Course Overview

This full-year course explores the expansive history of the human world. You will learn many facts, but also the critical thinking skills necessary to analyze historical evidence. Five themes will be used as a frame of reference in the chronological study of our world's history; these themes are: Interaction between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. [CR2]

An important skill you will acquire in the class is the ability to examine change over time, including the causation of events as well as the major effects of historical developments, the interconnectedness of events over time, and the spatial interactions that occur over time that have geographic, political, cultural, and social significance. It is important for each student to develop the ability to connect the local to the global, and vice versa. You also will learn how to compare developments in different regions and in different time periods as well as contextualize important changes and continuities throughout world history.

Our study of the expanse of world history will begin with something more familiar, the recent past. We will attempt to answer the historical question of “What is the state of the world today?” before we explore how the world came to this state.

Textbook


Course Units

What, how, and why we study history. This unit will be one week. Critical readings in historiography will be examined for identifying the purpose of the historians’ writing. The first two will be: “Why Study History” by Peter Stearns http://www.historians.org/pubs/free/WhyStudyHistory.htm and “Why Study History” by William H. Mcneill. http://www.historians.org/pubs/archives/whmcneillwhystudyhistory.htm. We also will examine works by Sam Wineburg, Bob Bain, and Chauncey Monte-Sano who all study the way that teachers teach and students learn history. Finally, we will debate the definition of the term “modern” by comparing excerpts from four articles on Chinese economic developments before 1800 found on the Columbia University website: http://afe.easia.columbia.edu/chinawh/web/help/readings.html [CR7]


The Twenty-First Century will last approximately 2 weeks. This short unit will look at events of the last 20 years. We will examine the events which the media and pundits have determined to be seminal and assess whether or not they will remain significant events of the era in textbooks to be written 50-100 years in the future. Students will watch one feature film (at home) on a modern historic event and analyze it for its accuracy. We will examine post-9/11 events from US and non-American perspectives, as well as the rapid globalization of the world’s societies. You will also write a paper in which you answer the question “What is the state of the world today?” and defend your answer with evidence; at the end of the year you will re-examine your paper to answer additional questions of analysis.

Text: Stearns, Chapter 36
Primary Sources: Collection of September 12-15, 2001 newspaper articles; excerpts from *What We Saw* by Dan Rather; student-selected articles about global events of the 21st century to date

For the rest of the year, we will do similar assignments for each of the six time periods of the course. The assignments will require students to do:

- **Societal Comparisons** for which we will use primary and secondary sources such as religious and political texts, images of architecture and art, and historical quantitative data to gather evidence for supporting written arguments (essays) about the similarities and differences between societies that developed in the same time period but in different parts of the world. [CR12]

- **Leader Analyses** for which we will analyze mostly primary sources to compare the basis of leaders’ claims to power and the effects of their rule. We will also analyze those primary sources by and about political and religious leaders to practice identifying the purpose, point of view, and limitations of historical primary sources.

- **Conflict Analysis** for which we will use primary and secondary sources including historical data to analyze the causes and effects of conflicts [CR9]

- **Change and continuity analyses** for which we will use primary and secondary sources to trace the patterns of development for imperial domination, expansion of trade routes, spread of belief systems, industrial mass production, and warfare. There will be essays analyzing change and continuity as well as source-based assessments, similar to document based questions, that will require formal written arguments explaining changes and continuities. [CR10]

- **Map analyses** will involve the creation of annotated maps that show the changes and continuities in the five themes: effects of interactions on people and the environment, cause of the creation of new political systems, spread of agricultural developments, and causes and effects of migrations. [CR2]

- **Periodization debates** will require students to form small teams to research and rank at least three significant events that happened 100 years before and 100 years after the beginning and the ending dates for the six APWH periods. Students will argue whether they agree with the beginning and ending dates for each of the six APWH time periods or if they would propose a new periodization based on conclusions from their research [CR11]

**CR12**: The course provides opportunities for students to compare historical developments across or within societies in various chronological and/or geographical contexts.

**CR9**: The course provides opportunities for students to examine relationships between causes and consequences of events or processes. – Historical causation

**CR10**: The course provides opportunities for students to identify and analyze patterns of continuity and change over time and across geographic regions, relating these patterns to a global context. – Patterns of change and continuity over time

**CR2**: Each of the course themes receives explicit attention and is addressed throughout the course. – Course themes

**CR11**: The course provides opportunities for students to examine diverse models of periodization constructed by historians. – Periodization
The Neolithic Revolution, 8,000 BCE to 500 BCE will last approximately one week.

**Period 1: Technological and Environmental Transformations, to c. 600 BCE**
- Key Concept 1.1. Big Geography and the Peopling of the Earth
- Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
- Key Concept 1.3. The Development and Interactions of Early Agricultural,
  Pastoral and Urban Societies [CR3]

We will use the panorama lesson on the “World History For Us All” website... Also this needs to be put with the sentence below as it is part of the next piece of information. sdsu.edu/units/two/panorama/02_panorama.pdf] that provides archaeological data compiled from real archaeological sites in the Czech Republic, the Ukraine, and Russia. Archaeologists date them to between about 28,000 and 14,000 years. We will use that data to analyze what archeology can tell us about the effects of the shift to agriculture and pastoralism on economic and social systems, on environmental and technological changes, and on the development of patriarchy. These lessons address Themes 1, 4, and 5. [CR1b] [CR4] & [CR15]

**Text: Stearns, Chapter 1**
- Selected Primary Visual Sources: cave paintings and Venus statues
- Selected Data Sources: archaeological data on early Neolithic sites

The Ancient & Classical World, 500 BCE to 500 CE will last approximately 4 weeks.

- Period 2: Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE
- Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions
- Key Concept 2.2. The Development of States and Empires
- Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange [CR3]

We will conduct a simulation of ancient Greek democracy and study the architectural achievements of Greek, Roman, Persian, and South Asian societies and the ways they have endured in design through today. We will spend about one week examining the emergence of the major belief systems that became more dominant during this era as well as the effects the spread of those belief systems had on social structures and gender roles. Sample assignments include: Societal Comparisons (China, India, Mediterranean), Leader Analyses (Ashoka, Pericles), Change and Continuity Analyses (development of new types of irrigation systems and the spread of crops, expansion of pastoral nomadic groups in Central Asia), and map exercises on ancient conceptions of the world. These lessons address Themes 1, 2, 3, 4, and 5. [CR5e]

**Text: Steams, Chapters 2 through 5**
- Selected Primary Textual Sources: Hammurabi’s Code, Book of the Dead, Instructions in Letter Writing by an Egyptian Scribe, Sun Tzu’s The Art of War, excerpts from Bhagavad Gita, The Apology, The Republic, Aristotle’s Politics
- Selected Primary Visual Sources: photographs of Mesopotamian cuneiform and Egyptian writing; lion pillars of Ashoka, Cyrus cylinder, ancient maps. What purposes did these artifacts serve in their historical context?
- Selected Data Sources: list of the tablets unearthed by archaeologist of the Assyrian ruler Ashurbanipal’s library available by searching the Nineveh Tablet Collection http://fincke.uni-hd.de/nineveh/index.htm

**CR3:** Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. – Key concepts

**CR1b:** The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources.

**CR4:** The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.

**CR15:** The course provides opportunities for students to recognize how the study of history has been shaped by the findings and methods of other disciplines such as anthropology, archaeology, visual arts, literature, economics, geography and political science. – Synthesis

**CR5e:** The course provides balanced global coverage with Europe represented. No more than 20% of course time is devoted to European History.
The Postclassical World, 500-1450 will last approximately 6 weeks.

- Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks
- Key Concept 3.2: Continuity and Innovation in State Forms and Their Interactions
- Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences

We will analyze images and textual sources used in documentaries on the beginnings of Islam and the Islamic Empires, create annotated diagrams of the dynastic cycle of the Tang and Song dynasties, compare the development of polities in Mesoamerica and in the Andes, and examine The Song of Roland as a poetic (though historically inaccurate) homage to Charlemagne's role in nascent French national identity. In small groups, students will research and present on Genghis Khan, Viking and Polynesian migrations, and Byzantine art and architecture. Sample assignments include Leader Analysis (Harun al-Rashid, Charlemagne, Mansa Musa, Montezuma I), Change and Continuity Analysis (effects of the bubonic plague in Europe, North Africa, Middle East, and China), Conflict Analyses (Sunni/Shiite, Byzantine/Roman Catholic, Mahayana and Neo-Confucianism, Crusades), and map exercises tracing economic and technological developments in long-distance trading networks in AfroEurasia and Bantu migrations. These lessons address Themes 1, 2, 3, 4, and 5. [CR5a], [CR5b], [CR5c] & [CR5d]

Text: Stearns, Chapters 6 through 15


- Selected Primary Visual Sources: Byzantine art (Justinian mosaic in the Church of San Vitale) and architecture (Hagia Sophia), Mosque of Ibn Tulun in Fustat (877), Tomb of the Samanids I Bukhara

- Selected Data Sources: tables showing data on conversion to Islam through the 11th century [available through googlebooks via Islam: The View from the Edge by Richard W. Bulliet or on p. 337 of The Earth and Its Peoples, fifth AP edition]
The Early Modern World, 1450-1750 will last approximately 6 weeks.

- Key Concept 4.1: Globalizing Networks of Communication and Exchange
- Key Concept 4.2: New Forms of Social Organization and Modes of Production
- Key Concept 4.3: State Consolidation and Imperial Expansion

We will visit our local art museum to examine the characteristics of and influences on Italian Renaissance art. A docent will guide us through discussions of different approaches art historians have toward the analysis of Italian Renaissance art. We will watch the feature film “The Mission” to analyze the conflicts among European missionaries, European colonists, and indigenous peoples in South America and the new cultures that resulted. We will explore the global reach of the Columbian exchange in historic and contemporary regional cuisines by preparing and sampling meals that show the syncretism in cuisines from the 15th century to today. Sample assignments include: Change and Continuity Analysis (Columbian Exchange, European involvement in Asian trading networks), Conflict Analysis (English Civil War, Tokugawa Seclusion policies, and decentralization in the Mughal Empire), Leader Analysis (Peter the Great, Suleiman the Great, and Qianlong), and map exercises on European maritime expansion and Polynesian migrations. These lessons address Themes 1, 2, 3, 4, and 5. [CR5c] & [CR5e]

Text: Stearns, Chapters 16 through 22

- Selected Primary Sources: Chronicle of Guinea, Vasco de Gama’s First Voyage, Letter from the First Voyage of Christopher Columbus, The True History of the Conquest of Spain. Assess these sources for their tone and cultural perspectives. [CR8]
- Selected Primary Visual Sources: the Codex Mendoza

The Industrial Age, 1750-1914 will last approximately 4 weeks.

- Key Concept 5.1: Industrialization and Global Capitalism
- Key Concept 5.2: Imperialism and Nation-State Formation
- Key Concept 5.3: Nationalism, Revolution, and Reform
- Key Concept 5.4: Global Migration

We will analyze a documentary on imperialism in Africa with a focus on how Queen Victoria’s reign affected the geo-political, social, and cultural implications of European eventual domination of Africa. [CR13] We will use a documentary on Napoleon Bonaparte, to defend or refute the statement, “Napoleon was a great man.” The unit’s work will also include a comparative analysis of Latin American independence movements. Sample assignments include: Change Analysis (steam engine, pencil, telegraph), Conflict Analyses (Zulu Wars, Boer War, Spanish American War, Taiping Rebellion), and Leader Analyses (Queen Victoria, Muhammad Ali, Toussaint L’Ouverture), and map exercises investigating connections between imperialism and industrialization. These lessons address Themes 1, 4, and 5. [CR4]

Text: Stearns, Chapters 23 through 27

- Primary Visual Sources: various images of factories, cities, and coal mines in England and in North America
- Data Sources: tables on the spread of industrialization found at http://www.fordham.edu/halsall/mod/indrevtabs1.html

CR5c: The course provides balanced global coverage, with Asia represented.

CR5e: The course provides balanced global coverage with Europe represented. No more than 20% of course time is devoted to European History.

CR8: The course provides opportunities for students to analyze evidence about the past from diverse sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources. – Appropriate use of historical evidence

CR13: The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. – Contextualization

CR4: The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.
The Twentieth Century will last approximately 6 weeks.

- Key Concept 6.1: Science and the Environment
- Key Concept 6.2: Global Conflicts and Their Consequences
- Key Concept 6.3: New Conceptualizations of Global Economy, Society, and Culture [CR3]

We will examine the world wars to identify the interconnectedness of the major events of this century, as well as their influence on our contemporary world. We will spend at least half of the unit examining the independence movements in Africa, Asia, and Oceania after World War II and various political and social revolutions in Latin America. Sample assignments include: Change and Continuity Analyses (modern medicine, television, automobile, computer), Conflict Analyses (world wars, Cambodian genocide, European labor strikes), Leader Analyses (Stalin, Mao Zedong, Indira Gandhi, Golda Meir, Oscar Romero, Nkrumah, Kenyatta, and Mandela). Finally, you will re-examine your start-of-the-year assessment of the state of the world, this time considering the role of history and whether a deeper understanding of prior events alter or reinforce your previous conclusions. These lessons address Themes 1, 2, 3, 4, and 5.

Text: Stearns, Chapters 28 through 35


- Primary Visual Sources: photographs of satellites and space ships; advertisements from around the world of women’s cosmetics. How do these ads demonstrate attitudes towards gender in different cultures? What are the similarities and differences?

- Data Sources: population growth statistics linked with other factors including access to health care and literacy available through http://www.gapminder.org/

Resource List


Course Activities and Assignments
As much as possible, we will follow the same general schedule for a unit. One day will be dedicated to independent reading of course assignments only; one to two days will be devoted to a group discussion of a reading or content topic; one to two days will be set aside for project research and work; and one day will be reserved for lecture OR assessment, which will include frequent quizzes, unit tests, and practice writing document-based essays. Throughout the course, I will also offer instruction in AP exam taking skills and strategies. [CR6] & [CR14]
Sample Research Project: Islam

You and a partner will research one aspect of Islam from both an historical and contemporary perspective. You will create a PowerPoint presentation to give to all three AP classes. Possible Topics:

- Sunni and Shiite Islamic divide
- Islamic art, crafts
- Islamic architecture
- Sufism
- Practicing Islam
- Islam's geographic diversity
- Women in Islam

Assessment Criteria:

- PowerPoint—written elements: Clear, CONCISE, informative text with analytical basis for historical context
- PowerPoint—visual elements: selection of images, design, layout
- Presentation—content, public speaking, time (15-20 minutes)
- Bibliography—credible relevant sources, diversity of sources, properly cited

Sample Project: Modern History/End-of-Year Capstone Assignment

Step 1: Individual Tasks

- Top Five Events: Create a list of the five events since 1914 that you consider to be the most significant in terms of their influence on our world today. Provide a short written explanation of why this event is significant in today's world.
- Top Five Personalities: Create a list of the five personalities since 1914 that you consider to be the most significant in terms of their influence on our world today. Provide a short written explanation of why this person is significant in today's world.

Step 2: Group Task

- Exchange your lists with at least 3 other people (which means you will read at least three other people's)
- On a separate sheet of paper, provide comments on the arguments made for why each event or person is included in the list. If the argument needs development, indicate what would strengthen it. If the argument is very convincing, provide praise!
- Collect the comments of other people.

Step 3: Refine and Edit

- After viewing the comments of your classmates, refine and edit your list. If there was an event or person on another's list that you found more compelling than your original choice, you may *add* it to your list; be careful not to make an argument that is too similar to your classmate's though!
- Write a 750-1000 word essay in which you provide an answer to the question “Where are we today?” Use the themes of the course, your lists, and your personal assessments about the contemporary world to develop a thesis statement that you defend throughout your essay. Your thesis should be concise, but may be multi-dimensional. Throughout the essay, you should support your points with evidence from the material we have studied during the year. (Avoid too many dimensions, i.e., a lack of cohesiveness.)