

World History AP

Mr. Haxhi
Room 330

Brief Description of Course

Advanced Placement World History Syllabus In a world of interconnectedness and globalization, it is imperative for students to have a broad understanding of the events and forces that have shaped humanity since the dawn of civilization. The study of history must explore the connections between peoples and cultures. As John Donne reminded us that no man is an island, a thorough study of world history will remind us that no people, culture or civilization is an island which developed independently. Practically every major aspect of every major culture was shaped to a large degree by external forces. These forces were the work of cultural diffusion, geography, war, trade, or nature. The purpose of this course is to provide students with college level experience and to prepare them to pass the World History AP Exam in May 2017.

Five themes are spelled out in the AP Course Description (See AP Central website) and will receive explicit attention throughout the course:

The Five AP World History Themes –

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, trans-regional, 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

Core Values and 21st Century Learner Linkage

This course is design to reinforce and rely upon Wilby High School's Academic, Social and Civic Expectations. Studying World History AP contributes to becoming **an effective reader**. However, **self directed learning** is an important requirement of this course as students will be called upon to assemble a wide array of details to form and create knowledge for themselves. Being a productive student will also require you to be a **collaborative** and **cooperative worker**. Above all else, students must be **effective writers** and **effective problem solvers** to succeed. And the final goal of all history education is to give people the knowledge needed to be **respectful people** and **community contributors**.

Use of Primary Sources: The analysis of primary sources is integral to any real understanding of the Five Themes mentioned above. Primary sources include – Documents, images and/or artwork, charts tables, and graphs. Specifically, in order to master DBQ writing, students must develop an ability to analyze evidence about the past from diverse sources. Primary sources are listed next to each topic in each of the courses units. These represent only a sampling of the numerous **Quantitative, Visual, and Textual** primary sources we will use. They are listed in **BOLD** face. (See below.)

Unit Information

Unit Name or Timeframe:

Unit I: The Neolithic Revolution (8000 B.C.E. - 500 B.C.E.)

During these three weeks, we will study human prehistory and the rise of the earliest civilizations. These include: Classical China, Classical India, Classical Greece and Rome, and the rise of major belief systems.

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

Key Concepts:

- 1.1 Big Geography and the Peopling of the Earth
- 1.2 The Neolithic Revolution and Early Agricultural Societies
- 1.3 The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

Content and/or Skills Taught:

- 1. Understanding world history in the context of place and chronological time. **Photos: Venus of Wilendorf, Cave Paintings, Parthenon, New York Skyline**
 - a. The role of geography, climate and disease in the forming of human societies and cultures.
 - b. The birth of agriculture.
 - c. The forces behind early population changes.
 - d. What causes change in human interactions?
- 2. Early developments in technology and agriculture.
 - a. Nomads, semi-nomads, sedentary peoples and their characteristics.
- 3. Early Civilizations: Culture, Politics, and Society
 - a. Mesopotamia **Excerpts: Code of Hammurabi, Gilgamesh**
 - b. Egypt **Slideshow: Egyptian Art and Architecture - Excerpt: Book of the Dead**

- c. The Indus River
- d. Shang China
- e. Mesoamerica and South America
- f. North America
- g. **Oceania and Australia Film Excerpts: Guns, Germs, and Steel**

Unit II: The Ancient and Classical World, 500 B.C.E. to 600 C.E. (4 weeks)

Period 2: Organization and Reorganization of Human Societies, 500 BCE to 600 CE

Key Concepts:

- 2.1 The Development and Codification of Religious and Cultural Traditions
- 2.2 The Development of States and Empires
- 2.3 Emergence of Transregional Networks of Communication and Exchange

4. Classical Civilizations

a. Major political developments: **Excerpts: The Gita, Confucius, Plato**

- i. China
- ii. India
- iii. the Mediterranean

b. Social and gender structures

c. The beginnings of World Trade

d. Achievements in arts, sciences and technology.

5. Major belief systems

- a. Polytheism
- b. Buddhism
- c. Christianity
- d. Confucianism
- e. Daoism
- f. Hinduism
- g. Islam
- h. Judaism **Excerpt: The Ten Commandments**

6. The late Classical Period

- a. Han China and its collapse.
- b. Western Rome and its collapse.
- c. Gupta and its collapse.
- d. Mass migrations and conquests.

e. The world in 600 C.E. (A recap of changes from 8000 B.C.E. , *including the peopling of Oceania and Australia*)

Major Assignments and/or Assessments:

Students will be assigned websites to review.

Students will read chapters 1-5 in Stearns and the support material in their AP Student Review manuals.

Students will take a multiple choice exam after reading and discussion of EVERY chapter.

Students will complete each of these essays at the appropriate time:

Change-Over-Time Essay

A. For one of the following civilizations, identify, describe, and assess the impact of important changes and continuities as it moved from its early, river-valley period to the classical era: (**Themes 1 and 2**)

China

India

Mediterranean

B. Compare and contrast the causes and effects (including disruption to the society) of the decline and fall of two of the following: (**Themes 1 and 2**)

Mediterranean empires

Chinese dynasties

Indian Empires

C. DBQ: Analyze Han and Roman attitudes toward technology. (**Theme 1**)

Sources: Han Gov. official concerning flood protection, 2nd Century BCE; Huan Guan, *Discourses on Salt and Iron*, 1st Century BCE; Huan Tan, *New Discourses*, 20 CE; History of the Early Han Dynasty, 200 CE; Cicero, *On Duty*, 1st Century BCE; Plutarch, commentary on Gaius Gracchus, 1st Century CE; Seneca, comment on technology, 1st century CE; Frontinus, Roman water commissioner, 1st century CE

Primary sources: Pericles, *Funeral Oration*; Cicero, *De Legibus*; Justinian, *Justinian's Code*

***There will be other writing prompts which will be determined as the unit progresses. Some will be timed and some will be take-home.

Unit Name or Timeframe:

Unit III: The Postclassical Era (600 C.E. - 1450 C.E.)

(8 weeks)

Key Concepts:

3.1 Expansion and Intensification of Communication and Exchange Networks

3.2 Continuity and Innovation in State Forms and Their Interactions

3.3 Increased Economic Productive Capacity and Its Consequences

During these eight weeks we will study the rise of Islam, periodization in world history and its causes, the growth and development of China, changes in Europe, the Amerindian world, major demographic changes, and the growth of the world economy.

Content and/or Skills Taught:

1. The rise of the Islamic World.
 - a. Dar al-Islam
 - b. Islamic empires: Abbassid, Ummayad, and beyond. **Excerpts: Thousand and One Nights**
 - c. Islamic artistic, scientific, and cultural achievements. **Photos: Islamic Art**

2. Interregional contacts, cultural diffusion, trade, and conquest.
 - a. Cultural exchange through conquest and trade.
 - b. Trans-Sahara and Indian Ocean trade and the Silk Routes.
 - c. The growth and spread of major religions and syncretism.
 - d. The Mongols and their impact on world history.

3. China in the postclassical period.
 - a. The importance of the Tang and Song Dynasties. **Samples: Chinese Poems**
 - b. Chinese economic change and science.
 - c. The limits of Chinese expansion.

4. Europe in the postclassical period.
 - a. The restructuring of Western Europe after the fall of Rome.
 - b. New economic, social and political institutions (ie. - Feudalism)
 - c. The growth of distinct Eastern and Western Christian cultures.

5. The Amerindian World
 - a. The Maya **Model: Maya Calendar**
 - b. The Aztec
 - c. The Inca

6. The importance of demographic and environmental changes in and between civilizations.
 - a. The impact of nomadic migrations on Africa, Asia, Europe, and the Americas.
 - b. The plagues of the fourteenth century.
 - c. The rise of and the role of cities on world history.

7. **Demography, Migration, and Culture – *The Role of the Anthropologist and Ethnographer:***
Oceania – After reading excerpts from selected writings of Margaret Mead and Thor Heyerdahl (*The Kon-Tiki Expedition: By Raft Across the South Seas*), student will watch Academy Award winning documentary, Kon-Tiki (1951). Students will assess the impact of anthropology and ethnography on the study of history.

8. Interpreting the period from 600 C.E. - 1450 C.E.
 - a. What are the differences between cultures and states?
 - b. Nomadic migrations and urban growth as catalysts.
 - c. Was there a true world economic network developed in this period?
 - d. How did the roles of women change or stay the same during this important period?

Major Assignments and/or Assessments:

Students will be assigned websites to review.

Students will read chapters 6-15 in Stearns and the support material in their AP Student Review manuals.

Students will take a multiple choice exam after reading and discussion of EVERY chapter.

Periodization Project – Students will form small group of three. Each team will research and rank at least three significant events that happened 150 years before and 150 years after 1450 C.E. Students will argue whether they agree with the ending date of the *Post-Classical Period* and the start date of the *Early Modern Period*. If not, each group will propose alternate ending and beginning dates of each period. Each group must support their findings with sufficient historical evidence. (Source: AP course periodization; Stearns, *World Civilizations*.)

Students will complete each of these essays at the appropriate time:

Change-Over Time Essay

A. Describe the role of women in two of the following regions and assess the degree of change in women's status in the postclassical era: **(Theme 5)**

The Middle East and North Africa

South Asia

China and East Asia

Eastern Europe

Western Europe

Sub-Saharan Africa

The Americas

B. Compare and contrast feudalism as it developed in western Europe and Japan.

C. DBQ on Swahili and Hansa trading alliances – While the Hansa and Swahili shared many similarities, their differences were equally important. What differences in the two trading alliances were critical to the cultural, economic, and political development of the two alliances? **(Themes 3 and 4)**

Primary sources: Chart - number of gold and silver coins in Swahili cities; Hansa Memo to English, 1469; Joao de Barros, excerpt from *Decadas da Asia*; Declaration of Hanseatic League, 1367; Diary of Abdul Hassan Mas'udi, 10th century; Contract from Bruges, Flanders, 1470; Ibn Battuta, Chronicle, 1331; Guild list, 1483.

***There will be other writing prompts which will be determined as the unit progresses. Some will be timed and some will be take-home.

Unit Name or Timeframe:

Unit IV: The Early Modern World (1450 C.E. - 1750 C.E.)
(7 weeks)

During these seven weeks we will study the nature of change in this three hundred year period, changes in global interactions and power balances, demographic and environmental changes, cultural and intellectual developments Europe, the Middle East, and East Asia and, finally, the effects of this developing global system on Sub-Saharan Africa, the Americas, Australia and the Pacific Islands.

Key Concepts:

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

Content and/or Skills Taught:

1. What makes this period different from the last?
 - a. Continuities and changes from the last period.
 - b. Changes that will occur within this period.

2. Transitions in global trade, technology, and global interactions.

3. Major Empires, political units and social systems during this period with a particular focus on interaction.
 - a. Aztec
 - b. Ottoman
 - c. Inca
 - d. Ming and Manchu
 - e. Portugal and Spain
 - f. Russia
 - g. France, England, and the Netherlands
 - h. Mongols and Mughals
 - i. Tokugawa Japan **Samples: Haiku and from *The Tale of Genji***
 - j. Kongo, Benin, Oyo, Songhay
 - k. Territorial and commercial reach of the above.
 - l. Women's' roles in all of the above.

4. The slave system and the slave trade.

5. Cultural and intellectual developments.
 - a. The Scientific Revolution
 - b. The Enlightenment
 - c. The Protestant Reformation **Excerpt: the *Ninety-Five Theses*, Martin Luther**
 - d. Causes and impacts of global cultural changes.
 - e. Neoconfucianism
 - f. Major developments and exchanges in the arts (e.g. Taj Mahal)

6. **Debate Topic** - Was Europe's rise rooted in economic advantages and were these inevitable? **Class Debate and Parallel readings:** Selections from - *Guns, Germs and Steel*, Jared Diamond; and selections from - *The Great Divergence*, Pomerantz, K. See Class Debate Rubric in your packet.

Major Assignments and/or Assessments:

Students will be assigned websites to review.
 Students will read chapters 16-22 in Stearns and the support material in their AP Student Review manuals.
 Students will take a multiple choice exam after reading and discussion of EVERY chapter.
 Students will complete each of these essays at the appropriate time:

Change-Over-Time Essay

A. Assess the degree of change that occurred in Africa after the first wave of European contact. (**Themes 1 and 3**)

B. Assess the importance of similarities and differences between the responses of East Asian and Middle Eastern societies to contact with outsiders. (**Theme 2**)

C. DBQ: Slavery compared – Determine how the two slavery systems – one in the Americas and the other in the Muslim states – were similar and different. What reasons would account for the differences in the two systems? (**Theme 5**)

Primary Sources: Chart: Dates of Emancipation; Ahmed Baba, Legal treatise, 1600; Letter from Virginia Slave, 1723; Data of Cuban Slavery, 1830; Letter from Grand Vizier Mustafa Reshid Pasha, 1849; report on plantation diseases in Rio, 1847; Alfred von Kremer visit to U.S., 1863; J.F. Keane, Travel Journals, 1881; Hans Sloan, *Voyage to the Islands*, 1706.

***There will be other writing prompts which will be determined as the unit progresses. Some will be timed and some will be take-home.

Unit Name or Timeframe:

Unit V: Industrialization and Western Global Hegemony (1750 C.E.- 1914 C.E.) (7 weeks)

During these seven weeks we will study industrialization, colonialism, imperialism, the emergence of new political thought (ie. communism), the age of revolution, the rise of the European Global Order, Latin American changes and revolutions 1830-1920, the struggles of the Middle East, Africa and China, independence and imperialism in Oceania and Australia, and the rise of new non-Western industrial powers.

Key Concepts:

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

Content and/or Skills Taught:

1. Continuities, breaks, and causes for distinction between this period and the last.
2. Changing trading and economic systems.
 - a. Changes in the patterns of world trade.
 - b. Economic changes and structures in and among the major civilizations.
3. Industrial Revolution
 - a. Effects on and differential timing in different societies.
 - b. Science, technology, industry, resources and the environment.

Quantitative Data - Primary Source Activity: Students will analyze tables showing increased urbanization in various parts of the world to consider connections between urbanization and industrialization.

4. Demography and the environment. **Graph: World Population 3000 BCE-1500 CE**
 - a. Migration between societies, end of the slave trade, new birthrate patterns, and changes in the food supply.
5. Changes in gender and social structure.
 - a. Effect of industrialization on women's roles.
 - b. Commercialism
 - c. Emancipation of serfs and slaves.
6. Revolutions and the ideals of change
 - a. Latin America
 - b. United States
 - c. France
 - d. Haiti
 - e. Mexico
 - f. China
- 6a. The rise of nationalism and nation-states.
- 6b. Nations versus Empires
- 6c. Democracy, reform, women's roles, and racism.
7. The West as hegemon.
 - a. The economic, political, social, cultural, and artistic aspects of colonialism.
 - b. The economic, political, social, cultural, and artistic aspects of imperialism.
 - c. Cultural and political reactions to colonialism and imperialism.
 - d. Western domination, exploration, and colonization in Oceania and Australia.

Analyzing Point of View, Historical Context, and Intended Audience - Primary Source Activity:

Students will analyze five political cartoons about European imperial expansion in Asia and Africa to identify how nationalism and the Industrial Revolution served as motivating factors in empire building in the time period.

8. Understanding interpretations
 - a. Modernization Theory
 - b. Labor: serfs, slaves, farmers, and factories. **Excerpts: the *Communist Manifesto***
 - c. Analysis of women's roles in industrialized societies versus the colonies.

Major Assignments and/or Assessments:

Students will be assigned websites to review.

Students will read chapters 23-27 in Stearns and the support material in their AP Student Review manuals.

Students will take a multiple choice exam after reading and discussion of EVERY chapter.

Students will complete each of these essays at the appropriate time:

Change-Over-Time Essay

- A. Assess important changes and continuities in Russian politics and society in the period 1750-1914.

B. Compare and contrast the development of modernizing and nationalist movements in the Ottoman Empire and China. **(Theme 3)**

C. DBQ: Decolonization **(Theme 3)**

Primary Sources: Aung San, Burma Challenge, 1940; Dmytro Pavlychko, Interview, 1990; Nasser, Speech, 1956; Fakhri al-Barudi, Speech, 1941; Amilcar Cabral, Lecture, 1970; Reverend Sithole, *African Nationalism*, 1958.

***There will be other writing prompts which will be determined as the unit progresses. Some will be timed and some will be take-home.

Unit Name or Timeframe:

Unit VI: The Twentieth Century and Beyond (1914 C.E. - 2012 C.E.)
(7 weeks)

During these seven weeks we will study World War I, the 1920's, the Great Depression, the rise of authoritarianism, World War II, the Cold War, Latin America, Africa, the Middle East, South Asia, and East Asia. Special attention will be paid to the changes in and struggle of postcolonial societies and the rise if new centers of economic power. We will conclude with globalization and a retrospective of the last two decades.

Key Concepts:

- 6.1 Science and the Environment
- 6.2 Global Conflicts and Their Consequences
- 6.3 New Conceptualizations of Global Economy, Society, and Culture

Content and/or Skills Taught:

1. What caused this to be a new period?
2. The World Wars
 - a. The emergence of global conflict – Europe, Africa, East Asia, Oceania, and Australia
 - b. The Holocaust **Guest Speaker: Anita Schorr – Survivor of the Auschwitz**
 - c. The Cold War
 - d. Nuclear Weapons **Charts and Graphs: Nuclear Arms in the 20th Century**
 - e. The League of Nations and the United Nations **Document: The Fourteen Points**
 - f. The decline of European global dominance.
 - g. The remaking of the world through new global internatioanl organizations (ie. the European Union).
3. Postwar Nationalism
 - a. Decolonization **Class Debate: Why was independence achieved peacefully in Australi and New Zealand vs. Algeria and the Middle East?**
 - b. Racism
 - c. Genocide
 - d. The breakup of the Soviet Union
4. Major economic developments.
 - a. The Great Depression

- b. The rise of liberal democracies and the welfare state.
 - c. Technologies inexorable spread.
 - d. The rise of the East Asian giants.
 - e. Corporate Multinationalism.
5. Social reform and revolution.
- a. Changing gender roles.
 - b. Family structures.
 - c. Feminism
 - d. Peasant protest and indigenous uprising.
 - e. Marxism
6. The globalization of culture and commerce.
- a. The global versus regional cultures.
 - b. Elite versus popular culture.
 - c. Religions responses.
7. Environmental changes.
- a. Environmentalism and the Green Movement.
 - b. Urbanization and the growth of suburbs.
 - c. Deforestation.
 - d. Pollution, global warming, and nuclear waste.
8. New ways to understand the present.
- a. Will increase cultural contacts and globalization create a monoculture?
 - b. How have the meanings of terms such as the nation, the world, the West, and the Third World changed of the course of history? What do they mean in 2007?

Major Assignments and/or Assessments:

Students will be assigned websites to review.

Students will read chapters 28-36 in Stearns and the support material in their AP Student Review manuals.

Students will take a multiple choice exam after reading and discussion of EVERY chapter.

Students will complete each of these essays at the appropriate time:

Change-Over-Time Essay

A. Describe the changes in two sub-Saharan African societies and governments during the period from decolonization to the present. **(Theme 3)**

B. Compare and contrast the political, economic, and social causes and effects of two of the following revolutions: **(Theme 4)**

Russian
Cuban
Mexican
Chinese
Iranian

C. DBQ: Women in World History - How has the status of women changed over the course of history? What reasons would account for these changes? (**Theme 5**)

Primary Sources: Graph – Women Heads of State 1450-1850, 1815-2000; Ban Zhao, *Lessons for Women*, 110 CE; Thema Khumalo, Interview, 1980; Sor Juana Ines de la Cruz, Letter, 1690; Hebrew *Book of Proverbs* 31:10-31, 6th century BCE; Al-Mawardi, Discourse, 11th century CE; Ida Husted Harper, article, 1901; City of Magdeburg code of city laws, 1261 CE; M.N. Srinivas, Observations, 1940's.

***There will be other writing prompts which will be determined as the unit progresses. Some will be timed and some will be take-home.

Course Text

Title: World Civilizations: The Global Experience

Publisher: Pearson Longman

Published Date: 2007

Author: Peter N. Stearns

Second Author: Michael Adas

Description:

A college level text recommended by AP for the World History course.

Primary Sources:

Students will analyze quantitative sources through study and interpretation of graphs, charts and tables:

- Stearns, 2007. *World Civilizations: The Global Experience*. Pearson.
- from Document Based Questions released by the College Board

Students will read and analyze selected primary sources (documents, images, and maps) in:

- Caldwell. 2011. *Sources of Western Society*. Bedford/St. Martin's.
- Janson. 2001. *History of Art*. 6th Edition.
- Nystrom. 2005. *Primary Source Reader for World History, Vol.1 and 2*. Thompson Wadsworth.

Historical Interpretations and Supplementary Texts:

Martin, Thomas. 1996. *Ancient Greece*. Yale University Press.

Diamond, Jared. 1997. *Guns, Germs and Steel*. W.W. Norton.

Huntington, Samuel. 1996. *The Clash of Civilizations*. Simon and Schuster.

Carr, E.H. 1961. *What is History?* Palgrave.

McNeill, J.R. and McNeill, W.H. 2003. *The Human Web*. Norton&Co.

Pomerantz, K. 2000. *The Great Divergence*. Princeton

Other Course Materials

Material Type:Newspaper

Description:

Local newspapers, New York Times, Washington Post, Newsweek, and Time.

These are use to demonstrate current relevance of World History topics and to stress that a true understanding of the modern world is found in a thorough study and keen understanding of the world's past.

Websites

URL:<http://www.ancientegypt.co.uk/menu.html>

Description:

A virtual tour of Egyptian cities.

URL:<http://www.san.beck.org/ec13-chou.html>

Description:

A guide to Chinese ethical systems.

URL:<http://www.his.com/~merkin/daobrief.html>

Description:

Decription of Daoism.

URL:<http://www.web.utk.edu/~jftzgrld/mbh1home.html>

Description:

The importance and reach of Mahabharata.

URL:<http://library.thinkquest.org/11402/womeninrome.ht>

Description:

The lives of Roman Women

URL:http://islamicity.com/mosque/intro_islam.htm

Description:

Islam.

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URL:<http://www.usc.edu/dept/msa/quran>

Description:

Readings from the Quran.

URL:<http://www-gap.dcs.st-and.ac.uk/~history/mathemeti>

Description:

Islamic math and science.

URL:<http://www.mrdowling.com/609-mansamusa.html>

Description:

The life if Mansa Musa.

URL:http://www.patriarchate.org/ecumenical_patriarchat

Description:

Byzantine architecture.

URL:<http://www2.sunysuffolk.edu/westn/essaymedieval.ht>

Description:

The lifes of medieval women.

URL:http://www.archaeolink.com/central_american_archae

Description:

Recent scholarship on Mesoamerican cultures.

URL:<http://depts.washington.edu/chinaciv/callig/7calsi>

Description:

Art of six Chinese dynasties.
URL:<http://www.wsu.edu:8080/~dee/feujapan/contents.htm>

Description:
The history of Japan during medieval times.
URL:http://www.kiku.com/electric_samurai/virtual_mongo

Description:
The Mongol Empire.
URL:<http://history.evansville.net/renaissa.html>

Description:
The art of the Middle Ages.
URL:<http://www.hist.umn.edu/~rmccaa/vircatas/vir6.htm>

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Description:
The demographic catastrophe in Mexico as a result of conquest.
URL:<http://www.fordham.edu/halsall/sbook1y.html>

Description:
The Protestant and Catholic Reformations.
URL:<http://www.departments.bucknell.edu/russian/index>.

Description:
An overview of Russian history.
URL:<http://www.dickshovel.com/500.html>

Description:
Indigenous resistance such Tupac Amaru in Latin America.
URL:<http://www.pbs.org/wgbh/aia/part1/1p269.html>

Description:
The Royal African Company and the slave trade.
URL:<http://www.bampfa.berkeley.edu/exhibits/indian/u030>

Description:
The art of the Ottomans and Mughals.
URL:<http://www.us-japan.org/edomatsu>

Description:
The cultural life of Tokugawa Edo.
URL:<http://history.hanover.edu/texts/abolfeud.htm>

Description:
The abolition of the feudal system after the French Revolution
URL:<http://www.scholars.nus.edu.sg/victorian/philosoph>

Description:
Karl Mark, communism, and capitalism.
URL:<http://www.britishempire.co.uk>

Description:
The nature and scope of British imperialism.
URL:<http://www.yale.edu/lawweb/avalon/monroe.htm>

Description:
The Monroe Doctrine and U.S. relations with Latin America.
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URL:<http://www.bergen.org/aast/projects/chinahistory/m>

Description:
Chinese history since the last Mongol conquests.
URL:<http://www.alexanderpalace.org/palace/>

Description:
The lives of the Czars.

URL:<http://www.bbc.co.uk/history/war/wwone/index.shtml>

Description:

An overview of World War One.

URL:<http://www.postcolonial.org/>

Description:

The decline of colonialism following World War One.

URL:<http://www.bbc.co.uk/education/modern/russia/russi>

Description:

A study of the origins of the Russian Revolution.

URL:<http://www.sos.state.mi.us/history/museum/techstuf>

Description:

The causes of the Great Depression.

URL:<http://www.historywiz.com/worldwartwo.htm>

Description:

An online story of World War II.

URL:<http://womenshistory.about.com/library/qu/blqufrie>

Description:

The feminist movement in American history.

URL:<http://www.pbs.org/newshour/forum/november97/che.h>

Description:

Che Guevara and revolution in Latin America.

URL:<http://smccd.net/accounts/helton/decoloni.htm>

Description:

A timeline of decolonization in the twentieth century.

URL:<http://www.kimsoft.com/1997/sk-econ.htm>

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Description:

The rise of East Asian economies during the second half of the twentieth century.

URL:<http://globalization.about.com/library/weekly/aa08>

Description:

An analysis of both sides of the current debate around globalization.

Additional Information

Requirement: Research Paper

How Course Meets Requirement:

After the AP exam in May, the students will write a research paper (7-10) pages in length).

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instructions about the paper will be given at the time. Your paper must have a clear thesis. You will be required to synthesize the information learned in the course since August.

Requirement: Grading

How Course Meets Requirement:

You will be graded on the worksheets assigned with each chapter, chapter exams, change-over-time essays, document based questions, compare and contrast essays, notetaking, oral presentations, participation in class discussions, research paper, and the mandatory mid-term and final exams.