaining roads and issuing currencies.

**III. Imperial societies displayed unique social and economic dimensions.**

- A. Cities served as centers of trade, public performance of religious rituals, and as political administration for states and empires (such as Persepolis, Chang'an, Pataliputra, Athens, Carthage, Rome, Alexandria, Constantinople or Teotihuacan).
- B. The social structures of all empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites and caste groups.
- C. Imperial societies relied on a range of labor systems to maintain the production of food and provide rewards for the loyalty of the elites, including corvée, slavery, rents and tributes, peasant communities, and family and household production.
- D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.

**IV. The Roman, Han, Maurya and Gupta empires created political, cultural and administrative difficulties that they could not manage, which eventually led to their decline, collapse and transformation into successor empires or states.**

- A. Through excessive mobilization of resources, imperial governments caused environmental damage (such as deforestation, desertification, soil erosion or silted rivers) and generated social tensions and economic difficulties by concentrating too much wealth in the hands of elites.
- B. External problems resulted from security issues along their frontiers, including the threat of invasions (such as between Northern China and Xiongnu; between Gupta and the White Huns; or among Romans, Parthians, Sassanids and Kushan).

**Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange**

With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere, while separate networks connected the peoples and societies of the Americas somewhat later. The exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside the trade in goods across far-flung networks of communication and exchange.

**I. Land and water routes created transregional trade, communication and exchange networks in the Eastern Hemisphere, while separate networks connected the peoples and societies of the Americas somewhat later.**

*NOTE: Students should know how factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of the following trade routes.*

- A. Eurasian Silk Roads
- B. Trans-Saharan caravan routes
- C. Indian Ocean sea lanes
- D. One of the following: Mediterranean sea lanes; American trade routes; or the north-south Eurasian trade routes linking the Baltic region, Constantinople and Central Asia

**II. New technologies facilitated long-distance communication and exchange.**

- A. New technologies (such as yokes, saddles or stirrups) permitted the use of domesticated pack animals (such as horses, oxen, llamas or camels) to transport goods across longer routes.
- B. Innovations in maritime technologies (such as the lateen sail or dhow ships), as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.

**III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.**

- A. The spread of crops, including sugar, rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques (such as the development of the qanat system).
- B. The spread of disease pathogens diminished urban populations and contributed to the decline of some empires (such as Rome or China).
- C. Religious and cultural traditions, including Chinese culture, Christianity, Hinduism and Buddhism, were transformed as they spread.

***Period 3 – Regional and Trans-regional Interactions, c. 600 CE to c. 1450***

***Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks***

Although Afro-Eurasia and the Americas remained separate from one another, this era witnessed a deepening and widening of old and new networks of human interaction within and across regions. The results were unprecedented concentrations of wealth and the intensification of cross-cultural exchanges. Innovations in transportation, state policies and mercantile practices contributed to the expansion and development of commercial networks, which in turn served as conduits for cultural, technological and biological diffusion within and between various societies. Pastoral or nomadic groups played a key role in creating and sustaining these networks. Expanding networks fostered greater interregional borrowing, while at the same time sustaining regional diversity.

**I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.**

- A. Existing trade routes, including the Silk Roads, the Mediterranean Sea, Trans-Saharan and the Indian Ocean basins, flourished and promoted the growth of powerful new trading cities (such as — to mention just a few — Novgorod, Timbuktu, Swahili city-states, Hangzhou, Calicut, Baghdad, Melaka and Venice, or in the Americas, Tenochtitlan or Cahokia).
- B. The growth of interregional trade in luxury goods (such as silk and cotton textiles, porcelain, spices, precious metals and gems, slaves or exotic animals) was encouraged by significant innovations in previously existing transportation and commercial technologies, including more sophisticated caravan organization (such as caravanserai or camel saddles); use of the compass, astrolabe and larger ship designs in sea travel; and new forms of credit and monetization (such as bills of exchange, credit, checks or banking houses).
- C. Commercial growth was also facilitated by new state practices (such as the minting of coins or use of paper money), new trading organizations (such as the Hanseatic League) and new state-sponsored commercial infrastructures like the Grand Canal in China.
- D. The expansion of existing empires — including China, the Byzantine Empire and the Caliphates — as well as new empires (such as the Mongols) facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors' economies and trade networks.

**II. The movement of peoples caused environmental and linguistic effects.**

- A. The expansion and intensification of long-distance trade routes often depended on peoples' understanding of a particular regional environment and their subsequent technological adaptations to them (such as the way Scandinavian Vikings used their longships to travel in coastal and open waters as well as in rivers and estuaries, the way the Arabs and Berbers adapted camels to travel across and around the Sahara, or the way Central Asian pastoral groups used horses to travel in the steppes).
- B. Some migrations had a significant environmental impact, including the migration of the agricultural Bantu-speaking peoples in forested regions of Sub-Saharan Africa, and the maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands.
- C. Some migrations and commercial contacts led to the diffusion of languages throughout a new region or the emergence of new languages (for example, the spread of Bantu languages, the new language of Swahili that developed in East African coastal areas, or the spread of Turkic and Arabic languages).

**III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.**

- A. Islam expanded from the Arabian Peninsula to many parts of Afro-Eurasia due to military expansion and the activities of merchants and missionaries.

B. In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous culture (such as Muslim merchant communities in the Indian Ocean region, Chinese merchant communities in Southeast Asia, Sogdian merchant communities throughout Central Asia or Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads).

C. The writings of certain interregional travelers (such as Ibn Battuta, Marco Polo or Xuanzang) illustrate both the extent and the limitations of intercultural knowledge and understanding.

D. Increased cross-cultural interactions resulted in the diffusion of literary, artistic and cultural traditions (such as the influence of Neo-Confucianism and Buddhism in East Asia, Hinduism and Buddhism in Southeast Asia, Islam in Sub-Saharan Africa and Southeast Asia or Toltec/Mexica and Inca traditions in Mesoamerica and Andean America).

E. Increased cross-cultural interactions also resulted in the diffusion of scientific and technological traditions (such as the influence of Greek and Indian mathematics on Muslim scholars, the return of Greek science and philosophy to Western Europe via Muslim al-Andalus in Iberia or the spread of printing and gunpowder technologies from East Asia into the Islamic empires and Western Europe).

**IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.**

A. New foods were adopted in populated areas (such as bananas in Africa, new rice varieties in East Asia or the Muslim Agricultural Revolution).

B. The spread of epidemic diseases, including the Black Death, followed the well-established paths of trade and military conquest.

**Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions**

State formation in this era demonstrated remarkable continuity, innovation and diversity in various regions. In Afro-Eurasia, some states attempted, with differing degrees of success, to preserve or revive imperial structures, while smaller, less-centralized states continued to develop. The expansion of Islam introduced a new concept — the caliphate — to Afro-Eurasian statecraft. Pastoral peoples in Eurasia built powerful and distinctive empires that integrated people and institutions from both the pastoral and agrarian worlds. In the Americas, powerful states developed in both Mesoamerica and the Andean region.

**I. Empires collapsed and were reconstituted; in some regions new state forms emerged.**

A. Following the collapse of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties — Sui, Tang and Song — combined traditional sources of power and legitimacy (such as patriarchy, religion or land-owning elites) with innovations better suited to the current circumstances (such as new methods of taxation, tributary systems or adaptation of religious institutions).

B. In some places, new forms of governance emerged, including those developed in various Islamic states (such as the Abbasids, the Muslim Iberia or the Delhi Sultanates), the Mongol Khanates and city-states (such as in the Italian peninsula, East Africa or Southeast Asia).

C. Some states synthesized local and borrowed traditions (such as Persian traditions that influenced Islamic states or Chinese traditions that influenced Japan).

D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach: Networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexica (“Aztecs”) and Inca.

**II. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, for example between Tang China and the Abbasids, across the Mongol empires and during the Crusades.**

**Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences**

Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes. Productivity rose in both agriculture and industry. Rising productivity supported population growth and urbanization but also strained environmental resources and at times caused dramatic demographic swings. Shifts in production and the increased volume of trade also stimulated new labor practices, including adaptation of existing patterns of free and coerced labor. Social and gender structures evolved in response to these changes.

**I. Innovations stimulated agricultural and industrial production in many regions.**

A. Agricultural production increased significantly due to technological innovations (such as Champa rice varieties, the chinampa field systems, *waru waru* agricultural techniques in the Andean areas, improved terracing techniques or the horse collar).

B. In response to increasing demand in Afro-Eurasia for foreign luxury goods, crops (such as sugar or citrus) were transported from their indigenous homelands to equivalent climates in other regions.

C. Chinese, Persian, and Indian artisans and merchants also expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China.

**II. The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.**

A. Factors that contributed to declines of urban areas in this period included invasions, disease, the decline of agricultural productivity and the Little Ice Age.

B. Factors that contributed to urban revival included the end of invasions, the availability of safe and reliable transport, the rise of commerce and the warmer temperatures between 800 and 1300. Increased agricultural productivity and subsequent rising population and greater availability of labor also contributed to urban growth.

C. While cities in general continued to play the roles they had played in the past as governmental, religious and commercial centers, many older cities declined at the same time that numerous new cities took on these established roles.

*NOTE: Students should be able to explain the cultural, religious, commercial and governmental function of at least two major cities.*

**III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.**

A. As in the previous period, the main forms of labor organization included free peasant agriculture, nomadic pastoralism, craft production and guild organization, along with various forms of coerced and unfree labor and government-imposed labor taxes and military obligations.

B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan and Southeast Asia.

C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the *mit'a* in the Inca Empire. Free peasants resisted attempts to raise dues and taxes by staging revolts (such as in China or the Byzantine Empire). The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa and the eastern Mediterranean.

D. The diffusion of Buddhism, Christianity, Islam and Neo-Confucianism often led to significant changes in gender relations and family structure.

## ***Period 4 – Global Interactions, c. 1450 to c. 1750***

### ***Key Concept 4.1. Globalizing Networks of Communication and Exchange***

The interconnection of the Eastern and Western hemispheres made possible by transoceanic voyaging marked a key transformation of this period. Technological innovations helped to make transoceanic connections possible. Changing patterns of long-distance trade included the global circulation of some commodities and the formation of new regional markets and financial centers. Increased transregional and global trade networks facilitated the spread of religion and other elements of culture as well as the migration of large numbers of people. Germs carried to the Americas ravaged the indigenous peoples, while the global exchange of crops and animals altered agriculture, diets and populations around the planet.

**I. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara and overland Eurasia.**

**II. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic and Asian worlds, and included the production of new tools (such as the astrolabe or revised maps), innovations in ship designs (such as caravels), and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.**

**III. Remarkable new transoceanic maritime reconnaissance occurred in this period.**

A. Official Chinese maritime activity expanded into the Indian Ocean region with the naval voyages led by Ming Admiral Zheng He, which enhanced Chinese prestige.

B. Portuguese development of a school for navigation led to increased travel to and trade with West Africa, and resulted in the construction of a global trading-post empire.

- C. Spanish sponsorship of the first Columbian and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.
- D. Northern Atlantic crossings for fishing and settlements continued and spurred European searches for multiple routes to Asia.
- E. In Oceania and Polynesia, established exchange and communication networks were not dramatically affected because of infrequent European reconnaissance in the Pacific Ocean.

**IV. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.**

- A. European merchants' role in Asian trade was characterized mostly by transporting goods from one Asian country to another market in Asia or the Indian Ocean region.
- B. Commercialization and the creation of a global economy were intimately connected to new global circulation of silver from the Americas.
- C. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their domestic and colonial economies and by European merchants to compete against one another in global trade.
- D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers, and the mixing of African, American and European cultures and peoples.

**V. The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.**

- A. European colonization of the Americas led to the spread of diseases (such as smallpox, measles or influenza) that were endemic in the Eastern Hemisphere among Amerindian populations and the unintentional transfer of pests (such as mosquitoes or rats).
- B. American foods (such as potatoes, maize or manioc) became staple crops in various parts of Europe, Asia and Africa, while cash crops (such as cacao or tobacco) were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East in this period.
- C. Afro-Eurasian fruit trees, grains, sugar and domesticated animals (such as horses, pigs or cattle) were deliberately brought by Europeans to the Americas, while other foods (such as okra) were brought by African slaves.
- D. Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.
- E. European colonization and the introduction of European agriculture and settlements practices in the Americas often affected the physical environment through deforestation and soil depletion.

**VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.**

- A. The practice of Islam continued to spread into diverse cultural settings in Asia and Africa.
- B. The practice of Christianity was increasingly diversified by the Reformation.
- C. Buddhism spread within Asia.
- D. Syncretic forms of religion (such as African influences in Latin America, interactions between Amerindians and Catholic missionaries, or Sikhism between Muslims and Hindus in India and Southeast Asia) developed.

**VII. As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.**

- A. Innovations in visual and performing arts (such as Renaissance art in Europe, miniature paintings in the Middle East and South Asia, wood-block prints in Japan or post-conquest codices in Mesoamerica) were seen all over the world.
- B. Literacy expanded and was accompanied by the proliferation of popular literary forms in Europe and Asia (such as Shakespeare, Cervantes, *Sundiata*, *Journey to the West* or Kabuki).

**Key Concept 4.2. New Forms of Social Organization and Modes of Production**

Although the world's productive systems continued to be heavily centered on agricultural production throughout this period, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes. A surge in agricultural productivity resulted from new methods in crop and field rotation and the introduction of new crops. Economic growth also depended on new forms of manufacturing and new commercial patterns, especially in long-distance trade. Political and economic centers within regions shifted, and merchants' social status tended to rise in various states. Demographic growth — even in areas such as the Americas, where disease had ravaged the population — was restored by the 18th century and surged in many regions, especially with the introduction of American food crops throughout the Eastern Hemisphere. The Columbian Exchange led to new ways of humans interacting with their environments. New forms of coerced and semicoerced labor emerged in Europe, Africa and the Americas, and affected ethnic and racial classifications and gender roles.

**I. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.**

- A. Peasant labor intensified in many regions (such as the development of frontier settlements in Russian Siberia, cotton textile production in India or silk textile production in China).
- B. Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean.
- C. The Atlantic slave trade increased demand for slaves and altered male-female ratios in Africa.
- D. The purchase and transport of slaves supported the growth of the plantation economy throughout the Americas.
- E. Spanish colonists transformed Amerindian labor systems (such as introducing the *encomienda* and *hacienda* systems or changing the Inca *mit'a* labor obligation into a forced labor system).
- F. Europeans used coerced and semicoerced labor (such as indentured servitude or impressment).

**II. As new social and political elites changed, they also restructured new ethnic, racial and gender hierarchies.**

- A. Both imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites (such as the Manchus in China, Creole elites in Spanish America, European gentry or urban commercial entrepreneurs in all major port cities in the world).
- B. The power of existing political and economic elites (such as the zamindars in the Mughal Empire, the nobility in Europe or the daimyo in Japan) fluctuated as they confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.
- C. Some notable gender and family restructuring occurred, including the demographic changes in Africa that resulted from the slave trades (as well as the dependence of European men on Southeast Asian women for conducting trade in that region or the smaller size of European families).
- D. The massive demographic changes in the Americas resulted in new ethnic and racial classifications (such as mestizo, mulatto or Creole).

**Key Concept 4.3. State Consolidation and Imperial Expansion**

Empires expanded and conquered new peoples around the world, but they often had difficulties incorporating culturally, ethnically and religiously diverse subjects, and administering widely dispersed territories. Agents of the European powers moved into existing trade networks around the world. In Africa and the greater Indian Ocean, nascent European empires consisted mainly of interconnected trading posts and enclaves. European empires in the Americas moved more quickly to settlement and territorial control, responding to local demographic and commercial conditions. Moreover, the creation of European empires in the Americas quickly fostered a new Atlantic trade system that included the trans-Atlantic slave trade. Around the world, empires and states of varying sizes pursued strategies of centralization, including more efficient taxation systems that placed strains on peasant producers, sometimes prompting local rebellions. Rulers used public displays of art and architecture to legitimize state power. African states shared certain characteristics with larger Eurasian empires. Changes in African and global trading patterns strengthened some West and Central African states — especially on the coast; this led to the rise of new states and contributed to the decline of states on both the coast and in the interior.

**I. Rulers used a variety of methods to legitimize and consolidate their power.**

- A. Visual displays of political power (such as monumental architecture, urban plans, courtly literature or the visual arts) helped legitimize and support rulers.
- B. Rulers used religious ideas (such as European notions of divine right, the Safavid use of Shiism, the Mexica or Aztec practice of human sacrifice, the Songhai promotion of Islam or the Chinese emperors' public performance of Confucian rituals) to legitimize their rule.
- C. States treated different ethnic and religious groups in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state (such as the Ottoman treatment of non-Muslim subjects, Manchu policies toward Chinese or the Spanish creation of a separate "República de Indios").
- D. Recruitment and use of bureaucratic elites, as well as the development of military professionals (such as the Ottoman *devshirme*, Chinese examination system or salaried samurai), became more common among rulers who wanted to maintain centralized control over their populations and resources.
- E. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.

**II. Imperial expansion relied on the increased use of gunpowder, cannons and armed trade to establish large empires in both hemispheres.**

- A. Europeans established new trading-post empires in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks, but these empires also affected the power of the states in interior West and Central Africa.
- B. Land empires, including the Manchus, Mughals, Ottomans and Russians, expanded dramatically in size.
- C. European states, including Portugal, Spain, the Netherlands, France and Britain, established new maritime empires in the Americas.

**III. Competition over trade routes** (such as Omani-European rivalry in the Indian Ocean or piracy in the Caribbean), **state rivalries** (such as the Thirty Years War or the Ottoman-Safavid conflict) **and local resistance** (such as bread riots) **all provided significant challenges to state consolidation and expansion**

## ***Period 5 – Industrialization and Global Integrations, c. 1750 to c. 1900***

### ***Key Concept 5.1. Industrialization and Global Capitalism***

Industrialization fundamentally altered the production of goods around the world. It not only changed how goods were produced, as well as what was considered a “good,” but it also had far-reaching effects on the global economy, social relations and culture. Although it is common to speak of an “Industrial Revolution,” the process of industrialization was a gradual one that unfolded over the course of the 18th and 19th centuries, eventually becoming global.

#### **I. Industrialization fundamentally changed how goods were produced.**

A. A variety of factors led to the rise of industrial production: Europe’s location on the Atlantic Ocean; the geographical distribution of coal, iron and timber; European demographic changes; urbanization; improved agricultural productivity; legal protection of private property; an abundance of rivers and canals; access to foreign resources; and the accumulation of capital.

B. The development of machines, including steam engines and the internal combustion engine, made it possible to exploit vast new resources of energy stored in fossil fuels, specifically coal and oil. The “fossil fuels” revolution greatly increased the energy available to human societies.

C. The development of the factory system concentrated labor in a single location and led to an increasing degree of specialization of labor.

D. As the new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the rest of the world (such as the United States, Russia or Japan).

E. The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity and precision machinery during the second half of the 19th century.

F. The changes in the mode of production also stimulated the professionalization of sciences (such as medicine or engineering) and led to the increasing application of science to new forms of technology.

#### **II. New patterns of global trade and production developed that further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount of goods produced in their factories.**

A. The need for raw materials for the factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in mass producing single natural resources (such as cotton, rubber, palm oil, sugar, wheat, meat or guano). The profits from these raw materials were used to purchase finished goods.

B. The rapid development of industrial production contributed to the decline of economically productive, agriculturally based economies (such as textile production in India).

C. The rapid increases in productivity caused by industrial production encouraged industrialized states to seek out new consumer markets for their finished goods (such as British and French attempts to “open up” the Chinese market during the 19th century).

D. The need for specialized and limited metals for industrial production, as well as the global demand for gold, silver and diamonds as forms of wealth, led to the development of extensive mining centers (such as copper mines in Mexico or gold and diamond mines in South Africa).

#### **III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions.**

A. Financial instruments expanded (such as stock markets, insurance, gold standard or limited liability corporations).

B. The global nature of trade and production contributed to the proliferation of large-scale transnational businesses (such as bicycle tires, the United Fruit Company or the HSBC–Hong Kong & Shanghai Banking Corporation).

C. The ideological inspiration for these financial changes lies in the development of laissez-faire capitalism and economic liberalism associated with Adam Smith and John Stuart Mill.

#### **IV. There were major developments in transportation and communication, including railroads, steamships, telegraphs and canals.**

#### **V. The development and spread of global capitalism led to a variety of responses.**

A. In industrialized states, many workers organized themselves to improve working conditions, limit hours and gain higher wages, while others opposed capitalist exploitation of workers by promoting alternative visions of society (such as Utopian socialism, Marxism or anarchism).

B. In Qing China and the Ottoman Empire, some members of the government resisted economic change and attempted to maintain preindustrial forms of economic production.

C. In a small number of states, governments promoted their own state-sponsored visions of industrialization (such as the economic reforms of Meiji Japan, the development of factories and railroads in Tsarist Russia, China’s Self Strengthening Movement or Muhammad Ali’s development of a cotton textile industry in Egypt).

D. In response to criticisms of industrial global capitalism, some governments attempted to prevent rebellions by promoting various types of reforms (such as state pensions and public health in Germany, expansion of suffrage in Britain, or public education in many states).

**VI. The ways in which people organized themselves into societies also underwent significant transformations in industrialized states due to the fundamental restructuring of the global economy.**

- A. New social classes, including the middle class and the proletariat, developed.
- B. Family dynamics, gender roles and demographics changed in response to industrialization.
- C. Rapid urbanization that accompanied global capitalism often led to unsanitary conditions, as well as to new forms of community.

**Key Concept 5.2. Imperialism and Nation-State Formation**

As states industrialized during this period, they also expanded their existing overseas colonies and established new types of colonies and transoceanic empires. Regional warfare and diplomacy both resulted in and were affected by this process of modern empire building. The process was led mostly by Europe, although not all states were affected equally, which led to an increase of European influence around the world. Other parts of the world, for example the United States and Japan, also participated in this process. The growth of new empires challenged the power of existing land-based empires of Eurasia. New ideas about nationalism, race, gender, class and culture also developed that facilitated the spread of transoceanic empires and new states, as well as justified anti-imperial resistance and the formation of new communal identities.

**I. Industrializing powers established transoceanic empires.**

- A. States with existing colonies (such as the British in India or the Dutch in Indonesia) strengthened their control over those colonies.
- B. European states (such as the British, Dutch, French, German or Russian), as well as the Americans and the Japanese, established empires throughout Asia and the Pacific, while Spanish and Portuguese influence declined.
- C. Many European states used both warfare and diplomacy to establish empires in Africa (such as Britain in West Africa or Belgium in the Congo).
- D. In some parts of their empires, Europeans established settler colonies (such as the British in southern Africa, Australia and New Zealand; or the French in Algeria).
- E. In other parts of the world, industrialized states practiced economic imperialism (such as the British and French expanding their influence in China through the Opium Wars, or the British and the United States investing heavily in Latin America).

**II. Imperialism influenced state formation and contraction around the world.**

- A. The expansion of U.S. and European influence over Tokugawa Japan led to the emergence of Meiji Japan.
- B. The United States, Russia and Qing China emulated European transoceanic imperialism by expanding their land borders and conquering neighboring territories.
- C. Anti-imperial resistance led to the contraction of the Ottoman Empire (such as the establishment of independent states in the Balkans; semi-independence in Egypt, French and Italian colonies in North Africa; or later British influence in Egypt).
- D. New states (such as the Cherokee Nation, Siam, Hawai'i or the Zulu Kingdom) developed on the edges of an empire.
- E. The development and spread of nationalism as an ideology fostered new communal identities (such as the German nation, Filipino nationalism or Liberian nationalism).

**III. New racial ideologies, especially Social Darwinism, facilitated and justified imperialism.**

**Key Concept 5.3. Nationalism, Revolution and Reform**

The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, and the establishment of new nation-states around the world. Enlightenment thought and the resistance of colonized peoples to imperial centers shaped this revolutionary activity. These rebellions sometimes resulted in the formation of new states and stimulated the development of new ideologies. These new ideas in turn further stimulated the revolutionary and anti-imperial tendencies of this period.

**I. The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments.**

- A. Enlightenment thinkers (such as Voltaire or Rousseau) applied new ways of understanding the natural world to human relationships, encouraging observation and inference in all spheres of life.
- B. Enlightenment thinkers critiqued the role that religion played in public life, insisting on the importance of reason as opposed to revelation.
- C. Enlightenment thinkers (such as Locke or Montesquieu) developed new political ideas about the individual, natural rights and the social contract.
- D. Enlightenment thinkers also challenged existing notions of social relations, which led to the expansion of rights as seen in expanded suffrage, the abolition of slavery and the end of serfdom.

**II. Beginning in the 18th century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.**

### **III. The spread of Enlightenment ideas and increasing discontent with imperial rule propelled reformist and revolutionary movements.**

- A. Subjects challenged the centralized imperial governments (such as the Wahhabi rebellion against the Ottomans or the challenge of the Marathas to the Mughal Sultans).
- B. American colonial subjects led a series of rebellions, which facilitated the emergence of independent nation-states in the United States, Haiti and the mainland nations of modern Latin America. French subjects rebelled against their monarchy. These revolutions reflected the ideals of the Enlightenment in writings: the Declaration of Independence, the Declaration of the Rights of Man and Citizen, and the Jamaica Letter.
- C. Slave resistance (such as the establishment of Maroon societies) challenged existing authorities in the Americas (such as in Brazil, Cuba or the Guyanas).
- D. Increasing questions about political authority and growing nationalism contributed to anticolonial movements (such as the Indian Revolt of 1857, the Mahdist Revolt or the Boxer Rebellion).
- E. Some of the rebellions were influenced by religious ideas and millenarianism (such as the Taiping Rebellion, the Ghost Dance or the Xhosa Cattle-Killing Movement).
- F. Responses to increasingly frequent rebellions led to reforms in imperial policies (such as the Tanzimat movement, the Self-Strengthening Movement or the Reform of Bismarckian Pension Systems).

### **IV. The global spread of Enlightenment thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.**

- A. Discontent with monarchist and imperial rule encouraged the development of new political ideologies: liberalism, socialism and communism.
- B. Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies (such as Mary Wollstonecraft's *A Vindication of the Rights of Woman*, Olympe de Gouges's "Declaration of the Rights of Women and the Female Citizen," or the resolutions passed at the Seneca Falls Conference in 1848).

#### **Key Concept 5.4. Global Migration**

Migration patterns changed dramatically throughout this period, and the numbers of migrants increased significantly. These changes were closely connected to the development of transoceanic empires and a global capitalist economy. In some cases, people benefited economically from migration, while other people were seen simply as commodities to be transported. In both cases, migration produced dramatically different societies for both sending and receiving societies, and presented challenges to governments in fostering national identities and regulating the flow of people.

#### **I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.**

- A. Changes in food production and improved medical conditions contributed to a significant global rise in population.
- B. Because of the nature of the new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century.

#### **II. Migrants relocated for a variety of reasons.**

- A. Many individuals (such as manual laborers or specialized professionals) chose freely to relocate, often in search of work.
- B. The new global capitalist economy continued to rely on coerced and semicoerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor.
- C. While many migrants permanently relocated, a significant number of temporary and seasonal migrants returned to their home societies (such as Japanese agricultural workers in the Pacific, Lebanese merchants in the Americas or Italians in Argentina).

#### **III. The large-scale nature of migration, especially in the 19th century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.**

- A. Due to the physical nature of the labor in demand, migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.
- B. Migrants often created ethnic enclaves (such as concentrations of Chinese or Indians in different parts of the world), which helped transplant their culture into new environments and facilitated the development of migrant support networks.
- C. Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders (such as the Chinese Exclusion Act or the White Australia Policy).

## ***Period 6 – Global Fragmentation and Realignment, c. 1900 to Present***

### **Key Concept 6.1 Science and the Environment**

Rapid advances in science altered the understanding of the universe and the natural world and led to the development of new technologies. These changes enabled unprecedented population growth, which altered how humans interacted with the environment, and threatened delicate ecological balances at local, regional and global levels.

**I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.**

- A. New modes of communication and transportation virtually eliminated the problem of geographic distance.
- B. New scientific paradigms transformed human understanding of the world (such as the theory of relativity, quantum mechanics, the Big Bang theory or psychology).
- C. The Green Revolution produced food for the earth's growing population as it spread chemically and genetically enhanced forms of agriculture.
- D. Medical innovations (such as the polio vaccine, antibiotics or the artificial heart) increased the ability of humans to survive.
- E. New energy technologies (such as the use of oil or nuclear power) raised productivity and increased the production of material goods.

**II. Humans fundamentally changed their relationship with the environment.**

- A. Humans exploited and competed over the earth's finite resources more intensely than ever before in human history.
- B. Global warming was a major consequence of the release of greenhouse gases and other pollutants into the atmosphere.
- C. Pollution threatened the world's supply of water and clean air. Deforestation and desertification were continued consequences of the human impact on the environment. Rates of extinction of other species accelerated sharply.

**III. Disease, scientific innovations and conflict led to demographic shifts.**

- A. Diseases associated with poverty (such as malaria, tuberculosis or cholera) persisted, while other diseases (such as the 1919 influenza pandemic, ebola or HIV/AIDS) emerged as new epidemics and threats to human survival. In addition, changing lifestyles and increased longevity led to higher incidence of certain diseases (such as diabetes, heart disease or Alzheimer's disease).
- B. More effective forms of birth control gave women greater control over fertility and transformed sexual practices.
- C. Improved military technology (such as tanks, airplanes or the atomic bomb) and new tactics (such as trench warfare or firebombing) led to increased levels of wartime casualties (such as Nanjing, Dresden or Hiroshima).

**Key Concept 6.2 Global Conflicts and Their Consequences**

At the beginning of the 20th century, a European-dominated global political order existed, which also included the United States, Russia and Japan. Over the course of the century, peoples and states around the world challenged this order in ways that sought to redistribute power within the existing order and to restructure empires, while those states in power attempted to maintain the status quo. Other peoples and states sought to overturn the political order itself. These challenges to, and the attempts to maintain, the political order manifested themselves in an unprecedented level of conflict with high human casualties. In the context of these conflicts, many regimes in both older and newer states struggled with maintaining political stability and were challenged by internal and external factors, including ethnic and religious conflicts, secessionist movements, territorial partitions, economic dependency, and the legacies of colonialism.

**I. Europe dominated the global political order at the beginning of the 20th century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century's end.**

- A. Older land-based empires (such as the Ottoman, Russian or the Qing) collapsed due to a combination of internal and external factors (such as economic hardship, political and social discontent, technological stagnation or military defeat).
- B. Some colonies negotiated their independence (such as India or the Gold Coast from the British Empire).
- C. Some colonies achieved independence through armed struggle (such as Algeria and Vietnam from the French empire or Angola from the Portuguese empire).

**II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires.**

- A. Nationalist leaders (such as Mohandas Gandhi, Ho Chi Minh or Kwame Nkrumah) in Asia and Africa challenged imperial rule.
- B. Regional, religious and ethnic movements (such as that of Muhammad Ali Jinnah, the Quebecois separatist movement or the Biafra secessionist movement) challenged both colonial rule and inherited imperial boundaries.
- C. Transnational movements (such as communism, Pan-Arabism or Pan-Africanism) sought to unite people across national boundaries.
- D. Within states in Africa, Asia and Latin America, movements promoted communism and socialism as a way to redistribute land and resources.

**III. Political changes were accompanied by major demographic and social consequences.**

- A. The redrawing of old colonial boundaries led to population resettlements (such as the India/Pakistan partition, the Zionist Jewish settlement of Palestine or the division of the Middle East into mandatory states).
- B. The migration of former colonial subjects to imperial metropolises (such as South Asians to Britain, Algerians to France or Filipinos to the United States) maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.

C. The proliferation of conflicts led to genocide (such as Armenia, the Holocaust, Cambodia or Rwanda) and the displacement of peoples resulting in refugee populations (such as the Palestinians or Darfurians).

#### **IV. Military conflicts occurred on an unprecedented global scale.**

A. World War I and World War II were the first “total wars.” Governments used ideologies, including fascism, nationalism and communism, to mobilize all of their state’s resources, including peoples, both in the home countries and the colonies or former colonies (such as the Gurkha soldiers in India or the ANZAC troops in Australia), for the purpose of waging war. Governments also used a variety of strategies, including political speeches, art, media and intensified forms of nationalism, to mobilize these populations.

B. The varied sources of global conflict in the first half of the century included: imperialist expansion by European powers and Japan, competition for resources, ethnic conflict, great power rivalries between Great Britain and Germany, nationalist ideologies, and the economic crisis engendered by the Great Depression.

C. The global balance of economic and political power shifted after the end of World War II and rapidly evolved into the Cold War. The United States and the Soviet Union emerged as superpowers, which led to ideological struggles between capitalism and communism throughout the globe.

D. The Cold War produced new military alliances, including NATO and the Warsaw Pact, and promoted proxy wars in Latin America, Africa and Asia.

E. The dissolution of the Soviet Union effectively ended the Cold War.

#### **V. Although conflict dominated much of the 20th century, many individuals and groups — including states — opposed this trend. Some individuals and groups, however, intensified the conflicts.**

A. Groups and individuals challenged the many wars of the century (such as Picasso in his *Guernica*, the antinuclear movement during the Cold War or Thich Quang Duc by self-immolation), and some promoted the practice of nonviolence (such as Tolstoy, Gandhi or Martin Luther King) as a way to bring about political change.

B. Groups and individuals opposed and promoted alternatives to the existing economic, political and social orders (such as the Non-Aligned Movement, which presented an alternative political bloc to the Cold War; the Tiananmen Square protesters that promoted democracy in China; the Anti-Apartheid Movement; or participants in the global uprisings of 1968).

C. Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict (such as the promotion of military dictatorship in Chile, Spain and Uganda; the United States’ promotion of a New World Order after the Cold War; or the buildup of the “military-industrial complex” and arms trading).

D. More movements (such as the IRA, ETA or Al-Qaeda) used terrorism to achieve political aims.

E. Global conflicts had a profound influence on popular culture (such as Dada, James Bond, Socialist Realism or video games).

#### **Key Concept 6.3 New Conceptualizations of Global Economy, Society and Culture**

The beginning of the 20th century witnessed a great deal of warfare and the collapse of the global economy. In response to these challenges, new institutions of global governance emerged and continued to develop throughout the century. Scientific breakthroughs, new technologies, increasing levels of integration, changing relationships between humans and the environment, and the frequency of political conflict all contributed to global developments in which people crafted new understandings of society, culture and historical interpretations. These new understandings often manifested themselves in, and were reinforced by, new forms of cultural production. Institutions of global governance both shaped and adapted to these social conditions.

#### **I. States, communities and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.**

A. New international organizations (such as the League of Nations or the United Nations) formed to maintain world peace and to facilitate international cooperation.

B. New economic institutions (such as the IMF, World Bank or WTO) sought to spread the principles and practices associated with free market economics throughout the world.

C. Humanitarian organizations (such as UNICEF, the Red Cross, Amnesty International, Doctors Without Borders or WHO) developed to respond to humanitarian crises throughout the world.

D. Regional trade agreements (such as the European Union, NAFTA, ASEAN or Mercosur) created regional trading blocs designed to promote the movement of capital and goods across national borders.

E. Multinational corporations (such as Royal Dutch Shell, Coca-Cola or Sony) began to challenge state authority and autonomy.

F. Movements throughout the world protested the inequality of environmental and economic consequences of global integration.

#### **II. People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender and religion, often using new technologies to spread reconfigured traditions.**

A. The notion of human rights gained traction throughout the world (such as the U.N. Universal Declaration of Human Rights, women’s rights or the end of the White Australia Policy).

- B. Increased interactions among diverse peoples sometimes led to the formation of new cultural identities (such as negritude) and exclusionary reactions (such as xenophobia, race riots or citizenship restrictions).
- C. Believers developed new forms of spirituality (such as New Age Religions, Hare Krishna or Falun Gong) and chose to emphasize particular aspects of practice within existing faiths and apply them to political issues (such as fundamentalist movements or Liberation Theology).

### **III. Popular and consumer culture became global.**

- A. Sports were more widely practiced and reflected national and social aspirations (such as World Cup Soccer, the Olympics or cricket).
- B. Changes in communication and transportation technology enabled the widespread diffusion of music and film (such as reggae or Bollywood)

## **Assessments:**

Quizzes/Tests/Exams: On readings from textbook chapters and various supplemental sources.

Homework/Classroom: There will be extensive outside homework assignments of various types:

- Chapter Readings.
- Primary Source Readings.
- Vocabulary Note cards.
- Projects.
- Presentations.
- Essays (Students will work extensively on developing thesis statements and defending them with historical evidence in three formats – Document Based Question, Continuity and Change over Time, and Comparison.

<p><b>Taking the Advanced Placement World History Test is <u>required</u> for this course.</b></p>
--

### **Grading/Scoring:**

90-100=A    80-89=B  
70-79=C    60-69=D  
50 and below=F