

## **Introduction to Advanced Placement World History**

Welcome to the 2009-2010 course in A.P. World History. To me, your registering for such a difficult course of study indicates that you are willing to rise to the challenge of an accelerated learning environment. Your commitment and dedication is appreciated. Such the following list of summer assignments seem overbearing, I ask you to reconsider your participation in the program as this set of assignments is a harbinger of a yearlong course of hard work. Should you accept the challenge, however, I feel that the A.P. World History course has the potential to be one of your most rewarding experiences of your high school career. Good luck, and good studying.

Note: Students will be expected to complete either OPTION A or OPTION B over the summer. For details, please see the pages that follow.

### **OPTION A: Overview:**

1. Presentation. (due third class meeting)
2. Reading a book and maintaining a Reading Log. (due second class meeting)
3. Writing an essay. (due first class meeting)

### **OPTION B: Overview**

1. Read the Spodek text and complete the end of chapter questions for each of the chapters. Keep in notebook alongside detailed notes on TWO of the chapters.
2. ONE of the following:
  - a. Presentation (due third class meeting)
  - b. Reading a book and maintaining a Reading Log (due second class meeting)
  - c. Writing an essay (due first class meeting)

### **2009-2010 A.P. World History Overview**

**All Optional items will count as extra credit.**

Note: Material: Students should have the following materials for the duration of the course (including summer).

1. Access to quality internet sources or a quality encyclopedia.
2. Access to a dictionary, thesaurus, and notebook, writing utensil, highlighters.
3. Desk Atlas (preferably an historical atlas)
4. Access to three of the items on the reading list (could be through public library).

Self Study Expectations: In A.P. World History (and any A.P. course, for that matter) a great deal of self study is expected. A good set of study skills include the following.

1. Maintaining a notebook by:
  - a. Taking all class notes of lectures (anything on the board or mentioned in class is fair game on an exam. This includes student led presentations). Notes can be taken in written format or a recording device may be used for further studying purposes with permission from the presenter (including the teacher).
  - b. Any electronic submissions of presentations should be submitted through your account at [www.vbapworldhistory.wikispaces.com](http://www.vbapworldhistory.wikispaces.com) To create an access to this page, please see instructor.
  - c. A new terms log should be maintained in a separate location from the regular set of notes. Knowing the terms as well as using them regularly is an important part of class.
  - d. Understanding what makes good essay writing. For a good overview Strunk and White's Elements of Style is a classic in the field. For an overview of my notes, please refer to my powerpoint on essays.
  - e. Creating and maintaining a reading log which includes reactions to items on the reading list.
  - f. (Optional) Doing EXTRA outside reading, including books on the reading list from Assignment #2.

### **2009-2010 World History Summer Assignment #1**

**PLEASE CHOOSE ONE of the following presentation types.**

Written Presentation to be delivered on class meeting #3 (7-10 minutes);

OR Power Point Presentation to be delivered on class meeting #3 (7-10 minutes); OR Movie Maker

Presentation to be shown on class meeting #3 (5-10 minutes) on ONE of the following overarching questions:

- a. The dynamics of change and continuity across the world history periods covered in this course, and the causes and processes involved in major changes of these dynamics.
- b. Patterns and effects of interaction among societies and regions: trade, systems of international exchange, war and diplomacy.
- c. The effects of technology, economics, and demography on the people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, and weaponry)
- d. Systems of social structure and gender structure (comparing major features within and among societies and assessing change and continuity)
- e. Cultural, intellectual, and religious developments, including interactions among and within societies.
- f. Changes in functions and structures of states and attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).

In preparing the presentation, students are to select a theme above (a-f) as well as a region of the world. For example, I may select b. above (Patterns and effects of interaction among societies and regions: trade, systems of international exchange, war and diplomacy) and France. In my presentation I would trace the trading patterns of the inhabitants of Gaul, of the Frankish kingdoms, of medieval France (as well as its many regions), all the way up to modern France. I realize there will be gaps included in the presentation as resources are limited, however the main points of the project is to 1. maintain healthy research skills, 2. develop an understanding of the theme of *interaction among societies* (in this case), and 3. document sources in a works cited page (simple rule: anything that isn't from you directly gets cited). I prefer if all topics be approved prior to summer holiday.

Please note the time limitations include a minimum time and a maximum time and both should be adhered to due to time constraints in class.

### **2009-2010 World History Summer Assignment #2**

**.Reading ONE of the following books and reflecting upon its main message in a READING LOG.**

For an updated list of possible reading assignments, see instructor before beginning of summer

-Achebe, Chinua. Things Fall Apart. New York: Anchor, 1994.

-Andrea, Al and Overfield, James. The Human Record: Sources of Global History, 4<sup>th</sup> ed. Vols. 1 and 2. Boston: Houghton Mifflin, 2001.

-Barron's Review Guide for the Advanced Placement World History Exam

-Diamond, Jared. Guns, Germs, and Steel. New York: Norton, 1996.

-Kurlansky, Marc. Cod: A Biography of the Fish that Changed the World. New York: Penguin Press, 1998.

-Kurlansky, Mark. Salt. New York: Walker & Co, 2002.

-Weatherford, Jack. Genghis Khan and the Making of the Modern World. New York: Three Rivers Press, 2004.

Hersey, John. Hiroshima

The Reading Log should include for EACH CHAPTER:

(Each chapter log should be between 1-2 pages)

1. What is it that the author is arguing? What is his/her THESIS? (This should be a one sentence thesis statement).

2. A summary of the contents (think of this as the main points in which the THEME

is highlighted and not all of the details).

3. What is your reaction to the author's argumentation?

4. (OPTIONAL) Can you find any counter-arguments to the author's point of view? (this is not your opinion, but an account of what other authors have said, and requires research as well as documentation of where you obtained your information).

This assignment will be due for class meeting number 2

### 2009-2010 World History Summer Assignment #3

**ESSAY WRITING: Following the good guidelines of essay writing (see Self Study Expectations 1.d. in 2009-2010 A.P. World History Overview) react to ONE of the following essay prompts:**

- Define and exemplify the development of human society, including environmental, regional, climatic, and geographic factors.
- Discuss and evaluate definitions of "civilization."
- Evaluate theories on the origins, and discuss the effects of the agricultural revolution (1<sup>st</sup> settlements).
- Discuss scholarship on changing gender roles as human society became more sedentary.
- Examine, compare and contrast, and discuss river valley civilizations (Mesopotamia, Egypt, Indus river valley, Early Chinese including Shang, Mesoamerican including Olmec, Mexican, Aztec, and Maya.) (PICK TWO)
- Discuss, and compare and contrast creation stories.
- Identify key aspects of early empires, apply and evaluate various models of empire.
- Discuss relative effects of innovation, imitation, cultural diffusion, cultural borrowing, and assimilation and their fall.
- Discuss early migrations and their effects.
- Identify and discuss effects of early trade within and among first civilizations and empires (including diffusion of culture, religion, and technology).
- Compare and contrast early civilizations.
- Identify key aspects of Early Religions (Confucianism, Hinduism, Buddhism, Zoroastrianism, Judaism, Christianity, and Islam) and their various early sects.

All essays should be 2 pages typed, double spaced, and grammatically correct. Completion of items 1-2 in summer assignment is highly suggested. Your essay is your ticket into class and is due on class meeting #1.

- (OPTIONAL) Write another essay (maximum 2 additional essays)

NOTE: To enhance your essay, you may wish to use the following:

Documents in World History (Stearns, Gosch, Grieshaber). Essays which include Primary sources and quotations will be looked upon favourably.

The Study Questions at the end of each chapter may assist you in your overall understanding.

**There are numerous websites on how to write a good Works Cited page. Power Point users, please note that if there is a weblink that takes the reader directly to the website, no citation is necessary. Here are two sample websites that will aid you in creating a Works Cited page:**

For ease, students may wish to subscribe to and make use of Noodlebib tools at:

<http://www.noodletools.com>

For general knowledge of how to cite works, students may wish to view the following from:

<http://www.aresearchguide.com/sampleworks.html>. See below for abbreviated sample

Works Cited, References, or Bibliography Sample Page

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## Works Cited

Adams, Paul. "Furious Arafat Is Freed." *Globe and Mail* [Toronto] 2 May

2002: A1+.

"Beginner Tip: Presenting Your Page with Style." Webmaster Tips Newsletter.

July 2000. NetMechanic. 13 Oct. 2002 <<http://www.netmechanic.com/>

[news/vol3/beginner\\_no7.htm](http://www.netmechanic.com/news/vol3/beginner_no7.htm)>.

Collins, Ronald K.L., and David M. Skover. The Trials of Lenny Bruce: The

Fall and Rise of an American Icon. Naperville, IL: Sourcebooks, 2002.

Continelli, Louise. "A Place for Owls to Heal." Buffalo News 12 Jan. 2003: C2.

"E-Money Slips Quietly into Oblivion." Nikkei Weekly [Tokyo] 22 Jan. 2001: 4.

Gordin, Michael D. "The Science of Vodka." Letter. New Yorker 13 Jan. 2003: 7.

"Ho Chi Minh." Encyclopaedia Britannica. 2003. Britannica.com.

15 May 2003 <<http://www.britannica.com/>>.

King, Stephen. Black House. New York: Random, 2001.

---. From a Buick 8: A Novel. New York: Simon, 2002

## Themes:

AP World History highlights six overarching themes that should receive approximately equal attention throughout the course:

1. The dynamics of change and continuity across the world history periods covered in this course, and the causes and processes involved in major changes of these dynamics.
2. Patterns and effects of interaction among societies and regions: trade, systems of international exchange, war and diplomacy.
3. The effects of technology, economics, and demography on the people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, and weaponry)
4. Systems of social structure and gender structure (comparing major features within and among societies and assessing change and continuity)
5. Cultural, intellectual, and religious developments, including interactions among and within societies.
6. Changes in functions and structures of states and attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).

## Chronological Boundaries of the Course:

Foundations: circa 8000 B.C.E. – 600 C.E. 8 Weeks

600 C.E. – 1450 7 Weeks

1450-1750 5 Weeks

1750-1914 6 Weeks

1914 – The present 8 Weeks

Midterm and Final Exam Weeks 2 Weeks

## Textbooks

Spodek, Howard. The World's History. Third ed. Combined Volume. New Jersey: Prentice Hall, 2006.  
Wood, Ethel. AP World History: An Essential Coursebook. Reading, Pennsylvania: WoodYard Publication, 2008.

## **Unit 1: Foundations 8000 B.C.E. – 600 C.E.**

### **8 Weeks**

#### **Key Concepts:**

- Define and exemplify development of human society, including environmental, regional, climatic, and geographic factors.
- Discuss and evaluate definitions of “civilization.”
  - Discuss Point of View as relates to same.
- Evaluate theories on the origins, and discuss the effects of the agricultural revolution (1<sup>st</sup> settlements).
- Discuss scholarship on changing gender roles as human society became more sedentary.
- Examine, compare and contrast, and discuss river valley civilizations (Mesopotamia, Egypt, Indus river valley, Early Chinese including Shang, Mesoamerican including Olmec, Mexican, Aztec, and Maya.)
- Discuss, and compare and contrast creation stories.
- Identify key aspects of early empires, apply and evaluate various models of empire.
- Discuss relative effects of innovation, imitation, cultural diffusion, cultural borrowing, and assimilation and their fall.
- Discuss early migrations and their effects.
- Identify and discuss effects of early trade within and among first civilizations and empires (including diffusion of culture, religion, and technology).
- Compare and contrast early civilizations.
- Identify key aspects of Early Religions (Confucianism, Hinduism, Buddhism, Zoroastrianism, Judaism, Christianity, and Islam) and their various early sects.
- Identify, apply, discuss, evaluate and perfect document analysis skills (DBQ practice).

## **Unit 2: 600 C.E. – 1450**

### **7 Weeks**

#### **Key Concepts:**

- Examine, discuss, compare and contrast, religions and their early history.
- Discuss and evaluate the impact, interactions, conflict, and cooperation of world religions.
- Evaluate the social, political, and intellectual views and effects of religions worldwide.
- Discuss world trade and its effects on various populations including but not limited to the Americas, Sub-Saharan Africa, West Africa, Muslim and Jewish Traders, Indian Ocean Trade, Asia (including the Silk Road), and the Mongols.
- Continue the examination of Chinese dynasties, and Chinese attitudes toward others.
- Examine the spread, effects, and various reactions to the Black Death. Discuss differing reactions of the Islamic and Christian world.
- Discuss the Jewish diaspora.
- Discuss, assess, synthesize, and evaluate the change and continuity in Europe during the Middle Ages through the Renaissance.
- Evaluate the cause, effect, and importance of major migrations including, but not limited to Bantu, Mongol, and Native American.
- Examine, discuss, and evaluate the motives, impact, and effects of early European exploration.
- Identify, apply, and perfect comparison and contrast skills.
  - Preparing for the comparison essay.

## **Unit 3: 1450-1750**

### **5 Weeks**

#### **Key Concepts:**

- Discuss the effects of capitalism, world trade, mercantilism, and colonialism.
- Identify, discuss, and evaluate the effects of the Reformation/Counter-Reformation in Europe and the world.
- Evaluate and exemplify absolutism in Europe and elsewhere.
- Examine and trace the legacy of the Enlightenment and early Scientific Revolution.
- Examine the long and short term effects of the Columbian Exchange.
- Examine politics, economics, effects, and legacy of the Atlantic slave trade.
  - Compare and contrast historical systems of slavery.
  - Compare and contrast North and South American slavery.
- Discuss the African diaspora.
- Discuss epidemiology of world island and world culture diseases with relation to continued contact between the old and new world.
- Compare and contrast Japanese and European Feudalism.
- Examine, discuss, and evaluate effects of migrations including but not limited to forced migrations of Africans to the Americas and elsewhere.
- Discuss and examine the wellsprings and impact of political, intellectual, social, and philosophical revolutions in Europe and elsewhere.
- Examine the extent, and differing interpretations of emergent European/Western hegemony.
- Discuss wellsprings of change in gender roles.
- Compare and contrast emergent and historical economic systems.

## **Unit 4: 1750-1914**

**6 Weeks**

### **Key Concepts:**

- Evaluate the history and results of independence movements around the globe.
- Discuss the end of North and South American slavery and resultant political, social, and economic effects.
- Define, apply, discuss and evaluate the importance, course, and short/long term effects of the industrial, agricultural, and scientific revolutions globally and locally.
- Define, discuss, apply, synthesize, and judge the effects of nationalism, imperialism, early globalization, colonialism, and the quest for empire as political, social, and economic manifestations globally.
- Examine anti-colonialism and anti-industrialism as reactions to above.
- Evaluate causes World War I including but not limited to imperialism, colonialism, industrialization, militarism, nationalism, and alliance systems.
- Examine extent of European dominance of social, political, cultural, economic, and intellectual life.
- Discuss emergent change in gender roles socially, politically, and economically.
- Evaluate change over time in selected societies.

## **Unit 5: 1914- present**

**8 Weeks**

### **Key Concepts:**

- Discuss course, innovations, and effects of World War I locally and globally.
- Evaluate Post War treaties and their short/long term effects.
- Examine Russian Revolution, Marxism, Socialism, and Communism as ideology and in practice.
  - Compare economic systems.
- Discuss increasing globalization/interdependence of world trade, diplomacy, war, manufacturing, intellectual advancements, technology, social movements, environmental concerns, and politics.
- Discuss Fascism, propaganda, and group dynamics.
- Evaluate causes and effects of World War II, the holocaust, creation of Israel, and the Cold War.
- Evaluate changes in politics and diplomacy in a nuclear world.
- Discuss independence movements globally and locally.
- Evaluate globalization of trade/culture, information.
- Discuss urbanization, changes in birth rate/mortality, environmental issues in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> world.
- Reverse map current social, political, economic, environmental, gender, race, religious, and identity issues.
  - Evaluate key areas of change and continuity through units of study.
- Evaluate the effects of the end of the Cold War and the rise of the U.S. as a lone Superpower.
- Discuss and evaluate the positives and negatives of globalization.
- Discuss impact of information technology.
  - *Review AP World History Themes/ World History content*

- UNIT 1
- Cave paintings - <http://www.culture.fr/culture/arcnat/lascaux/en/>
  - City of Ur - [http://www.taisei.co.jp/cq\\_e/ancient\\_world/ur/aur.html](http://www.taisei.co.jp/cq_e/ancient_world/ur/aur.html)
  - Indus River Valley - [http://pc38.ve.weber.k12.ut.us/Reese/indus\\_river\\_valley.htm](http://pc38.ve.weber.k12.ut.us/Reese/indus_river_valley.htm)
  - Ancient Egypt - <http://www.ancientegypt.co.uk/menu.html>
  - Ancient and World Religions - <http://www.geocities.com/Athens/Forum/1699/>
  - Ancient China - <http://www.crystalinks.com/china.html>
  - Ancient Cities of Sumer: <http://www.sumerian.org/map.htm>
  - Homes of Mesopotamia: <http://www.theplumber.com/history.html>
- UNIT 2
- Constantinople - <http://w4u.eexi.gr/~ippotis/consten.html>
  - Imperial China - <http://www-chaos.umd.edu/history/imperial2.html>
  - Holy Roman Empire - <http://www.lucidcafe.com/library/96apr/charlemagne.html>
  - The Byzantine Empire - <http://www.wsu.edu:8080/~dee/MA/BYZ.HTM>
  - Mali - <http://webusers.xula.edu/jrotondo/Kingdoms/Mali/MaliHistNarr.htm>
  - Ibn Battuta - [http://www.ummah.net/history/scholars/ibn\\_battuta/](http://www.ummah.net/history/scholars/ibn_battuta/)
  - The Plague- <http://www.themiddleages.net/plague.html>
  - Middle Ages- <http://www.learner.org/exhibits/middleages/feudal.html>
  - Guilds - <http://www.public.iastate.edu/~gbetcher/373/guilds.htm>
  - Medici - <http://www.pbs.org/empires/medici>
- UNIT 3
- The Reformation - <http://www.mun.ca/rels/reform/index.html>
  - The Enlightenment - <http://www.wsu.edu/~dee/ENLIGHT/PHIL.HTM>
  - The Scientific Rev - <http://mars.acnet.wnec.edu/~grempe/courses/wc2/lectures/scientificrev.html>
  - Feudal Japan - <http://www.southlakems.org/japanProjectbookmarks.htm>
- UNIT 4
- Industrial Revolution - <http://www.fordham.edu/halsall/mod/modsbook14.html>
  - Suffragists - <http://www.rochester.edu/SBA/biographies.html>
  - Suez Canal - [http://i-cias.com/e.o/suez\\_can.htm](http://i-cias.com/e.o/suez_can.htm)
  - Monroe Doctrine - <http://odur.let.rug.nl/~usa/D/1801-1825/jmdoc.htm>
  - Sino-Japanese War - <http://www.compsoc.net/~gemini/simons/historyweb/sino-war.html>
- UNIT 5
- World War I- <http://www.pbs.org/greatwar/>
  - World War II- <http://www.bbc.co.uk/history/war/wwtwo/>
  - Russia - <http://www.fordham.edu/halsall/mod/modsbook39.html>
  - Japan - <http://history.acusd.edu/gen/ww2Timeline/occupation-japan.html>
  - China [http://news.bbc.co.uk/hi/english/static/special\\_report/1999/09/99/china\\_50/long.htm](http://news.bbc.co.uk/hi/english/static/special_report/1999/09/99/china_50/long.htm)
  - India - [http://www.indianchild.com/history\\_of\\_india2.htm](http://www.indianchild.com/history_of_india2.htm)
  - Middle East- <http://www.albany.edu/history/middle-east>
  - Sub-Saharan Africa <http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/14chapter3.shtml>

Latin America- <http://lib.nmsu.edu/subject/bord/laquia>