

Course Syllabus For Advanced Placement World History: Modern

Casa Grande Union High School 2020-2021 – Subject to change with our learning circumstances.

Introduction : AP World History: Modern is a course designed to increase your knowledge of the historical forces which have shaped man's development. It will give you a firm foundation in the skills that are essential to the study of History. We will be developing a wide variety of critical thinking skills, working from primary and secondary sources, evaluating perspective and bias and drawing defensible conclusions. At the end of the course you will take the Advanced Placement exam and potentially earn college credit for proving that you have what it takes to perform at this level. Currently the fee for the exam is \$98. This fee will be due by sometime in November. More information will be provided when it is available. District policy states that ALL students enrolled in an AP course must take the exam. The test is Monday, May 10, 2021 at 8am.

Class Reading Calendar:

<https://calendar.google.com/calendar/embed?src=av9h0if7l4f6b1pja4kj2o9jvc%40group.calendar.google.com&ctz=America%2FPhoenix> The reading calendar is posted here to **keep parents and students informed** about the **minimum amount of reading** that should be happening **at home**. Check this site often. Parents, please take the time to **email me at cmallek@cguhsd.org, or call 520-836-8500 ext. 3602(when in person) email is best while virtual** if you have any questions. Communication is very important!

Computers/Blackboard : **YOU ARE REQUIRED TO BRING YOUR MACHINES EVERY DAY** when we are in person. Blackboard is our electronic classroom and students will be accessing this regularly and are held responsible for work assigned and submitted there. We will also use a number of online learning modalities and applications some of which will be mentioned later in this syllabus. **Ignorance of blackboard will NOT be an acceptable excuse for missed information or assignments.** Please reach out to Mr. Mallek if you encounter any technical issues or do not understand how to access or utilize any of our resources.

Supplies and Materials : Required: 2 Composition notebooks per semester (100 pages or >each), Pens (Black or Blue ink) **Optional:** 3"x 5" note cards (at least 100), Highlighters, Post-it notes, Colored pencils, a ruler, Collegiate Dictionary, 10 pack of Crayola markers (NO PERMENANT MARKERS)

Texts: Our online text: AMSCO World History: Modern [1200 – Present], AP Edition, Perfection Learning, 2020- Online- Hardcopies available in class when we are in person; **Available after we return to in-person learning:** *Ways of the World: A Global History With Sources*, 4/e, Advanced Placement Edition, Robert Strayer, et al, Bedford, Freeman & Worth, 2019 –approximate replacement cost \$170.

Supplemental Sources: (abridged selection)

The Earth and Its People, A Global History, 3/e, Advanced Placement Edition, Richard W. Bulliet, et al, Houghton Mifflin Company, 2005

World History: Preparing for the AP Examination (Amsco, 2017 & 2019 edition)

Cracking the AP World History Exam (Princeton Review, 2019 edition)

Document Based Assessment Activities for Global History Classes by Thomas Noonan (J. Weston Walch, 1999)

The Human Record: Sources of Global History, Vol 1 & 2 (Andrea & Overfield, 2005)

Encounters in World History: Sources & Themes from the Global Past, Vol 1 &2, (Sanders, Nelson, Morillo & Ellenberger, 2006)

Time Period Coverage: The course frames the period from approximately 1200C.E. to the present. See below:

	% of the AP Exam
Unit 0- Pre 1200	
Unit I- The Global Tapestry	c. 1200C.E.--- to c.1450C.E.....8-10%
Unit II- Networks of Exchange	c. 1200C.E.--- to c.1450C.E.....8-10%
Unit III- Land Based Empires	c. 1450C.E. - c. 1750 C.E.....12-15%
Unit IV- Transoceanic Interconnections	c. 1450 C.E. - c. 1750 C.E.....12-15%
Unit V- Revolutions	c. 1750 C.E. - c. 1900 C.E.....12-15%
Unit VI- Consequences of Industrialization	c. 1750C.E. - c. 1900 C.E.....12-15%
Unit VII- Global Conflict	c. 1900 C.E. – the present.....8-10%
Unit VIII- Cold War and Decolonization	c. 1900 C.E. – the present.....8-10%
Unit IX- Globalization	c. 1900 C.E. - the Present8-10%

AP WORLD HISTORY THEMES:

- 1. Interaction between humans and the environment (ENV) – The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.**
 - Demography and disease
 - Migration
 - Patterns of settlement
- 2. Cultural Developments and interactions. (CDI) – The development of ideas, beliefs and religions illustrates how groups in society view themselves and the interactions of societies and their beliefs often have political, social and cultural implications.**
 - Religions
 - Belief systems, philosophies, and ideologies
- 3. Governance (GOV) – A variety of internal and external factors contribute to state formation, expansion and decline. Governments maintain order through a variety of administrative institutions, policies and procedures. Governments obtain, retain and exercise power in different ways and for different purposes.**
 - Political Structures and forms of government
 - Empires
 - Nations and Nationalism
 - Revolts and revolutions
 - Regional, trans-regional, and global structures and organizations
- 4. Economic systems (ECN) - As societies develop, they affect and are affected by the way that they produce, exchange, and consume goods and services.**
 - Agricultural and pastoral production
 - Trade, currency and commerce
 - Labor Systems
 - Industrialization
 - Capitalism and socialism
- 5. Social Interactions and Organization (SIO) - The process by which societies group their members and the norms that govern interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.**
 - Gender roles and relations
 - Family and kinship
 - Racial and ethnic constructions
 - Social and economic classes
- 6. Technology and Innovation (TEC) - Human adaptation and innovation have resulted in increased efficiency, comfort, and security.**
 - Agricultural and pastoral production
 - Trade, currency and commerce
 - Labor Systems
 - Industrialization/Mechanization

AP Historical Thinking Skills

The AP historical thinking skills describe what students should be able to do while exploring course concepts. The following presents these skills, which students should develop during the AP World History course.

Skill 1: Developments and Processes

Identify and explain historical developments and processes.

- 1A. Identify a historical concept, development, or process.
- 1B. Explain a historical concept, development, or process.

Skill 2: Sourcing and Situation

Analyze sourcing and situation of primary and secondary sources.

- 2A. Identify a source's point of view, purpose, historical situation, and/or audience.
- 2B. Explain the point of view, purpose, historical situation, and/or audience of a source.

2C. Explain the significance of a source's point of view, purpose, historical situation, and/ or audience, including how these might limit the use(s) of a source.

Skill 3: Claims and Evidence in Sources

Analyze arguments in primary and secondary sources.

- 3A. Identify and describe a claim and/or argument in a text-based or non-text-based source.
- 3B. Identify the evidence used in a source to support an argument.
- 3C. Compare the arguments or main ideas of two sources.
- 3D. Explain how claims or evidence support, modify, or refute a source's argument.

Skill 4: Contextualization

Analyze the context of historical events, developments, or processes.

- 4A. Identify and describe a historical context for a specific historical development or process.
- 4B. Explain how a specific historical development or process is situated within a broader historical context.

Skill 5: Making Connections

Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

- 5A. Identify patterns among or connections between historical developments and processes.
- 5B. Explain how a historical development or process relates to another historical development or process.

Skill 6: Argumentation

Develop an argument.

- 6A. Make a historically defensible claim.
- 6B. Support an argument using specific and relevant evidence.
 - Describe specific examples of historically relevant evidence.
 - Explain how specific examples of historically relevant evidence support an argument.
- 6C. Use historical reasoning to explain relationships among pieces of historical evidence.
- 6D. Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.

AP History Reasoning Processes:

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.

Reasoning Process 1 - Comparison

- 1i: Describe similarities and/or differences between different historical developments or processes.
- 1ii: Explain relevant similarities and/ or differences between specific historical developments and processes.
- 1iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.

Reasoning Process 2 - Causation

- 2i: Describe causes and/or effects of a specific historical development or process.
- 2ii: Explain the relationship between causes and effects of a specific historical development or process.
- 2iii: Explain the difference between primary and secondary causes and between short- and long-term effects.
- 2v: Explain the relative historical significance of different causes and/ or effects.

Reasoning Process 3 - Continuity and Change

3i: Describe patterns of continuity and/or change over time.

3ii: Explain patterns of continuity and/or change over time.

3iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.



Learning Objectives provided by the College Board: We will use this as we go through the year. You **do not need to read this all at the start of the year.** Feel free to **skip down to page 17 and continue.**

Unit 1: The Global Tapestry

c. 1200 to c. 1450
8-10% AP Exam Weighting

Topic 1.1 - Developments in East Asia

- *Explain the systems of government employed by Chinese dynasties and how they developed over time.*
 - **GOV:** Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty of China, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.
- *Explain the effects of Chinese cultural traditions on East Asia over time.*
 - **CDI:** Chinese cultural traditions continued, and they influenced neighboring regions.
 - **CDI:** Buddhism and its core beliefs continued to shape societies in Asia and included a variety of branches, schools, and practices.
- *Explain the effects of innovation on the Chinese economy over time.*
 - **ECN:** The economy of Song China became increasingly commercialized while continuing to depend on free peasant and artisanal labor.
 - **ECN:** The economy of Song China flourished as a result of increased productive capacity, expanding trade networks, and innovations in agriculture and manufacturing.

Topic 1.2 Developments in Dar al-Islam

- *Explain the systems of belief and their practices affected society in the period from c. 1200 to c. 1450.*
 - **CDI:** Islam, Judaism, Christianity, and the core beliefs and practices of these religious continued to shape societies in Africa and Asia
- *Explain the causes and effects of the rise of Islamic states over time.*
 - **GOV:** As the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity
 - **GOV:** Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis.
- *Explain the effects of intellectual innovation in Dar al-Islam*
 - **TEC:** Muslim states and empires encouraged significant intellectual innovations and transfers

Topic 1.3 Developments in South and Southeast Asia

- *Explain how the various belief systems and practice of South and Southeast Asia affected society over time.*
 - **CDI:** Hinduism, Islam, and Buddhism, and their core beliefs and practices, continued to shape societies in South and Southeast Asia.
- *Explain how and why various states of South and Southeast Asia developed and maintained power over time.*
 - **GOV:** State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.

Topic 1.4 State Building in the Americas

- *Explain how and why states in the Americas developed and changed over time.*
 - **GOV:** In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.

Topic 1.5 State Building in Africa

- *Explain how and why states in Africa developed and changed over time.*
 - **GOV:** In Africa; as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity and expanded in scope and reach.

Topic 1.6 Developments in Europe

- *Explain how the beliefs and practices of the predominant religions in Europe affected European society.*
 - **CDI:** Christianity, Judaism, Islam, and the core beliefs and practices of these religions continued to shape societies in Europe.
- *Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.*
 - **GOV:** Europe was politically fragmented and characterized by decentralized monarchies, feudalism, and the manorial system.
- *Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.*
 - **SIO:** Europe was largely an agricultural society dependent on free and coerced labor, including serfdom.

Topic 1.7 Comparison in the Period - REVIEW

- *Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.*
 - State formation and development demonstrated continuity, innovation, and diversity in various regions.
 - At the Abbasid Caliphate fragmented, new Islamic political entities emerged, most of which were dominated by Turkic peoples. These states demonstrated continuity, innovation, and diversity.
 - Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century. This included the Song Dynasty, which utilized traditional methods of Confucianism and an imperial bureaucracy to maintain and justify its rule.
 - State formation and development demonstrated continuity, innovation, and diversity, including the new Hindu and Buddhist states that emerged in South and Southeast Asia.
 - In the Americas, as in Afro-Eurasia, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.
 - In Africa, as in Eurasia and the Americas, state systems demonstrated continuity, innovation, and diversity, and expanded in scope and reach.

Unit 2: Networks of Exchange

c. 1200 to c. 1450

8-10% AP Exam Weighting

Topic 2.1 The Silk Roads

- *Explain the causes and effects of growth of networks of exchange after 1200.*
 - **ECN:** Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities.
 - **ECN:** The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.
 - **ECN:** Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.

Topic 2.2 The Mongol Empire and the Making of the Modern World

- *Explain the process of state building and decline in Eurasia over time.*
 - **GOV:** Empires collapsed in different regions of the world and in some areas were replaced by new imperial states, including the Mongol khanates.
- *Explain how the expansion of empires influenced trade and communication over time.*
 - **ECN:** The expansion of empires—including the Mongols—facilitated Afro-Eurasian trade and communication as new people were drawn into their conquerors' economies and trade networks.
- *Explain the significance of the Mongol Empire in larger patterns of continuity and change.*
 - **CDI:** Interregional contacts and conflicts between states and empires, including the Mongols, encouraged significant technological and cultural transfers.

Topic 2.3 Exchange in the Indian Ocean

- *Explain the causes of the growth of networks of exchange after 1200.*
 - **ECN:** Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the Indian Ocean, promoting the growth of powerful new trading cities.

- **ECN:** The growth of interregional trade in luxury goods was encouraged by significant innovations in previously existing transportation and commercial technologies, including the use of the compass, the astrolabe, and larger ship designs.
- **ECN:** The Indian Ocean trading network fostered the growth of states.
- **Explain the effects of the growth of networks of exchange after 1200.**
 - **CDI:** In key places along important trade routes, merchants set up diasporic communities where they introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures.
 - **CDI:** Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers, including during Chinese maritime activity led by Ming Admiral Zheng He.
- **Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.**
 - **ENV:** The expansion and intensification of long distance trade routes often depended on environmental knowledge, including advanced knowledge of the monsoon winds.

Topic 2.4 Trans-Saharan Trade Routes

- **Explain the causes and effects of the growth of trans-Saharan trade.**
 - **TEC:** The growth of interregional trade was encouraged by innovations in existing transportation technologies.
 - **TEC:** Improved transportation technologies and commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes, including the trans-Saharan trade network.
- **Explain how the expansion of empires influenced trade and communication over time.**
 - **GOV:** The expansion of empires—including Mali in West Africa—facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.

Topic 2.5 Cultural Consequences of Connectivity

- **Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.**
 - **CDI:** Increased cross-cultural interactions resulted in the diffusion of literary, artistic, and cultural traditions, as well as scientific and technological innovations.
 - **CDI:** The fate of cities varied greatly, with periods of significant decline and periods of increased urbanization, buoyed by rising productivity and expanding trade networks.
 - **CDI:** As exchange networks intensified, an increasing number of travelers within Afro-Eurasia wrote about their travels.

Topic 2.6 Environmental Consequences of Connectivity

- **Explain the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.**
 - **ENV:** There was continued diffusion of crops and pathogens, with epidemic diseases, including the bubonic plague, along trade routes.

Topic 2.7 Comparison of Economic Exchange - REVIEW

- **Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.**
 - A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.
 - Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes—including the Silk Roads—promoting the growth of powerful new trading cities.
 - The growth of interregional trade in luxury goods was encouraged by innovations in previously existing transportation and commercial technologies, including the caravanserai, forms of credit, and the development of money economies.
 - Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.
 - Demand for luxury goods increased in Afro-Eurasia. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; manufacture of iron and steel expanded in China.

Unit 3: Land-Based Empires

c. 1450 to c. 1750

12-15% AP Exam Weighting

Topic 3.1 Empires Expand

- **Explain how and why various land-based empires developed and expanded from 1450-1750.**
 - **GOV:** Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.

- **GOV:** Land empires included the Manchu in Central and East Asia; the Mughal in South and Central Asia; the Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.
- **GOV:** Political and religious disputes led to rivalries and conflict between states.

Topic 3.2 Empires: Administration

- *Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.*
 - **GOV:** 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.
 - **GOV:** Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.
 - **GOV:** Rulers used tribute collection, tax farming, and innovative tax-collection systems to generate revenue in order to forward state power and expansion.

Topic 3.3 Empires: Belief Systems

- *Explain continuity and change within the various belief systems during the period from 1450 to 1750.*
 - **CDI:** The Protestant Reformation marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity.
 - **CDI:** Political rivalries between the Ottoman and Safavid empires intensified the split within Islam between Sunni and Shi'a.
 - **CDI:** Sikhism developed in South Asia in a context of interactions between Hinduism and Islam.

Topic 3.4 Comparison in Land-Based Empires - REVIEW

- *Compare the methods by which various empires increased their influence.*
 - The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.
 - In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.
 - Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.
 - Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.
 - Land empires included the Manchu in Central and East Asia; Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.
 - Political and religious disputes led to rivalries and conflict between states.

Unit 4: Transoceanic Interconnections

c. 1450 to c. 1750

12-15% AP Exam Weighting

Topic 4.1 Technological Innovations from 1450 to 1750

- *Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.*
 - **TEC:** Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.
 - **TEC:** The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.

Topic 4.2 Exploration: Causes and Events from 1450 to 1750

- *Describe the role of states in the expansion of maritime exploration from 1450 to 1750.*
 - **GOV:** New state-supported transoceanic maritime exploration occurred in this period
- *Explain the economic causes and effects of maritime exploration by the various European states.*
 - **ECN:** Portuguese development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire.
 - **ECN:** Spanish sponsorship of the voyages of Columbus and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.
 - **ECN:** Northern Atlantic crossings were undertaken under English, French, and Dutch sponsorship, often with the goal of finding alternative sailing routes to Asia.

Topic 4.3 Columbian Exchange

- *Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.*

- **ECN:** The new connections between the Eastern and Western Hemispheres resulted in the exchange of new plants, animals, and diseases, known as the Columbian Exchange.
- **ECN:** European colonization of the Americas led to the unintentional transfer of disease vectors, including mosquitoes and rats, and the spread of diseases that were endemic in the Eastern Hemisphere, including smallpox, measles, and malaria. Some of these diseases substantially reduced the indigenous populations, with catastrophic effects in many areas.
- **ECN:** American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East.
- **ECN:** Afro-Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African slaves.
- **ECN:** Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.

Topic 4.4 Maritime Empires Established

- ***Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.***
 - **GOV:** Europeans established new trading posts in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks. Some Asian states sought to limit the disruptive economic and cultural effects of European-dominated long-distance trade by adopting restrictive or isolationist trade policies.
 - **GOV:** Driven largely by political, religious, and economic rivalries, European states established new maritime empires, including the Portuguese, Spanish, Dutch, French, and British.
 - **GOV:** The expansion of maritime trading networks fostered the growth of states in Africa, including the Asante and the Kingdom of the Kongo, whose participation in trading networks led to an increase in their influence.
- ***Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.***
 - **ECN:** Despite some disruption and restructuring due to the arrival of Portuguese, Spanish, and Dutch merchants, existing trade networks in the Indian Ocean continued to flourish and included intra-Asian trade and Asian merchants.
 - **ECN:** Newly developed colonial economies in the Americas largely depended on agriculture, utilized existing labor systems, including the Incan mit'a, and introduced new labor systems including chattel slavery, indentured servitude, and encomienda and hacienda systems.
- ***Explain changes and continuities in systems of slavery in the period from 1450 to 1750.***
 - **SIO:** Slavery in Africa continued in its traditional forms, including incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean regions.
 - **SIO:** The growth of the plantation economy increased the demand for slaves in the Americas, leading to significant demographic, social, and cultural changes.

Topic 4.5 Maritime Empires Maintained and Developed

- ***Explain how elites employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.***
 - **GOV:** Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories. Joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade.
 - **GOV:** Economic disputes led to rivalries and conflict between states.
- ***Explain the continuities and changes in networks of exchange from 1450 to 1750.***
 - **ECN:** The Atlantic trading system involved the movement of goods, wealth, and labor, including slaves.
 - **ECN:** The new global circulation of goods was facilitated by chartered European monopoly companies and the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic and regional shipping services developed by European merchants.
 - **ECN:** A Peasant and artisan labor continued and intensified in many regions as the demand for food and consumer goods increased.
- ***Explain how political, economic, and cultural factors affected society from 1450 to 1750.***
 - **SIO:** Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.
 - **SIO:** The Atlantic trading system involved the movement of labor—including slaves—and the mixing of African, American, and European cultures and peoples, with all parties contributing to this cultural synthesis.
- ***Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.***
 - **CDI:** In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.

Topic 4.6 Internal and External Challenges to State Power from 1450 to 1750.

- ***Explain the effects of the development of state power from 1450 to 1750.***

- **GOV:** State expansion and centralization led to resistance from an array of social, political, and economic groups on a local level.
- **GOV:** Slave resistance challenged existing authorities in the Americas.

Topic 4.7 Changing Social Hierarchies from 1450 to 1750

- ***Explain how social categories, roles, and practices have been maintained or have changed over time.***
 - **SIO:** Many states, such as the Mughal and Ottoman empires, adopted practices to accommodate the ethnic and religious diversity of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups. In other cases, states suppressed diversity or limited certain groups' roles in society, politics, or the economy.
 - **SIO:** A Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites, including in China with the transition to the Qing Dynasty and in the Americas with the rise of the Casta system.
 - **SIO:** The power of existing political and economic elites fluctuated as the elites confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.

Topic 4.8 Continuity and Change from 1450 to 1750 - REVIEW

- ***Explain how economic developments from 1450 to 1750 affected social structures over time.***
 - The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.
 - Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.
 - The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.
 - Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.
 - The demand for labor intensified as a result of the growing global demand for raw materials and finished products. Traditional peasant agriculture increased and changed in nature, plantations expanded, and the Atlantic slave trade developed and intensified.
 - Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.
 - Economic disputes led to rivalries and conflict between states.

Unit 5: Revolutions

c. 1750 to c. 1900

12-15% AP Exam Weighting

Topic 5.1 The Enlightenment

- ***Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.***
 - **CDI:** Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.
 - **CDI:** The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.
 - **CDI:** Nationalism also became a major force shaping the historical development of states and empires.
- ***Explain how the Enlightenment affected societies over time.***
 - **SIO:** Enlightenment ideas and religious ideals influenced various reform movements. These reform movements contributed to the expansion of rights, as seen in expanded suffrage, the abolition of slavery, and the end of serfdom.
 - **SIO:** Demands for women's suffrage and an emergent feminism challenged political and gender hierarchies.

Topic 5.2 Nationalism and Revolutions in the Period from 1750 to 1900

- ***Explain causes and effects of the various revolutions in the period 1750 to 1900.***
 - **GOV:** People around the world developed a new sense of commonality based on language, religion, social customs, and territory. This was sometimes harnessed by governments to foster a sense of unity.
 - **GOV:** The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.
 - **GOV:** Discontent with monarchist and imperial rule encouraged the development of systems of government and various ideologies, including democracy and 19th-century liberalism.
 - **GOV:** Colonial subjects in the Americas led a series of rebellions inspired by democratic ideals. The American Revolution, and its successful establishment of a republic, the United States of America, was a model and

inspiration for a number of the revolutions that followed. The American Revolution, the Haitian Revolution, and the Latin American independence movements facilitated the emergence of independent states in the Americas.

- **GOV:** The ideas of Enlightenment philosophers, as reflected in revolutionary documents— including the American Declaration of Independence during the American Revolution, the French “Declaration of the Rights of Man and of the Citizen” during the French Revolution, and Bolívar’s “Letter from Jamaica” on the eve of the Latin American revolutions— influenced resistance to existing political authority, often in pursuit of independence and democratic ideals.
- **GOV:** Newly imagined national communities often linked this new national identity with borders of the state, and in some cases, nationalists challenged boundaries or sought unification of fragmented regions.

Topic 5.3 Industrial Revolution Begins

- *Explain how environmental factors contributed to industrialization from 1750 to 1900.*
 - **ENV:** A variety of factors contributed to the growth of industrial production and eventually resulted in the Industrial Revolution, including:
 - Proximity to waterways; access to rivers and canals
 - Geographical distribution of coal, iron, and timber
 - Urbanization
 - Improved agricultural productivity
 - Legal protection of private property
 - Access to foreign resources
 - Accumulation of capital
 - **ENV:** The development of the factory system concentrated production in a single location and led to an increasing degree of specialization of labor.

Topic 5.4 Industrialization Spreads in the Period from 1750 to 1900

- Explain how different modes and locations of production have developed and changed over time.
 - **TEC:** The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions’ share of global manufacturing during the first Industrial Revolution. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions’ share in global manufacturing declined.
 - **TEC:** As 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.

Topic 5.5 Technology of the Industrial Age

- *Explain how technology shaped economic production over time.*
 - **TEC:** The development of machines, including steam engines and the internal combustion engine, made it possible to take advantage of both existing and vast newly discovered resources of energy stored in fossil fuels, specifically coal and oil. The fossil fuels revolution greatly increased the energy available to human societies.
 - **TEC:** The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity, and precision machinery during the second half of the 19th century.
 - **TEC:** Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.

Topic 5.6 Industrialization: Government’s Role from 1750 to 1900

- *Explain the causes and effects of economic strategies of different states and empires*
 - **GOV:** As the influence of the Industrial Revolution grew, a small number of states and governments promoted their own state-sponsored visions of industrialization.
 - **GOV:** The expansion of U.S. and European influence in Asia led to internal reform in Japan that supported industrialization and led to the growing regional power of Japan in the Meiji Era.

Topic 5.7 Economic Developments and Innovations in the Industrial Age

- *Explain the development of economic systems, ideologies, and institutions and they contributed to change in the period from 1750 to 1900.*
 - **ECN:** Western European countries began abandoning mercantilism and adopting free trade policies, partly in response to the growing acceptance of Adam Smith’s theories of laissez-faire capitalism and free markets.
 - **ECN:** The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on new practices in banking and finance.
 - **ECN:** The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.

Topic 5.8 Reactions to the Industrial Economy from 1750 to 1900

- *Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.*

- **SIO:** In response to the social and economic changes brought about by industrial capitalism, some governments, organizations, and individuals promoted various types of political, social, educational, and urban reforms.
- **SIO:** In industrialized states, many workers organized themselves, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers' movements and political parties emerged in different areas, promoting alternative visions of society.
- **SIO:** Discontent with established power structures encouraged the development of various ideologies, including those espoused by Karl Marx, and the ideas of socialism and communism.
- **SIO:** In response to the expansion of industrializing states, some governments in Asia and Africa, including the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of government or established elite groups.

Topic 5.9 Society and the Industrial Age

- *Explain how industrialization caused change in existing social hierarchies and standards of living.*
 - **SIO:** New social classes, including the middle class and the industrial working class, developed.
 - **SIO:** While women and often children in working class families typically held wage-earning jobs to supplement their families' income, middle-class women who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development.
 - **SIO:** The rapid urbanization that accompanied global capitalism at times led to a variety of challenges, including pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure to accommodate urban growth.

Topic 5.10 Continuity and Change in the Industrial Age - REVIEW

- *Explain the extent to which industrialization brought change from 1750 to 1900.*
 - The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.
 - Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.
 - The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.
 - Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.
 - The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.
 - Nationalism also became a major force shaping the historical development of states and empires

Unit 6: Consequences of Industrialization

c. 1750 to c. 1900

12-15% AP Exam Weighting

Topic 6.1 Rationales for Imperialism from 1750 to 1900

- *Explain how ideologies contributed to the development of imperialism from 1750 to 1900.*
 - **CDI:** A range of cultural, religious, and racial ideologies were used to justify imperialism, including Social Darwinism, nationalism, the concept of the civilizing mission, and the desire to religiously convert indigenous populations

Topic 6.2 State Expansion from 1750 to 1900

- *Compare processes by which state power shifted in various parts of the world from 1750 to 1900.*
 - **GOV:** Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities.
 - **GOV:** European states as well as the United States and Japan acquired territories throughout Asia and the Pacific, while Spanish and Portuguese influence declined.
 - **GOV:** Many European states used both warfare and diplomacy to expand their empires in Africa.
 - **GOV:** Europeans established settler colonies in some parts of their empires.
 - **GOV:** The United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.

Topic 6.3 Indigenous Responses to State Expansion

- *Explain how and why internal and external factors have influenced the process of state building 1750 to 1900.*
 - **GOV:** Increasing questions about political authority and growing nationalism contributed to anti-colonial movements.

- **GOV:** Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.
- **GOV:** Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.

Topic 6.4 Global Economic Development from 1750 to 1900

- *Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.*
 - **ENV:** The need for raw materials for 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 commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.

Topic 6.5 Economic Imperialism from 1750 to 1900

- *Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.*
 - **ECN:** Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America.
 - **ECN:** Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.

Topic 6.6 Causes of Migration in an Interconnected World

- *Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.*
 - **ENV:** Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.
 - **ENV:** Because of the nature of new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies.
- *Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900.*
 - **ECN:** Many individuals chose freely to relocate, often in search of work.
 - **ECN:** The new global capitalist economy continued to rely on coerced and semi-coerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor.

Topic 6.7 Effects of Migration

- *Explain how and why new patterns of migration affected society from 1750 to 1900.*
 - **SIO:** Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.
 - **SIO:** Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments.
 - **SIO:** 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.

Topic 6.8 Causation in the Imperial Age - REVIEW

- *Explain the relative significance of the effects of imperialism from 1750 to 1900.*
 - The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.
 - As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.
 - The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.
 - As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly.

Unit 7: Global Conflict

c. 1900 to the present

8-10% AP Exam Weighting

Topic 7.1 Shifting Power After 1900

- *Explain how internal and external factors contributed to change in various states after 1900.*
 - **GOV:** The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.
 - **GOV:** The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.

- **GOV:** States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.

Topic 7.2 Causes of World War I

- *Explain the causes and consequences of World War I*
 - **GOV:** The causes of World War I included imperialist expansion and competition for resources. In addition, territorial and regional conflicts combined with a flawed alliance system and intense nationalism to escalate the tensions into global conflict.

Topic 7.3 Conducting World War I

- *Explain how governments used a variety of methods to conduct war.*
 - **TEC:** World War I was the first total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies) for the purpose of waging war.
 - **TEC:** New military technology led to increased levels of wartime casualties.

Topic 7.4 Economy in the Interwar Period

- *Explain how different governments responded to economic crisis after 1900.*
 - **ECN:** Following World War I and the onset of the Great Depression, governments began to take a more active role in economic life.
 - **ECN:** In the Soviet Union, the government controlled the national economy through the Five Year Plans, often implementing repressive policies, with negative repercussions for the population.

Topic 7.5 Unresolved Tensions After World War I

- *Explain the continuities and changes in territorial holdings from 1900 to the present.*
 - **GOV:** Between the two world wars, Western and Japanese imperial states predominantly maintained control over colonial holdings; in some cases, they gained additional territories through conquest or treaty settlement and in other cases faced anti-imperial resistance.

Topic 7.6 Causes of World War II

- *Explain the causes and consequences of World War II*
 - **GOV:** The causes of World War II included the unsustainable peace settlement after World War I, the global economic crisis engendered by the Great Depression, continued imperialist aspirations, and especially the rise to power of fascist and totalitarian regimes that resulted in the aggressive militarism of Nazi Germany under Adolf Hitler.

Topic 7.7 Conducting World War II

- *Explain similarities and differences in how governments used a variety of methods to conduct war.*
 - **GOV:** World War II was a total war. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including fascism and communism to mobilize all of their state's resources for war and, in the case of totalitarian states, to repress basic freedoms and dominate many aspects of daily life during the course of the conflicts and beyond.
 - **GOV:** New military technology and new tactics, including the atomic bomb, fire-bombing, and the waging of "total war" led to increased levels of wartime casualties.

Topic 7.8 Mass Atrocities After 1900

- *Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.*
 - **SIO:** The rise of extremist groups in power led to the attempted destruction of specific populations, notably the Nazi killing of the Jews in the Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence

Topic 7.9 Causation in Global Conflict - REVIEW

- *Explain the relative significance of the causes of global conflict in the period 1900 to the present.*
 - Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.
 - Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.
 - The West dominated the global political order at the beginning of the 20th century, but both land-based and maritime empires gave way to new states by the century's end.
 - The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors. These changes in Russia eventually led to communist revolution.
 - States around the world challenged the existing political and social order, including the Mexican Revolution that arose as a result of political crisis.

Unit 8: Cold War and Decolonization

c. 1900 to the present
8-10% AP Exam Weighting

Topic 8.1 Setting the Stage for the Cold War and Decolonization

- *Explain the historical context of the Cold War after 1945.*
 - **GOV:** Hopes for greater self-government were largely unfulfilled following World War I; however, in the years following World War II, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states.
 - **GOV:** Technological and economic gains experienced during World War II by the victorious nations shifted the global balance of power.

Topic 8.2 The Cold War

- *Explain the causes and effects of the ideological struggle of the Cold War.*
 - **CDI:** The global balance of economic and political power shifted during and after World War II and rapidly evolved into the Cold War. The democracy of the United States and the authoritarian communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe.
 - **CDI:** Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.

Topic 8.3 Effects of the Cold War

- *Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.*
 - **GOV:** The Cold War produced new military alliances, including NATO and the Warsaw Pact, and led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia.

Topic 8.4 Spread of Communism After 1900

- *Explain the causes and consequences of China's adoption of communism.*
 - **ECN:** As a result of internal tension and Japanese aggression, Chinese communists seized power. These changes in China eventually led to communist revolution.
 - **ECN:** In communist China, the government controlled the national economy through the Great Leap Forward, often implementing repressive policies, with negative repercussions for the population.
- *Explain the causes and effects of movements to redistribute economic resources.*
 - **SIO:** Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism or socialism.

Topic 8.5 Decolonization After 1900

- *Compare the processes by which various peoples pursued independence after 1900.*
 - **GOV:** Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.
 - **GOV:** After the end of World War II, some colonies negotiated their independence, while others achieved independence through armed struggle.
 - **GOV:** Regional, religious, and ethnic movements challenged colonial rule and inherited imperial boundaries. Some of these movements advocated for autonomy.

Topic 8.6 Newly Independent States

- *Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.*
 - **GOV:** The redrawing of political boundaries after the withdrawal of former colonial authorities led to the creation of new states.
 - **GOV:** The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements, including those related to the Partition of India and the creation of the state of Israel.
- *Explain the economic changes and continuities resulting from the process of decolonization.*
 - **ECN:** In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.
 - **ECN:** The migration of former colonial subjects to imperial metropolises (the former colonizing country), usually in the major cities, maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires.

Topic 8.7 Global Resistance to Established Power Structures After 1900

- *Explain various reactions to existing power structures in the period after 1900.*
 - **CDI:** conflict dominated much of the 20th century, many individuals and groups—including states—opposed this trend. Some individuals and groups, however, intensified the conflicts.
 - **CDI:** Groups and individuals challenged the many wars of the century, and some, such as Mohandas Gandhi, Martin Luther King Jr., and Nelson Mandela, promoted the practice of nonviolence as a way to bring about political change.
 - **CDI:** Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.
 - **CDI:** Some movements used violence against civilians in an effort to achieve political aims.

Topic 8.8 End of the Cold War

- *Explain the causes of the end of the Cold War.*
 - **GOV:** Advances in U.S. military and technological development, the Soviet Union's costly and ultimately failed invasion of Afghanistan, and public discontent and economic weakness in communist countries led to the end of the Cold War and the collapse of the Soviet Union.

Topic 8.9 Causation in the Age of the Cold War and Decolonization - REVIEW

- *Explain the extent to which the effects of the Cold War were similar to the Eastern and Western Hemispheres.*
 - Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.
 - Hopes for greater self-government were largely unfulfilled following the World War I; however, in the years following the World War II, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states.
 - The Cold War conflict extended beyond its basic ideological origins to have profound effects on economic, political, social, and cultural aspects of global events.
 - The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.
 - States responded in a variety of ways to the economic challenges of the 20th century.

Unit 9: Globalization

c. 1900 to the present

8-10% AP Exam Weighting

Topic 9.1 Advances in Technology and Exchange After 1900

- *Explain how the development of new technologies changed the world from 1900 to present.*
 - **TEC:** New modes of communication—including radio communication, cellular communication, and the internet—as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.
 - **TEC:** Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.
 - **TEC:** More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world.
 - **TEC:** The Green Revolution and commercial agriculture increased productivity and sustained the earth's growing population as it spread chemically and genetically modified forms of agriculture.
 - **TEC:** Medical innovations, including vaccines and antibiotics, increased the ability of humans to survive and live longer lives.

Topic 9.2 Technological Advances and Limitations After 1900: Disease

- *Explain how environmental factors affected human populations over time.*
 - **ENV:** Diseases, as well as medical and scientific developments, had significant effects on populations around the world.
 - **ENV:** Diseases associated with poverty persisted while other diseases emerged as new epidemics and threats to human populations, in some cases leading to social disruption. These outbreaks spurred technological and medical advances. Some diseases occurred at higher incidence merely because of increased longevity

Topic 9.3 Technological Advances: Debates About the Environment After 1900

- *Explain the causes and effects of environmental changes in the period from 1900 to present.*
 - **ENV:** As human activity contributed to deforestation, desertification, a decline in air quality, and increased consumption of the world's supply of fresh water, humans competed over these and other resources more intensely than ever before.
 - **ENV:** The release of greenhouse gases and pollutants into the atmosphere contributed to debates about the nature and causes of climate change.

Topic 9.4 Economics in the Global Age

- *Explain the continuities and changes in the global economy from 1900 to present.*
 - **ECN:** In a trend accelerated by the end of the Cold War, many governments encouraged free market economic policies and promoted economic liberalization in the late 20th century.
 - **ECN:** In the late 20th century, revolutions in information and communications technology led to the growth of knowledge economies in some regions, while industrial production and manufacturing were increasingly situated in Asia and Latin America.
 - **ECN:** Changing economic institutions, multinational corporations, and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.

Topic 9.5 Calls for Reform and Responses After 1900

- *Explain how social categories, roles, and practices have been maintained and challenged over time.*
 - **SIO:** Rights-based discourses challenged old assumptions about race, class, gender, and religion.
 - **SIO:** In much of the world, access to education as well as participation in new political and professional roles became more inclusive in terms of race, class, gender, and religion.
 - **SIO:** Movements throughout the world protested the inequality of the environmental and economic consequences of global integration

Topic 9.6 Globalized Culture After 1900

- *Explain how and why globalization changed culture over time.*
 - **CDI:** Political and social changes of the 20th century led to changes in the arts and in the second half of the century, popular and consumer culture became more global.
 - **CDI:** Arts, entertainment, and popular culture increasingly reflected the influence of a globalized society.
 - **CDI:** Consumer culture became globalized and transcended national borders.

Topic 9.7 Resistance to Globalization After 1900

- *Explain the various responses to increasing globalization from 1900 to present.*
 - **CDI:** Responses to rising cultural and economic globalization took a variety of forms.

Topic 9.8 Institutions Developing in a Globalized World

- *Explain how and why globalization changed international interactions among states.*
 - **GOV:** New international organizations, including the United Nations, formed with the stated goal of maintaining world peace and facilitating international cooperation.

Topic 9.9 Continuity and Change in a Globalized World - REVIEW

- *Explain the extent to which science and technology brought change in the period from 1900 to the present.*
 - Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine.
 - New modes of communication—including radio communication, cellular communication, and the internet—as well as transportation, including air travel and shipping containers, reduced the problem of geographic distance.
 - Energy technologies, including the use of petroleum and nuclear power, raised productivity and increased the production of material goods.
 - More effective forms of birth control gave women greater control over fertility, transformed reproductive practices, and contributed to declining rates of fertility in much of the world



Grades:

All work will be assigned a point value. Student assignments will receive points based upon how well they have achieved the criteria provided for each individual assignment. Total quarter grades will be determined by finding the percentage of points earned out of those that could have been earned. Semester grades are calculated using the following weights: 40% for each quarter and 20% for the semester exam. If the student is exempt from the 2nd semester exam, each quarter will count for 50% of the quarter grade.

Grading Scale: A= Outstanding Performance, B=Above Average Performance, C= Average/ Minimal Acceptable Performance, D=Below Average, F=Failure to Meet Standards & Objectives-No Credit Earned. This course's semester grade is weighted for purposes of determining GPA. A=5; B=4; C=3; D=1; F=0

100-90%=A, 89-80%=B, 70-79%=C, 60-69%=D, 59% & =F

Make up and Late Work:

All assignments are due on the scheduled date at the scheduled time. Late assignments will not receive full credit. Expect that any work turned in after we have moved on to a new topic will not be accepted. Absolutely no late or makeup work can be accepted in the last week of any grading period. Make up work will be provided only for excused absences as per school policy. Credit should be earned by completing regular assignments to the best of your ability. As with most things and in this strange year, there are exceptions for extreme circumstances. Please ask me if issues arise that prevent or make on time completion an issue. I will do my best to work with you to find solutions. Always better to ask ahead of the due date if possible.

Final Exams:

At the end of the first semester a final exam will be given to all students. This exam will be designed to reflect the style and content of the AP exam and the content covered during the year to that point. Second semester's final exam will depend upon the student's completion of the AP exam on May 10, 2021. Students who take the exam will be exempt from the second semester final. Any student who does not take the AP exam will complete a rigorous final based upon the style and content of the AP exam and the course's full year of content. Given that district policy states all AP students will take the exam, this should not be an issue. **Students who do not take the AP exam will not receive weighted credit for this course.**

Class & Home Activities

AP World History is **a college level course** and you will be expected to complete all assignments at that level. This will include reading all assigned pages, creating/completing graphic organizers, taking notes about important information and recording relevant vocabulary. Successful AP students will spend on average of **7 hours per week at home** reading, taking notes, viewing online content, evaluating historical sources and working on assignments. The content, pacing and methods of the course are designed to help build in you the critical thinking skills typically used by successful college history students. Some of the important thinking skills which will be developed with in you include the ability to analyze and evaluate evidence in the form of historical artifacts (documents, art, architecture, objects, pictures etc..) and create plausible arguments which are well defended. In doing this you will become skillful at determining bias, point of view and the effect of context on the information presented to you. During the course your abilities will be developed and tested using the following types of assignments:

READING, READING & EVEN MORE READING – As you will see, **YOU MUST READ** in this course. Unless you have an extensive background in college level World History you will need to spend time reading the course text and other readings as assigned. You almost definitely will need to reread some of this material.

Note taking (based upon your reading) –Your notebooks should be used exclusively for this course. They should always start with the date and topic. Notes include those you take while reading as well as those taken during class from teacher and other students' presentations. This notebook is important for your ability to use it for review, the self reflection of your learning process and because you may use them on your reading quizzes. Your class notebook is required everyday. You should take notes on anything and everything that occurs in the class.

Vocabulary Activities – Due to the extensive amount of new and unfamiliar vocabulary you will be encountering, vocabulary is highly stressed. You should take the initiative and pursue the meaning of any

unfamiliar word even if it is not specifically required. Various vocabulary strategies will be taught throughout the course. They will be part of quiz and test grades. **KEEP ALL OF WORK FOR THE ENTIRE COURSE.** These materials will be especially helpful in reviewing vocabulary prior to the AP exam.

Reading Quizzes – Every reading assignment is eligible for being followed by a reading quiz. I provide you with a reading calendar stating what should be read for when. The idea is to encourage you to read thoroughly all assignments. The quizzes will be designed from the objectives for the reading section. This is where your note taking skills will be helpful as all of these quizzes will be open note unless specifically noted in advance. **These will look different as long as we remain in virtual learning.**

Document Based Question (DBQ) Essays – History involves analyzing sources, formulating a hypothesis, and supporting that hypothesis with evidence from contemporary documents or artifacts.

1 Question | 60 Minutes (includes 15-minute reading period) | 25% of Exam Score

- Assess written, quantitative, or visual materials as historical evidence.
- Develop an argument supported by an analysis of historical evidence.
- Update: Five minutes have been added to the time allotted for the document-based question, which will now focus on topics from periods 3-6.

LONG ESSAY QUESTION (LEQ) - 1 Question | 40 Minutes | 15% of Exam Score

- Explain and analyze significant issues in world history.
- Develop an argument supported by an analysis of historical evidence.
- Updates as of 2017-18: Five minutes have been added to the time allotted for the long essay. The question choices will continue to focus on the same theme and skill but will now allow students to select among three options, each focusing on a different range of time periods:
 - Option 1: periods 1-2
 - Option 2: periods 3-4
 - Option 3: periods 5-6

Short Answer Questions (SAQ) – 3 Questions | 40 Minutes | 20% of Exam Score

- Analyze historians' interpretations, historical sources, and propositions about history.
- Questions provide opportunities for students to explain the historical examples that they know best.
- Some questions include texts, images, graphs, or maps.
- Update as of 2017: The number of required short-answer questions has been reduced to three, and the time allotted has been decreased to 40 minutes. Students will choose between two options for the final required short-answer question, each one focusing on a different time period.
 - Question 1 (required): periods 3-6
 - Question 2 (required): periods 3-6
 - Students choose between Question 3, periods 1-3, and Question 4, periods 4-6

Online Activities, Apps and learning opportunities:

Here are some of what we will use: Blackboard, TEAMS, Quizlet, Quizziz, Flipgrid, Kahoot, Go Formative, Google Maps, Google Slides, Edpuzzle, Nearpod, AP Classroom and others. I will demonstrate how to use all of these. Please reach out for help if you have trouble using any of them. If I can not help you, I will find out who can.

AP WORLD : MODERN 2020-2021 Pacing Guide		
This year has already seen adjustments and since we can expect more, please expect that this pacing will change some. We must be done by May 10, 2021 for the Exam.		
For specific reading assignments, consult our class calendar HERE		
Week of...	Unit & Years	Unit Name
8/17	0- Pre 1200	Introduction/Pre-1200
8/24	0- Pre 1200	Skills/Pre-1200

8/31	0- Pre 1200	Skills/Pre-1200
9/7 Labor Day Week	1- 1200-1450CE	Global Tapestry
9/14	1- 1200-1450CE	Global Tapestry
9/21	1- 1200-1450CE	Global Tapestry
9/28	2- 1200-1450CE	Networks of Exchange
10/5	2- 1200-1450CE	Networks of Exchange
10/12	NO SCHOOL	FALL BREAK --- Complete Fall Break Work
10/19	2- 1200-1450CE	Networks of Exchange
10/26	3/4- 1450-1750	Land-Based Empire/ Transoceanic Interconnections
11/2	3/4- 1450-1750	Land-Based Empire/ Transoceanic Interconnections
11/9 Veteran's Day (W)	3/4- 1450-1750	Land-Based Empire/ Transoceanic Interconnections
11/16	3/4- 1450-1750	Land-Based Empire/ Transoceanic Interconnections
11/23 Thanksgiving M, T, & W	3/4- 1450-1750	Land-Based Empire/ Transoceanic Interconnections
11/30	3/4- 1450-1750	Land-Based Empire/ Transoceanic Interconnections
12/7	5- 1750-1900	Revolutions
12/14 Semester Exams Th & F	5- 1750-1900	Revolutions
12/19-1/4	NO SCHOOL	WINTER BREAK – COMPLETE WINTER BREAK WORK

1/5 NO SCHOOL 1/4- Winter Break work due JAN 4th	5- 1750-1900	Revolutions
1/11	5- 1750-1900	Revolutions
1/18 MLK DAY	5- 1750-1900	Revolutions
1/25	6- 1750-1900	Consequences of Industrialization
2/1	6- 1750-1900	Consequences of Industrialization
2/8	6- 1750-1900	Consequences of Industrialization
2/15 President's Day	6- 1750-1900	Consequences of Industrialization
2/22	7- 1900-Present	Global Conflict
3/1	7- 1900-Present	Global Conflict
3/8	7- 1900-Present	Global Conflict
3/15	NO SCHOOL	SPRING BREAK – COMPLETE BREAK WORK
3/22	8- 1900-Present	Cold War and Decolonization
3/29 In lieu of day	8- 1900-Present	Cold War and Decolonization
4/5	8- 1900-Present	Cold War and Decolonization
4/12	9- 1900-Present	Globalization
4/19	9- 1900-Present	Globalization
4/26	9- 1900-Present	Globalization

5/3	REVIEW WEEK	EXAM REVIEW WEEK
5/10	AP EXAM THIS MONDAY - 5/10	AP EXAM THIS MONDAY - 5/10

ACADEMIC HONESTY

Academic honesty is easy to define - **Do your own work.** When you turn in your work it is understood that you are representing that work as **proof of your own effort** at learning. **If you copy another's work, you are cheating.** **If you allow your work to be copied, you are cheating.** **I do not discourage you from discussing assignments with fellow students but be certain that what you turn in reflects your personal learning only.** Be a good friend: don't ask to copy someone's work. Never represent the work of someone else, whether it is a fellow student or a published author, or a useful website, as your own. It is your responsibility to know what plagiarism is and to avoid it. Plagiarism is taking the work of someone else and representing it as your own. This can happen through improper citation, or through intentional "copying."

Students engaging in any form of cheating (including providing work for copying, copying work, sharing test or quiz information, and plagiarism), will receive, a zero on the assignment in question and I will contact your parents. If it was an essay you will be required to redo the essay in my presence. You will also receive a detention to be served with me after school. If the offense is repeated in any form a parent meeting with the student, their counselor and I will be held to discuss the student's placement. Referral to the dean for disciplinary action may also be necessary.

Finally

Advanced Placement courses are rigorous, college-level courses taken in high school. The intent of an AP course is to give students an opportunity to challenge themselves academically now to be better prepared for success in college. AP World History is considered to be the equivalent of an introductory (survey) college course. The content is determined by a committee of historians, college professors and secondary teachers working in collaboration. The Advanced Placement Exam, given in May, is a measurement of skills and knowledge gained through completion of the course. Casa Grande Union High School has an open enrollment policy for Advanced Placement courses. However, each student and parent needs to be aware that AP World History is truly a college-level course. Students must be prepared to read and take notes on 6-8 pages of material per class, write 2-3 page essays regularly, and have strong study skills. I will provide office hours virtually for now and in person after school when we are in person. **Email is checked by me (cmallek@cguhsd.org).** **My phone is 520-836-8500 ext. 3602 when in person.** **I am accessible for extra help.** Take advantage of it. Class rules and procedures will be explained in class. To give you an idea: I follow ALL school rules! Passes are for emergencies. Tardy is not being in the class ready to learn when the bell rings. I am consistent, fair (not always as judged by the offending student) and will hear you out on your time. We will work & learn hard in this class.

Thank you for being here. I look forward to learning and growing with you this year!