Course Description and Expectations
Advanced Placement World History

World History AP Course Description
The World History AP course examines history from a global perspective. Students will discuss the history and culture of people of different societies through time and analyze the development and interaction among world civilizations using both primary and secondary sources. Factual knowledge is emphasized through analysis and interpretation of historical evidence.

Themes
The five course themes below present areas of historical inquiry that should be investigated at various points throughout the course and revisited as manifested in particular historical developments over time. These themes articulate at a broad level the main ideas that are developed throughout the entire span of the course. Each theme includes a list of related key topics as well as a description.

The key concepts were derived from an explicit consideration of these themes, with the goal of making the themes more concrete for the course content within each historical period. This clear connection between themes and key concepts means students can put what is particular about one historical period into a larger framework. In this way, the themes facilitate cross-period questions and help students recognize broad trends and processes that have developed over centuries in various regions of the world.

**Theme 1: Interaction Between Humans and the Environment**
- Demography and disease
- Migration
- Patterns of settlement
- Technology

**Theme 2: Development and Interaction of Cultures**
- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

**Theme 3: State-Building, Expansion, and Conflict**
- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
  - Regional, transregional, and global structures and organizations

**Theme 4: Creation, Expansion, and Interaction of Economic Systems**
- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
Capitalism and socialism

Theme 5: Development and Transformation of Social Structures
- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

Historical Periodization

The AP World History course content is structured around the investigation of course themes and key concepts in six chronological periods. The six historical periods, from approximately 8000 B.C.E. to the present, provide a temporal framework for the course. The instructional importance and assessment weighting for each period varies, and these weighting percentages will be applied in the AP Exam at the end of the year.

Period Title, Date Range, Weight:
1. Technological and Environmental Transformations to c. 600 B.C.E. – 5%
2. Organization and Reorganization of Human Societies c. 600 B.C.E. to c. 600 C.E. – 15%
3. Regional and Transregional Interactions c. 600 C.E. to c. 1450 – 20%
4. Global Interactions c. 1450 to c. 1750 – 20%
5. Industrialization and Global Integration c. 1750 to c. 1900 – 20%
6. Accelerating Global Change and Realignments c. 1900 to the Present – 20%

World History AP Outline

Period 1: Technological and Environmental Transformations, to c. 600 B.C.E.

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 suggests that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their African origins to Eurasia, Australia, and the Americas, adapting technology and cultures to new conditions.
   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. 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 adopted agriculture 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; such examples include: 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, 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. Students should be able to identify the location of all of the following required examples of core and foundational civilizations:

- Mesopotamia in the Tigris and Euphrates River Valleys
- Egypt in the Nile River Valley
- Mohenjo-Daro and Harappa in the Indus River Valley
- Shang in the Yellow River or Huang He Valley
- Olmecs in Mesoamerica
- Chavin 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/or who was supported by the military.
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 expand territory and conquer surrounding states.
C. Early regions of state expansion or empire building were Mesopotamia, Babylonia, and the Nile Valley.
D. Pastoralists were often the developers and disseminators of new weapons and modes of transportation 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, urban planning, and even new modes of transportation. Examples include Pyramids, Ziggurats, Temples, Defensive Walls, road, water and sewer systems, chariots, and the adoption of the horse for travel and military advantage.
B. Elites, both political and religious, promoted *arts and artisanship* like painting and sculpture, as well as new weaponry like compound bows and iron weapons.

C. *Systems of record keeping* arose independently in all early civilizations and subsequently were diffused.

D. States developed legal codes, including the Code of Hammurabi, that reflected existing hierarchies and facilitated the rule of governments over people.

E. *New religious beliefs* developed in this period continued to have strong influences in later periods, such as:
   - The Vedic religion (forerunner of Hinduism)
   - Hebrew monotheism
   - Zoroastrianism

F. Trade expanded throughout this period *from local to regional and transregional*, with civilizations exchanging goods, cultural ideas, and technology. There is evidence of expanding trade between:
   - Egypt and Nubia
   - Mesopotamia and the Indus Valley

G. Social and gender hierarchies intensified as states expanded and cities multiplied.

H. Literature was also a reflection of culture, although extremely limited due to the difficulties encountered in early writing systems such as hieroglyphics, cuneiform, and Chinese calligraphy.

**Period 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.**

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

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 reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time, which contributed to the growth of Jewish communities around the Mediterranean and Middle East.

   B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism — which contributed to 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 about desire, suffering, and the search for enlightenment 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, then through the efforts of missionaries and merchants, and finally via the establishment of educational institutions to promote its core teachings.

B. Confucianism’s core beliefs and writings originated in the 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, 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 through its promotion of medical theories and practices, poetry, and architecture.*

D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on 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. Buddhism and Christianity encouraged monastic life for some followers, but also taught some aspects of gender equality, and Confucianism emphasized 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 Africa, East Asia, the Andean Region, and the Mediterranean region.

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

A. *Literature and drama* acquired distinctive forms that influenced artistic developments in neighboring regions and in later time periods. Examples include:

- Greek epics and plays, such as the Iliad & Odyssey, and various dramas and comedies
• Indian epics such as the Ramayana and the Mahabarapta

B. Distinctive architectural styles developed in many regions in this period. Examples include:
  • Indian pagodas, stupas
  • Greek columns, stonework
  • The Roman Empire’s improved columns, and particularly use of the Roman Arch
  • Mesoamerican stonework on temples and ziggurats

C. The convergence of Greco-Roman culture and Buddhist beliefs affected the development of unique sculptural developments.

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 key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.
Student should know the location and names of:
  • Southwest Asia: Persian Empires – Achaemenid, Parthian, Sassanid
  • East Asia: Qin and Han Empire
  • South Asia: Mauryan and Gupta Empires
  • Mediterranean region: Ploenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman Empires
  • Mesoamerica: Teotihuacan, Maya city-states
  • 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, rulers in China, Persia, and Rome created administrative institutions in many regions, such as:
     • Centralized governments to improve order and consistency
     • Elaborate legal systems and bureaucracies to manage large areas and populations
B. Imperial governments projected military power over larger areas *using a variety of techniques*, such as:
- Diplomacy
- Developing supply lines
- Building fortifications, defensive walls, and roads
- 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. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.

A. *Cities* served as centers of trade, public performance of religious rituals, and political administration for states and empires. Cities typical of this concept include: Persepolis, Chang’an, Athens, Carthage, Rome, Constantinople, and Teotihuacan

B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.

C. Imperial societies relied on a *range of methods* like slavery, rents and tributes, and tax farming to maintain the production of food and provide rewards for the loyalty of the elites.

D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.

### IV. The Roman, Han, Persian, Mauryan, 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 extensive *environmental damage* like deforestation, desertification, soil erosion, and altered water systems, 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. Examples include invasion threats for:
- Han China from various pastoral invaders from the Asian Steppe
- Gupta Empire from the Huns
- Roman Empire from various European and Asian tribes (Huns, Vandals, Visigoths, etc.)

**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. 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. In the Americas and Oceania localized networks developed.

I. Land and water routes became the basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.
   A. Many factors, including the climate and route locations, typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a variety of trade routes, such as:
      • Eurasian Silk Roads
      • Trans-Saharan caravan routes
      • Indian Ocean sea lanes
      • Mediterranean sea lanes

II. New technologies facilitated long-distance communication and exchange.
   A. New technologies like the yoke, saddles, and stirrups permitted the use of domesticated pack animals to transport goods across longer routes. Examples of domesticated pack animals include:
      • Horses in Afro-Eurasia
      • Oxen, buffaloes, other bovines in Afro-Eurasia
      • Llamas in Andean Region
      • Camels in Southwest and Central Asia, eventually moving into North Africa
   B. Innovations in maritime technologies such as the lateen sail and the Dhow ship design in the Indian Ocean, 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 rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques.
   B. The spread of disease pathogens diminished urban populations and contributed to the decline of some empires.
   C. Religious and cultural traditions were transformed as they spread.
      • Christianity
      • Hinduism
      • Buddhism

Period 3: Regional and Transregional Interactions, c. 600 C.E. to c. 1450
Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks
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. The prophet Muhammad promoted Islam, a new major monotheistic religion at the start of this period. It spread quickly through practices of trade, warfare, and diffusion characteristic of this period.

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 such as the following flourished and promoted the growth of powerful new trading cities, such as Novgorod, Timbuktu, Calicut, Baghdad, Malacca, Venice, and Tenochtitlan.
   - The Silk Roads
   - The Mediterranean Sea
   - The Trans-Saharan
   - The Indian Ocean basins

B. New trade routes centering on Mesoamerica and the Andes developed.

C. The growth of interregional trade in luxury goods like silk, porcelain, and spices was encouraged by significant innovations in previously existing transportation and commercial technologies, including more sophisticated caravan organization like the caravanserai; 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
   - Banking houses

D. Commercial growth was also facilitated by state practices like coin minting and use of paper money, trading organizations like the Hanseatic League, and state-sponsored commercial infrastructures like the Grand Canal in China.

E. The expansion of empires facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors’ economies and trade networks. Examples of empires include:
   - China
   - The Byzantine Empire
   - The Muslim Caliphates
   - The Mongols

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

A. The expansion and intensification of long-distance trade routes often depended on environmental knowledge and technological adaptations to it, such as:
   - The way Scandinavian Vikings used 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 in the Sahara
   - The way Central Asian pastoral groups used horses to travel in the steppes
• The way Melanesians and Polynesians expanded settlement across the Pacific with no navigation aids other than knowledge of wind and wave patterns

B. Some migrations had a significant environmental impact, such as:
• The migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa
• 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, such as:
• The spread of Bantu languages, including Swahili as a Bantu-Arabic blend
• 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, based on the revelations of the prophet Muhammad, developed in the Arabian Peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through 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
• Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads

C. The writings of certain interregional travelers like Marco Polo and Ibn Battuta 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:
• Hinduism and Buddhism in Southeast Asia
• Islam in Sub-Saharan Africa and Southeast Asia
• 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, for example:
• 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
• 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 and agricultural techniques* were adopted in populated areas, like:
   - Bananas in Africa
   - New rice varieties in East Asia
   - The spread of cotton, sugar, and citrus throughout the Mediterranean region

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, like Patriarchy, Religion, and Land-owning elites, and legitimacy with innovations* better suited to the current circumstances; for example:
   - New methods of taxation
   - Tributary systems
   - Adaptation of religious institutions.

B. In some places, new forms of governance emerged, including those developed in various *Islamic states* like the Abbasids and the Delhi Sultanate, the Mongol Khanates, *city-states* such as those in Italy, East Africa and Mesoamerica, and decentralized government (feudalism) in Europe and Japan.

C. Some states *synthesized local and borrowed traditions*, such as:
   - Persian traditions that influenced Islamic states
   - Chinese traditions that influenced states in 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*, such as occurred:
   - Between Tang China and the Abbasids
   - Across the Mongol empires
   - 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:
      - Development of Champa rice varieties
      - Chinampa field systems in Mesoamerica.
      - Improved terracing techniques
      - Development and use of the horse collar
   B. In response to increasing demand in Afro-Eurasia for foreign luxury goods, crops were transported from their indigenous homelands to equivalent climates in other regions.
   C. Chinese, Persian, and Indian artisans and merchants expanded 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. Multiple factors contributed to the declines of urban areas in this period, such as various invasions, pandemic disease, declining agricultural productivity, and The Little Ice Age
   B. Multiple factors contributed to urban revival, such as:
      - The end of invasions
      - The availability of safe and reliable transport
      - The rise of commerce and warmer temperatures between 800 and 1300
      - Increased agricultural productivity and subsequent rising population
      - Greater availability of labor which 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 emerged to take on these established roles.

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, there were many forms of labor organization, like:
• Free peasant agriculture
• Nomadic pastoralism
• Craft production and guild organization
• Various forms of coerced and unfree labor
• Government-imposed labor taxes
• 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 as occurred in China and Byzantium. 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 Neoconfucianism 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 like better maps and the astrolabe, innovations in ship designs such as the Caravel, 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 presence 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 — including smallpox, measles, and influenza — that were endemic in the Eastern Hemisphere among Amerindian populations and the unintentional transfer of vermin, including mosquitoes and rats.
B. American foods like potatoes, maize, and manioc became staple crops in various parts of Europe, Asia, and Africa. Cash crops such as sugar and 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 like horses, pigs, and cattle were brought by Europeans to the Americas, while other foods (such as okra and rice) were brought by African slaves.
D. Populations in Afro-Eurasia benefited 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. As Islam spread to new settings in Afro-Eurasia, believers adapted it to local cultural practices. The split between the Sunni and Shi’a traditions of Islam intensified, and Sufi practices became more widespread.
   B. The practice of Christianity continued to spread throughout the world and was increasingly diversified by the process of diffusion and the Reformation.
   C. Buddhism spread within Asia.
   D. Syncretic and new forms of religion developed, such as the following:
      • Voodoo and Santeria in the Caribbean;
      • The cults of saints in most parts of Latin America
      • Sikhism in South Asia

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 were seen all over the world, as illustrated by:
      • Renaissance art in Europe
      • Miniature paintings in the Middle East and South Asia
      • Wood-block prints in Japan
      • Post-conquest codices in Mesoamerica
   B. Literacy expanded and was accompanied by the proliferation of popular authors like Shakespeare and Cervantes, literary forms written in the vernacular, and works of literature in Afro-Eurasia like Kabuki theater.

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 eighteenth 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 semi-coerced
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; for example:
      - The development of frontier settlements in Russian Siberia
      - Cotton textile production in India
      - 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 growth of the plantation economy increased the demand for slaves in the Americas.
   D. Colonial economies in the Americas depended on a range of coerced labor, such as:
      - Chattel slavery of imported Africans
      - Indentured servitude of mostly poor Europeans
      - Encomienda and hacienda systems of peonage
      - The Spanish adaptation of the Inca mit’a, or labor draft

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
      - Urban commercial entrepreneurs in all major port cities in the world
   B. The power of existing political and economic elites like the European nobles and the Japanese daimyo 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; for example:
      - The dependence of European men on Southeast Asian women for conducting trade in that region
      - The smaller size of European families
   D. The massive demographic changes in the Americas resulted in new ethnic and racial classifications, such as creoles, mulattos, and mestizos.

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 administrating 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.
In the Americas, European empires 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. Rulers used the arts to display political power and to legitimize their rule, like:
      • Monumental architecture in palaces, cathedrals
      • Urban design for new cities
      • Courtly literature
      • Patronizing the visual arts
   B. Rulers continued to use religious ideas to legitimize their rule, as in:
      • European notions of divine right of kings
      • Safavid use of Shiism
      • Mexica or Aztec practice of human sacrifice in their War of the Flowers
      • Chinese emperors’ public performance of Confucian rituals
   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:
      • Ottoman treatment of non-Muslim subjects
      • Manchu policies toward ethnic Chinese subjects
      • Spanish creation of a separate “República de Indios”
   D. Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources. Examples include:
      • Ottoman devshirme to develop the janissary infantry & artillery corps
      • Chinese examination system for bureaucratic corps
      • Salaried samurai
   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 like the Manchus and Mughals expanded dramatically in size.
C. European states Portugal, Spain, Netherlands, France and Britain established new *maritime empires* in the Americas, the Indian Ocean rim, and Oceania.

**III. Competition over trade routes** like Caribbean piracy, *state rivalries* like the Thirty Years War, and *local resistance* such as food riots, samurai revolts, and peasant uprisings all provided significant challenges to state consolidation and expansion.

**Period 5: Industrialization and Global Integration, 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 and consumed, 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 eighteenth and nineteenth centuries, eventually becoming global.

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

A. A variety of factors led to the rise of industrial production, such as:

- Europe’s location on the Atlantic Ocean
- The geographical distribution of coal, iron and timber resources
- European demographic changes; population growth and migrations
- Urbanization
- Improved agricultural productivity
- Legal protection of private property
- An abundance of navigable rivers and canals
- Access to foreign resources
- 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 United States, Russia, and 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 nineteenth century.

**II. New patterns of global trade and production developed and further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount and array 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, sugar, and 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 like textile production in India and in Egypt.
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 the 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 like the copper mines in Mexico and the 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. The ideological inspiration for economic changes lies in the development of capitalism and classical liberalism associated with Adam Smith and John Stuart Mill.
B. Financial instruments such as stock markets and insurance companies expanded.
C. The global nature of trade and production contributed to the proliferation of large-scale transnational businesses like the United Fruit Company in Latin America.

IV. There were major developments in transportation and communication:
• Railroads
• Steamships
• Telegraphs
• 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; for example:
• Utopian socialism
• Marxism
• 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, like the Meiji Restoration in Japan, and Muhammad Ali’s development of a cotton textile industry in Egypt.
D. In response to criticisms of industrial global capitalism, some governments mitigated the negative effects of industrial capitalism by promoting various types of reforms, like expansion of suffrage in Britain and 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 industrial working class, 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. 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, as well as justified anti-imperial resistance and the formation of new national identities.

I. Industrializing powers established transoceanic empires.
A. States with existing colonies like British India and Dutch Indonesia strengthened their control over those colonies.
B. European states Britain, France, Netherlands, and Germany, 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, like the British in East Africa and Belgium in the Congo.
D. In some parts of their empires, Europeans established settler colonies like the British in Australia, New Zealand, and South Africa; and the French in Algeria.
E. In other parts of the world, industrialized states practiced economic imperialism; for example, the British and French in pursuing the opium wars in China, and the British and American economic imperialism 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 and Russia 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*, leading to independent Balkan states and increased European colonial influence in North Africa.

D. *New states developed on the edges of existing empires*, like Siam, Hawai‘I, and the Zulu Kingdom

E. The development and spread of *nationalism as an ideology fostered new communal identities*, as in the formation of the German nation.

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

**Key Concept 5.3. Nationalism, Revolution, and Reform**
The eighteenth 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. *Thinkers* like Rousseau and Hobbes applied new ways of understanding the natural world to human relationships, encouraging observation and inference in all spheres of life.

B. Intellectuals 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 and Montesquieu developed new political ideas about the individual, natural rights, and the social contract.

D. The ideas of Enlightenment thinkers influenced resistance to existing political authority, as reflected in *revolutionary documents*; for example:
   - The American Declaration of Independence
   - The French Declaration of the Rights of Man and Citizen
   - Bolivar’s Jamaica Letter

E. These ideas influenced many people to challenge 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, as their ideas were implemented.

### II. Beginning in the eighteenth 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. Increasing discontent with imperial rule propelled reformist and revolutionary movements.
A. Subjects challenged the centralized imperial governments, such as the challenge of the Marathas to the Mughal Sultans.
B. American colonial subjects led a series of rebellions, or revolutions in North and South America, Mexico, and Haiti, which facilitated the emergence of independent states in the United States, Haiti, and mainland Latin America. French subjects rebelled against their monarchy.
C. Slave resistance challenged existing authorities in the Americas, such as minor rebellions, refusal to work, sabotage of crops and tools, malingering, and the establishment of Maroon societies.
D. Increasing questions about political authority and growing nationalism contributed to anticolonial movements like the Sepoy Mutiny of 1857 and the Boxer Rebellion
E. Some of the rebellions were influenced by religious ideas and millenarianism, like the Ghost Dance and the Taiping Rebellion
F. Responses to increasingly frequent rebellions led to reforms in imperial policies like the Self-Strengthening Movement

IV. The global spread of European political and social thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.
A. Discontent with monarchist and imperial rule encouraged the development of political ideologies, including liberalism, socialism, and communism.
B. Demands for women’s suffrage and an emergent feminism challenged political and gender hierarchies. Such demands included:
   • Mary Wollstonecraft’s A Vindication of the Rights of Woman
   • Olympe de Gouges’s “Declaration of the Rights of Women and the Female Citizen”
   • 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 nineteenth century.
II. Migrants relocated for a variety of reasons.
   A. Many individuals like manual laborers and specialized professionals chose to relocate, often in search of work.
   B. The new global capitalist economy continued to rely on coerced and semicoerced labor migration, like 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 Region and Italians in Argentina.

III. The large-scale nature of migration, especially in the nineteenth 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 in different parts of the world which helped transplant their culture into new environments and facilitated the development of migrant support networks, such as Indians in East and southern Africa, the Caribbean, and Southeast Asia
   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, like The Chinese Exclusion Acts and The White Australia Policy

Period 6: Accelerating Global Change and Realignments, c. 1900 to the 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
   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 like the polio vaccine, antibiotics, and the artificial heart increased the ability of humans to survive.

E. Energy technologies including the use of oil and nuclear power raised productivity and increased the production of material goods.

II. As the global population expanded at an unprecedented rate, 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 possibly exacerbated by 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 continuing 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, and cholera persisted, while other diseases like HIV/AIDS and Ebola emerged as new epidemics and threats to human survival. In addition, changing lifestyles and increased longevity led to higher incidence of certain diseases, like heart disease, diabetes, and Alzheimer’s.
   B. More effective forms of birth control gave women greater control over fertility and transformed sexual practices.
   C. Improved military technology like tanks, airplanes, and the atomic bomb, and new tactics such as trench warfare and firebombing led to increased levels of wartime casualties. Evidences of this were apparent in places like Nanking, Hiroshima/Nagasaki, and Dresden.

Key Concept 6.2 Global Conflicts and Their Consequences
At the beginning of the twentieth 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 peoples and 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 twentieth century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century’s end.
   A. The older land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors like the following:
- Economic hardship, failure to develop more effective trade networks
- Political and social discontent among disenfranchised groups
- Technological stagnation; failure to modernize
- Military defeat from invading tribes or rival empires

B. Some colonies negotiated their independence, as India did from Britain.
C. Some colonies achieved independence through armed struggle, as Algeria and Vietnam did from the French Empire.

II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.
   A. Nationalist leaders like Ho Chi Minh and Mohandas Gandhi in Asia and Africa challenged imperial rule.
   B. Regional, religious, and ethnic movements challenged both colonial rule and inherited imperial boundaries, such as Muhammad Ali Jinnah in Egypt, and the Quebecois separatist movement in Canada.
   C. Transnational movements sought to unite people across national boundaries.
   D. Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, such as Pan-Arabism and Pan-Africanism, sometimes advocating communism and socialism.

III. Political changes were accompanied by major demographic and social consequences.
   A. The redrawing of old colonial boundaries led to population resettlements like the Partition of India and the Zionist/Jewish movement to resettle Palestine.
   B. The migration of former colonial subjects to imperial metropoles maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires. Examples include:
      • South Asians (Indians, Pakistani, etc.) to Britain
      • Algerians to France
      • Filipinos to the United States
   C. The proliferation of conflicts led to various forms of ethnic violence and the displacement of peoples resulting in refugee populations, as occurred in the Holocaust, other examples of genocide in Rwanda, Cambodia, and Armenia, and the Palestinian “loss” of homeland.

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, 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. Examples of population mobilizations include:
      • The Gurkha soldiers in India
      • The ANZAC troops from Australia and New Zealand
      • Military conscription
B. The sources of global conflict in the first half of the century varied, such as:
   • Imperialist expansion by European powers and Japan
   • Competition for resources, particularly in colonial areas like Africa, Middle East, Southeast Asia, and Oceania
   • Ethnic conflict
   • Great power rivalries between Great Britain and Germany
   • Nationalist ideologies
   • 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 twentieth 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, and some promoted the practice of nonviolence as a way to bring about political change; for example, Picasso’s art and the antinuclear movement during the Cold War protested war, and people like Gandhi and Martin Luther King promoted nonviolence as a method.

   B. Groups and individuals opposed and promoted alternatives to the existing economic, political, and social orders, such as:
      • Communist leaders such as Vladimir Lenin and Mao Zedong
      • The Non-Aligned Movement, which presented an alternative political bloc to the opposing alliances of the Cold War
      • The Anti-Apartheid Movement in South Africa
      • Participants in the global uprisings of 1968
      • The Tiananmen Square protesters that promoted democracy in China

   C. Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict, such as:
      • The promotion of military dictatorships in Chile, Spain, and Uganda
      • Anti-communist “Dirty Wars” in Argentina, Uruguay, and Brazil
      • The buildup of the “military-industrial complex” and arms trading

   D. Terrorist movements used violence, like the IRA, Montoneros, and Al-Qaeda against civilians to achieve political aims.

   E. Global conflicts had a profound influence on popular culture, such as James Bond and numerous video games.

Key Concept 6.3 New Conceptualizations of Global Economy, Society, and Culture.
The twentieth century witnessed a great deal of warfare and the collapse of the global economy in the 1930s. In response to these challenges, the role of state in the domestic economy fluctuated, and 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 responded in a variety of ways to the economic challenges of the twentieth century.

A. In the Communist states of the Soviet Union and China, governments controlled their national economies via Five-Year Plans and The Great Leap Forward.
B. At the beginning of the century in the United States and parts of Europe, governments played a minimal role in their national economies. With the onset of the Great Depression, governments began to take a more active role in economic life, as illustrated by the experiences of:
   • The New Deal in the USA
   • The Fascist/Nazi corporatist economy in Germany and Italy
C. In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development, such as:
   • Nasser’s promotion of economic development in Egypt
   • The encouragement of export-oriented “Asian Tiger” economies in East Asia
D. At the end of the twentieth century, many governments encouraged free market economic policies and promoted economic liberalization. Important examples would include:
   • The United States beginning with Ronald Reagan
   • Britain under Margaret Thatcher
   • China under Deng Xiaoping
   • Chile under Pinochet

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

A. New international organizations like the League of Nations, the UN, and the International Criminal Court were formed to maintain world peace and to facilitate international cooperation.
B. New economic institutions like the IMF, World Bank, and WTO sought to spread the principles and practices associated with free market economics throughout the world.
C. Humanitarian organizations such as UNICEF, Red Cross/Red Crescent, and the WHO developed to respond to humanitarian crises throughout the world.
D. Regional trade agreements like NAFTA, Mercosur, ASEAN, and the EU created regional trading blocs designed to promote the movement of capital and goods across national borders.
E. Multinational corporations such as Shell, Coca-Cola, and Sony began to challenge state authority and autonomy.
F. Movements like Greenpeace throughout the world protested the inequality of environmental and economic consequences of global integration.

III. 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, through efforts such as UN declarations on human rights and women’s rights, and the abolition of Apartheid.
   B. Increased interactions among diverse peoples sometimes led to the formation of new cultural identities like “negritude” and exclusionary reactions to such interactions, like xenophobia, race riots, and citizenship restrictions.
   C. Believers developed new forms of spirituality such as the “New Agers” and the Hare Krishnas, and chose to emphasize particular aspects of practice within existing faiths and apply them to political issues, such as Liberation Theology as well as Fundamentalist Christian and Muslim movements.

IV. Popular and consumer culture became global.
   A. Sports such as the Olympics and World Cup Soccer were more widely practiced and reflected national and social aspirations.
   B. Changes in communication and transportation technology enabled the widespread diffusion of music and film, such as the world-wide popularity of American and European movies, jazz, reggae, and Bollywood from India.

Requirements for coordination of Arizona State Standards for World History are outlined in the following section, according to the organization and periodization within the approved textbook for this course:

Origins of Agriculture to the First River Valley Civilizations 8000-1500B.C.E.
   Before civilization
   Mesopotamia
   Egypt
   The Indus Valley Civilization
Arizona State Standards for World History

Concept 1: Research Skills for History

- **PO1** Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales
- **PO2** Distinguish among dating methods that yield calendar ages, numerical ages, correlated ages and relative ages
- **PO3** Formulate questions that can be answered by historical study and research
- **PO4** Construct graphs, tables, timelines, charts, and narratives to interpret historical data
- **PO5** Evaluate primary and secondary sources for: author’s main points, purpose and perspective, facts v. opinions, different points of view, and credibility and validity

Concept 2: Early Civilizations

- **PO1** Describe the development of early prehistoric people, their agriculture, and settlements

New Civilizations in the Eastern and Western Hemispheres 2200 – 250 B.C.E.

- Early China
- Nubia
- The Olmec and Chavin

Arizona State Standards for World History

- Concept 1 – PO 1, PO2, PO3, PO4, PO5 (see descriptions above)
- Concept 2 – PO1

The Mediterranean and Middle East 2000 – 500 B.C.E.

- The cosmopolitan Middle East
- The Aegean world
- The Assyrian Empire
- Israel
- Phoenicia and the Mediterranean

Arizona State Standards for World History

- Concept 1 – PO 1, PO2, PO3, PO4, PO5 (see descriptions above)
- Concept 2 – PO1

- **PO2** Analyze the development and historical significance of world religions

Greece and Iran 1000 – 30 B.C.E.

- Ancient Iran
- The Rise of the Greeks
- The Struggle of Persia and Greece
- The Hellenistic Synthesis

Arizona State Standards for World History

- Concept 1 – PO 1, PO2, PO3, PO4, PO5 (see descriptions above)
- Concept 2 – PO2

- **PO3** Analyze the enduring Greek [and Roman] contributions and their impact on later civilization
Rome and Han China  753 B.C.E. – 600 C.E.
   Rome’s Mediterranean Empire
   The Origins of Imperial China
   Imperial Parallels
Arizona State Standards for World History
   Concept 1 – PO 1, PO2, PO3, PO4, PO5 (see descriptions above)
   • PO6 Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world
   • PO7 Compare present events with past events: cause and effect, change over time, different points of view
   Concept 2 – PO2, PO3,
   • PO4 Analyze the enduring Chinese contributions and their impact on other civilizations

India and Southeast Asia 1500 B.C.E. – 600 C.E.
   Foundations of Indian Civilization
   Imperial Expansion and Collapse
   Southeast Asia
Arizona State Standards for World History
   Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
   Concept 2 – PO2, PO4

Networks of Communication and Exchange 300 B.C.E. – 600 C.E.
   The Silk Road
   The Indian Ocean Maritime System
   Routes across the Sahara
   Sub-Saharan Africa
   The spread of ideas
Arizona State Standards for World History
   Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
   Concept 2 – PO4
   Concept 3: World In Transition
   • PO4 Describe the interaction of European and Asian civilizations from the 12th to the 16th centuries: crusades, commerce and the silk road, impact on culture, plague

Middle Ages: 600 C.E. – 1450
The Rise of Islam 600 – 1200
   The origins of Islam
   The rise and fall of the Caliphate
   Islamic Civilization
Arizona State Standards for World History
   Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
   Concept 2 – PO2

The Emergence of Christian Europe 600 – 1200
The Byzantine Empire
Early Medieval Europe
The Western Church
Kievan Russia
The revival of Western Europe
The Crusades

Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 3 – PO4

- PO1 Contrast the fall of Rome with the development of the Byzantine and Arabian Empires
- PO3 Compare the development of empires throughout the world

Inner and East Asia 600 – 1200
The early Tang Empires
Rivals for power in Inner Asia and China
The emergence of East Asia
New Kingdoms in East Asia

Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 2 – PO4
Concept 3 – PO3

- PO 2 Compare feudalism in Europe and Japan and its connection with religious and cultural institutions

Peoples and Civilizations of the Americas 600 – 1500
Classic-era culture and society in Mesoamerica
The postclassic period in Mesoamerica
Northern peoples
Andean civilizations

Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7

The Globe Encompassed: 1450 – 1750

Mongol Eurasia and Its Aftermath 1200 – 1500
The rise of the Mongols
The Mongols and Islam
Regional responses in Western Eurasia
Mongol domination in China
The early Ming Empire
Centralization and militarism in East Asia

Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 2 – PO2
Concept 3 – PO4

**Tropical Asia and Africa 1200 – 1500**
- Tropical lands and peoples
- New Islamic empires
- Indian Ocean trade
- Social and cultural trade

**Arizona State Standards for World History**
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 3 – PO3, PO4

**The Latin West 1200 – 1500**
- Rural growth and crisis
- Urban revival
- Learning, literature and the renaissance
- Political and military transformations

**Arizona State Standards for World History**
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 4: Renaissance and Reformation
- **PO1** Analyze the results of Renaissance thoughts and theories: rediscovery of Greek and Roman ideas, humanism and its emphasis on individual potential and achievements, scientific approach to the natural world, Middle Eastern contributions, innovations in the arts and sciences
- **PO2** Explain how the ideas of the Protestant Reformation and the Catholic Reformation affected society

**The Maritime Revolution 1450 - 1550**
- Global maritime expansion
- European expansion
- Encounters with Europe

**Arizona State Standards for World History**
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 5: Encounters and Exchange
- **PO1** Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration: reasons for European exploration, impact of expansion and colonization on Europe, impact of expansion and colonization on Africa, the Americas, and Asia, role of disease in conquest, role of trade, navigational technology, impact and ramifications of slavery and international slave trade, contrasting motivations and methods for colonization

**Transformations in Europe 1500 -1750**
- Culture and ideas
- Social and economic life
- Political innovations
Arizona State Standards for World History
   Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
   Concept 5 – PO1

The Diversity of American Colonial Societies 1530 – 1770
   The Columbian exchange
   Spanish America and Brazil
   English and French Colonies in Northern America
   Colonial expansion and conflict
Arizona State Standards for World History
   Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
   Concept 5 – PO1

The Atlantic System and Africa 1550 – 1800
   Plantations in the West Indies
   Plantation life in the eighteenth century
   Creating the Atlantic economy
   Africa, the Atlantic and Islam
Arizona State Standards for World History
   Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
   Concept 5 – PO1

Southwest Asia and the Indian Ocean 1500 – 1750
   The Ottoman empire
   The Safavid empire
   The Mughal empire
   Trade empire in the Indian Ocean
Arizona State Standards for World History
   Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
   Concept 5 – PO1

Northern Eurasia 1500 – 1800
   Japanese reunification
   The later Ming and early Qing empires
   The Russian empire
   Comparative perspectives
Arizona State Standards for World History
   Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
   Concept 5 – PO1

Revolutions, Nation-Building, Imperialism: 1750 – 1914

Revolutionary Changes in the Atlantic World 1750 – 1850
   The eighteenth-century crisis
   The American revolution
   The French revolution
Revolution spreads

*Arizona State Standards for World History*

**Concept 1** – PO 1, PO2, PO3, PO4, PO5, PO6, PO7

**Concept 6: Age of Revolution**

- **PO1** Contrast the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations
- **PO2** Explain how new ideas changed the way people understood the world
- **PO3** Explain how Enlightenment ideas influenced political thought and social change
- **PO4** Analyze the developments of the French Revolution and rule of Napoleon

**The Early Industrial Revolution 1760 – 1851**

Causes of the Industrial Revolution
The technological revolution
The impact of early industrialization
New economic and political ideas
Industrialization and the nonindustrial world

*Arizona State Standards for World History*

**Concept 1** – PO 1, PO2, PO3, PO4, PO5, PO6, PO7

**Concept 6** – PO2, PO3,

- **PO6** Analyze the social, political, and economic development and impact of the Industrial Revolution: origins in England’s textile and mining industries, urban growth and the social impact of industrialization, unequal spread of industrialization to other countries, political and economic theories

**Nation Building and Economic Transformation in the Americas 1800 – 1830**

Independence in Latin America
The problem of order
The challenge of social and economic change

*Arizona State Standards for World History*

**Concept 1** – PO 1, PO2, PO3, PO4, PO5, PO6, PO7

**Concept 6** –

- **PO5** Explain the revolutionary and independence movements in Latin America

**Africa, India, and the New British Empire 1750 – 1870**

Changes and exchanges in Africa
India under British rule
Britain’s Eastern empire

*Arizona State Standards for World History*

**Concept 1** – PO 1, PO2, PO3, PO4, PO5, PO6, PO7

**Concept 7: Age of Imperialism**

- **PO1** Explain the rationale for Imperialism
- **PO2** Trace the development of the British Empire around the world
- **PO5** Analyze the responses to imperialism by people under colonial rule at the end of the 19th century
Land Empires in the Age of Imperialism 1800 – 1870
The Ottoman empire
The Russian empire
The Qing empire
Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 7 – PO1, PO5

The New Power Balance 1850 – 1900
New technologies and the world economy
Social changes
Socialism and labor movements
Nationalism and the unification of Germany and Italy
The great powers of Europe 1871 – 1900
Japan joins the great powers
Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 7 – PO1, PO5,
- PO 3 Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries
- PO4 Analyze the effects of European and American colonialism on their colonies
- PO6 Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas

The New Imperialism 1869 – 1914
Motives and methods
The scramble for Africa
Asia and Western dominance
Imperialism in Latin America
The world economy and the global environment
Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 7 – PO1, PO2, PO3, PO4,

Modern Age; Global Diversity & Dominance: 1914 – Present

The Crisis of the Imperial Order 1900 – 1929
Origins of the crisis in Europe and the Middle East
The Great War and the Russian Revolution
Peace and dislocation in Europe
China and Japan: Contrasting destinies
The new Middle East
Society, culture and technology in the industrialized world
Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 8: World at War
• PO 1 Examine the causes of World War I, rise of nationalism in Europe, unification of Germany, rise of ethnic and ideological conflicts
• PO2 Analyze the impact of the changing nature of warfare in WWI
• PO3 Explain the end of WWI and its aftermath: Russian Revolution, Treaty of Versailles, end of empires, continuation of colonial systems

The Collapse of the Old Order 1929 -1949
The Stalin revolution
The Depression
The rise of fascism
East Asia
World War II
Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 8 PO3,
• PO4 Examine the period between WWI and WWII: rise of fascism and dictatorships, postwar economic problems, new alliances, growth of the Japanese empire, challenges to the world order
• PO5 Analyze aspects of WWII: political ideologies, military strategies, treatment of civilian populations, holocaust
• PO6 Examine genocide as a manifestation of extreme nationalism in the 20th century

Striving for Independence: Africa, India, and Latin America 1900 - 1949
Sub-Saharan Africa
The Indian independence movement
The Mexican Revolution
Argentina and Brazil
Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 8
• PO8 Compare independence movements of emerging nations

The Cold War and Decolonization 1945 - 1975
The Cold War
Decolonization and nation building
Beyond a bipolar world
Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 8
• PO7 Analyze the political, economic, and cultural impact of the Cold War: superpowers, division of Europe, developing world, Korea and Vietnam

Postcolonial crises and Asian economic expansion
The end of the bipolar world
The challenge of population growth
Unequal development and the movement of peoples
Technological and environmental change

Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 8 – PO7, PO8
Concept 9: Contemporary World
  • PO1 Explain the fall of the Soviet Union and its impact on the world
  • PO2 Explain the roots of terrorism

Globalization at the Turn of the Millennium
  Global political economies
  Trends and visions
  Global culture

Arizona State Standards for World History
Concept 1 – PO 1, PO2, PO3, PO4, PO5, PO6, PO7
Concept 9 PO1, PO2

AP WORLD HISTORY TEXTBOOK:
Title: The Earth and Its Peoples: A Global History (3rd Edition)
Author: Bulliet, Crossley, Headrick, Hirsch, Johnson, Northrup

Other Required Reading:
Title: Guns, Germs, and Steel: The Fates of Human Societies
Author: Jared Diamond
Copyright: 2005, WW Norton & Company

Title: The Way of the World: From the Dawn of Civilizations to the Eve of the Twenty-First Century
Author: David Fromkin
Classroom Expectations for AP World History

I. Performance Outcomes:
Upon completion of this course, the student will
1. Demonstrate research skills.
2. Expand and improve vocabulary scope and skills.
3. Think critically and analyze history via improved Reading, Writing, Listening, and Speaking Skills.
4. Improve cooperative learning skills
5. Demonstrate connections between historical concepts and geography

II. Course Activities:
1. Class Activities
2. Homework Study Guides
3. Quizzes
4. Map & Geography Skills Exercises
5. Research Essays
6. Readings Essays
7. Document Based Question (DBQ) Essays
8. Exams (objective and essay)

Samples of Required Class Activities:
• Students will accomplish a study guide for each text chapter as a guide to historical questions and discussion in the classroom.
• Students will demonstrate knowledge and application skills in at least eight geography/map activities, using textbooks, atlases, globes, and other available class materials. A final geography exercise will require students to analyze patterns of continuity and change over time and across geographic regions, and describe such patterns in a global context, using a series of maps from various chronological eras.
• Students will accomplish a total of four short research essays requiring an analysis of a selected topic. Each essay must include an analysis of scholarly interpretations from a minimum of one book beyond the textbook. Students will demonstrate a knowledge and understanding of specific, relevant historical developments and processes to include names of key individuals, processes, and places, as well as the applicable chronology, facts, and events. The four essay topics will be selected from, in turn:
  a. Prehistory and Ancient History (up to about 200 BCE) – Analysis of early writing, art, technology, architecture, or belief systems to demonstrate early human interactions with their environment, as well as to illustrate intercultural interactions among cultures
  b. Empires and Early Middle Ages (200 BCE to 1490 CE) – Analysis of the interaction of culture via human diffusion activities of the era in infrastructure construction, agricultural activities, technological development, warfare, and disease.
c. Early Modern Period (1490 to 1750 CE) – Analysis of the development and transformation of social structures through art, literature, technology, religious reform, warfare, migrations, disease, and the expansion of trade & commerce systems

d. The Modern Age (1750 CE to Present) – Analysis of the interaction of economic systems, leading to efforts in expansion, competition, and conflict among opposing ideologies

- Students will accomplish at least three sample Document Based Question (DBQ) essays, using a variety of primary source documents to include cartoons, art images, charts, maps, and graphs. DBQ Essays are designed to demonstrate student command of analysis and synthesis skills to interpret primary sources within a given historical context, and often require an evaluation of author intentions, purpose, tone, and arguments.

- Students will be evaluated mainly via exams covering two or three chapters at a time. Such exams will be composed of about 50% objective multiple choice questions, and the remainder will be “Short Answer” (bullet-style responses or lists) and Essays. Essays will focus on developing the following skills:
  a. Compare and Contrast; demonstrate similarities and differences and establishing connections between events.
  b. Analyze impact of events, particularly in demonstrating cause and effect, as well as evaluating multiple causes and effects of a historical event.
  c. Descriptions of relationships across time and distance, to explain cause and effect relationships.
  d. Analyze the impact of how the use of other scholarly disciplines, such as anthropology, archaeology, art, literature, economics, and geography, etc. may help illuminate historical questions. (For example, explain how an understanding of Prehistory depends on anthropological and archaeological methodology).

- Students will accomplish a Periodization exercise in class in the last quarter of the school year, examining numerous sample textbooks on World History, to compare the authors’ diverse periodization models.
  a. Students will then write a short essay explaining which model they consider the most appropriate for the study of history, and explain why.
  b. Students will then, in another class period, explain their opinions to classmates, then the class will vote and decide which organizational model they consider the most appropriate.

- Students will read *Guns, Germs, and Steel* (see above readings), and write a critical essay on the following questions:
  a. Why did some civilizations that were dynamic and powerful crash so spectacularly?
  b. Why did some cultures never even stand a chance at ruling the world?
  c. Why did Europe come to dominate the world in the 18th century?

- Students will read *The Way of the World: From the Dawn of Civilizations to the Eve of the Twenty-First Century* (see above readings), and write a short essay in the form of a news article, giving a summary and recommendation, with an explanation for your evaluation of this work.
III. Homework
It is expected that all work will be turned in on the assigned due date as announced in class, written on the board, and/or posted online. Writing assignments will be submitted on time.

IV. Late Work and Make-up work
1. Work that is not handed in when asked for will be considered late (ex. an assignment handed in at the end of the period when it was collected at the beginning of the period). Assignments will be accepted one day late for half credit. Work turned in after that will be accepted for no credit but will allow you to be eligible for extra credit.
2. Absolutely no extra credit work will be accepted in lieu of ANY missing assignments. It is your responsibility to complete assignments in the time given.
3. Make-up work from absences is due no later than three days after you return to school. Work that was assigned prior to the absence is due upon return. It is your responsibility to get make-up work. In the case of extended absences (more than a week) see me to work out a schedule for make-up work.

V. Extra Credit
Given at the teacher’s discretion and explicit direction. All assignments must be turned in before extra credit will be given. Only one 50-point Extra credit assignment may be counted PER SEMESTER.

VI. Evaluation:
A. Grades are determined by adding up the number of points earned and dividing by the number of points possible for the grading period. The final semester grade will be the accumulation of points across the entire semester. The final exam will be worth at least 200 points, approximately double the possible score for any given unit exam.

B. Exams will always be at least 50% subjective response, i.e. – essays and short answer responses. However, it is important to remember that while such subjective responses may include opinions, conjecture, and theory, you must show support with factual information and specific, relevant examples.

C. Grade Reports
1. Progress reports – Updated every week online
2. Quarter grades- (4 times a year - each nine weeks)
3. Semester grades-(2 times a year - eighteen week intervals)

VII. Behavioral Expectations:
A. Be on time!
B. Every student will bring their textbook, paper, your glossary notebook, and a writing utensil to class every day

C. Basic classroom rules
   ■ Respect yourself and others
   ■ Keep hands, feet, and objects to yourself
   ■ Follow directions the first time
   ■ Do your own work
   ■ No cell phones in class – they will be confiscated

D. Passes are a privilege, not a right. You must have your own tracker to receive a pass

E. Classroom Standards:
   We will not pass off another’s work as our own – plagiarism is wrong and illegal!
   We will respect one another and our campus – show loyalty to school and classmates
   We will take responsibility for our own actions and accept the consequences

F. A student will receive ONE warning for behavior inappropriate for the classroom. Continued inappropriate behavior will result in referral to ISS, parent contact, or referral to an administrator.

**AP World History involves discussions of world cultures and world religions. The maturity and respect of students is expected at all times.**

**I WILL ACT WITH PERSONAL INTEGRITY BECAUSE I CHOOSE TO LIVE A LIFE OF HONOR AND SUCCESS.**