

# 10<sup>th</sup> Grade AP World History

**Mr. Dillon**

**Kofa High School**

Hi! My name is Mr. Dillon. I will be your AP World History teacher for the 2011-'12 school year. For you as my student, and I as your teacher, this will be **OUR** first attempt at AP "anything". So, I will use my favorite two "*C-words*" to describe our goals and expectations ... "**challenging**" and "**competitive**"! I am a firm believer in hard work, commitment, and self-discipline. I promise, you will leave my class in May of 2012 with, at the very least, a full understanding of those life skills!

The purpose of AP World History is to develop a greater understanding of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of international relationships and politics and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge delivered along with important interpretative issues and different types of historical evidence. AP World History builds on an understanding of cultural, institutional, and technological innovations that, combined with geography, set the human stage. Periodization, explicitly covered, forms an organizing principle for dealing with change and continuity throughout the course. Very specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history.

## **Textbook:**

TBA ...

## **Requirements:**

- 1) Reading as assigned:** includes textbook plus supplemental handouts, primary sources, etc., and YOU MUST be prepared to discuss in class
- 2) Exams:** non-cumulative covering information from text, lectures, and any handouts, videos/documentaries, power points, etc.
- 3) Assigned Current Events:** Each student will be responsible for providing a current event for class discussion

**4) Research Project:** The research project will reflect research into a historical event or person (discussed w/ the teacher on an individual basis). The project will be further explained in subsequent handouts and discussions.

**5) Class Presentations:** You will be expected to continually present opinions, arguments, and general information to the class. You will also be expected to present your project to the class.

### **Classroom Expectations:**

**1) Respect for Others:** “WE” must be able to produce a LOT of group discussion, as well as small group work; w/o respect this is not possible! I WANT opinions! Therefore, it is important to remember that you may not agree, but must respect your classmate’s right to be heard!

**2) YOU MUST BE ON TIME!** Remember ... “If you are *EARLY* you are *ON TIME* ... if you are on time you are *LATE* ... and, if you are *LATE* you will have to suffer the consequences!!!

**3) Participation is Expected:** You will be expected to discuss, share, give answers, opinions, etc. I will not accept the following responses:

- ▶ “I don’t have that one”
- ▶ “I did not get that one”
- ▶ “I don’t know”

**3) A Day Planner is Needed “DAILY” ... you must have to leave the classroom!**

**4) Required Material:** Pens (black & blue ONLY; highlighters; spiral notebook; 3-ring binder — 1" or 1 1/2")

**5) Makeup Work:** Your responsibility! 99% of time you will know what you missed! If not, you may ask a classmate and/or me. You will have the same number of days that you missed for makeup. Remember ... ***IF YOU MISS SCHOOL, YOU MISS OUT!***

**6) Academic Dishonesty Will Not Be Tolerated:** You are responsible for completing your own work! Plagerism and cheating will not be tolerated!

**Grading:** Traditional scale of 100%-90%=A; 89%-80%=B; 79%-70%=C ....

**Extra Credit:** Plenty of opportunities! All at my discretion.

**Teacher’s Note:** I do not expect everyone to like me! “Liking me” will be great! However, it is NOT a requirement for learning. In fact, quite often my best students may NOT have always like me, but knew exactly why I was so demanding and set such high expectations! This is your first AP class in high school. At the very least, you will leave my class ready to be successful in more Kofa High School AP classes!

The course will cover the period from approximately 8000 B.C.E to the present. A tentative course outline:

**Foundations: c. 8000 B.C.E. - 600 C.E.**

**Major Developments**

**1. Locating World History in the Environment & Time**

A. Environment

1. Geography and climate: Interaction of geography & climate with the development of societies

2. Demographics: major population changes resulting from human & environmental factors

B. Time

1. Periodization in early human history

2. Nature & causes of changes with time

3. Continuities & breaks w/in the time span

C. Diverse Interpretations

1. What are the issues involved in using “civilization” as an *organizing* principle?

2. What is the most common source of change: connection or diffusion versus independent invention?

**2. Developing Agriculture & Technology**

A. Agricultural, pastoral, foraging societies, and their demographic makeup ... Africa, the Americas, & S.E. Asia

B. Emergence of technological & agricultural change

C. Nature of villages

D. Impact of agriculture on the environment

E. Intro to key stages of use of metals

**3. Basic Features of Early Civilizations in Different Environments: Culture, State, and Social**

A. Mesopotamia

B. Egypt

C. Indus

D. Shang

E. Mesoamerica & Andean South America

**4. Classical Civilizations**

A. Major political developments in China, India, & the Mediterranean

B. Social & gender structures

C. Major trading patterns w/in & among Classical Civilizations ... contact w/ adjacent

regions

D. Arts, science, technology

### **5. Major Belief Systems**

A. Basic features and geographical locale of major world beliefs prior to 600 C.E.

B. Polytheism

C. Hinduism

D. Judaism

E. Confucianism

F. Daoism

G. Buddhism

H. Christianity

### **6. Late Classical Period (200 C.E - 600 C.E)**

A. Collapse of empires (Han, loss of western portion of Roman Empire, Gupta)

B. Movements of peoples (Huns, Germans)

C. Interregional networks by 600 C.E.: Trade & religious diffusion

## **600 C.E. - 1450**

### **Major Developments**

#### **1. Questions of Periodization**

A. Nature & causes of changes in the world history “framework” leading up to the 600 C.E. ... 1450 period

B. Emergence of new empires & political systems

C. Continuities & breaks w/in the period ( e.g., the impact of the Mongols on global & local societies)

#### **2. The Islamic World**

A. The rise & role of Islam as a unifying cultural & economic force in Europe, Asia, Africa

B. Islamic political structures ... *the caliphate*

C. Art, science, technology

#### **3. Interregional Networks & Contacts**

A. Developments & shifts in interregional trade, technology, cultural exchange

B. Trans-Sahara trade

C. Indian Ocean Trade

D. Silk routes

E. Missionary work of major religions

F. Contact between major religions ... Islam - Buddhism; Christianity - Islam

G. Impact of Mongol Empires

#### **4. China's Internal & External Expansion**

- A. The importance of the Tang & Song economic revolutions & initiatives of the early Ming
- B. Chinese influence surrounding areas & China's limits

#### **5. Developments in Europe**

- A. Restructuring of economic, social, & political institutions
- B. The split of Christianity into Eastern & Western cultures

#### **6. Social, Cultural, Economic, & Political Patterns in the Amer-Indian World**

- A. Maya
- B. Aztec
- C. Inca

#### **7. Demographic & Environmental Change**

- A. Impact of nomadic migrations on Afro-Eurasia & the Americas ... Aztecs, Mongols, Turks, Vikings, Arabs
- B. Consequences of plague pandemics in the 14<sup>th</sup> Century
- C. Growth & impact of cities

#### **8. Diverse Interpretations**

- A. What are the issues involved in using cultural areas rather than states as units of analysis?
- B. What are the sources of change: nomadic migrations or urban growth?
- C. Was there a world economic "network" during this period?
- D. Were common patterns in the new opportunities available to and constraints placed on elite women in the period?

### **1450 - 1750**

#### **Major Developments**

##### **1. Questions of Periodization**

- A. Continuities & breaks, causes of changes from the previous period & w/in this period

##### **2. Changes in Trade, Technology, & Global Interactions**

##### **3. Knowledge of Major Empires and Other Political & Social Systems**

- A. Ottoman, China, Portugal, Spain, Russia, France, England, Tokugawa, Mogal, characteristics of African empires in general, but knowing one as "illustrative"

- B. Gender & empire ... especially role of women in home & politics

##### **4. Slave Systems & Trade**

##### **5. Demographic & Environmental Changes: Disease, Animals, New Crops, &**

#### **Comparative Population Trends**

## **6. Cultural & Intellectual Developments**

- A. Scientific Revolution & the Enlightenment
- B. Comparative global causes & impacts of cultural change
- C. Changes & continuities in Confucianism
- D. Major developments & exchanges in the arts

## **7. Diverse Interpretations**

- A. What are the debates about timing & extent of European predominance in world economy?
- B. How does the world economic system of the period compare with the world economy of the previous period?

## **1750 - 1914**

### **Major Developments**

#### **1. Questions of Periodization**

- A. Continuities & breaks, causes of change from the previous period and w/in

#### **2. Changes in Global Commerce, Communication, & Technology**

- A. Changes in patterns of world trade
- B. Industrial Revolution

#### **3. Demographic & Environmental Changes (migrations, end of the Atlantic Slave Trade, new birthrate patterns, food supply)**

#### **4. Changes in Social & Gender Structure (Industrial revolution; commercial & demographic developments; emancipation of serfs/slaves; and tension between work patterns & ideas about gender)**

#### **5. Political Revolutions & Independence Movements; New Political Ideas**

- A. Latin American Independence Movements
- B. Revolutions in the U.S., France, Haiti, Mexico, China
- C. Rise of Nationalism, Nation-States, & Movements of Political Reform
- D. Overlaps Between Nations & Empires
- E. Rise of Democracy & Its Limitations; Reform; Women; Racism

#### **6. Rise of Western Dominance (economic, political, social, cultural & artistic, patterns of expansion; imperialism & colonialism) and Different Cultural & Political Reactions (reform; resistance; rebellion; racism; nationalism)**

- A. Impact of changing European ideologies on colonial administrators

#### **7. Diverse Interpretations**

- A. What are the debates over the utility of modernization theory as a framework for interpreting events in the period and the next?

B. What are the debates about the causes of serf and slave emancipation in the period and how do these debates fit into broader comparisons of labor systems?

C. What are the debates over the nature of women's roles in the period and how do these debates apply to the industrialized areas and how do they apply in colonial societies?

## **1914 - Present**

### **Major Developments**

#### **1. Questions of Periodization**

A. Continuities & breaks, causes of change from the previous period and w/in this period

**2. The World Wars, the Holocaust, the Cold War, Nuclear Weaponry, International Organizations, & Their Impact on the Global Stage (global diplomacy & conflict; global balance of power; reduction of European influence; the League of Nations, the U.N., the Non-Aligned Nations, etc.)**

**3. New Patterns of Nationalism (the interwar years; decolonization; racism; genocide; new nationalism; the breakup of the Soviet Union)**

**4. Impact of Major Global Economic Developments (the Great Depression; technology; Pacific Rim; multinational corporations)**

**5. New Forces of Revolution & other Sources of Political Innovations**

**6. Social Reform & Revolution (changing gender roles; family structures; rise of feminism; peasant protest; international Marxism)**

**7. Globalization of Science, Technology, & Culture**

A. Developments in global cultures & regional reactions, including science & consumer culture

B. Interactions between elite & popular culture and art

C. Patterns of resistance including religious responses

**8. Demographic & Environmental Changes (migrations; changes in birthrates & death rates; new forms of urbanization; deforestation; green/environmental movements)**

**9. Diverse Interpretations**

A. Is cultural convergence or diversity the best model for understanding increased intercultural contact in the 20<sup>th</sup> century?

B. What are the advantages & disadvantages of using units of analysis in the 20<sup>th</sup> century, such as the nation, the world, the West, and the Third World?