

World History Advanced Placement Syllabus for 2011-2012

Brief Description of Course

The Arab historian, Ibn Khaldun once said, "It should be known that history is a discipline that has a great number of approaches." In World History AP, students will examine the cross-cultural, chronological historical journey of humans from a great number of cultural perspectives and historical narratives. Recognizing that there is not one historical narrative but many, students will analyze the historical record from a range of diverse perspectives and experiences. Students will begin a rigorous study of World History using a college-level textbook (Robert W. Strayer's *Ways of the World: A Global History*) as well as supplemental materials from scholarly journals and newspapers. Using the periodization scheme of the College Board as well as the five themes of the World History AP curriculum, students will begin their study of World History with a unit on Technological and Environmental Transformations, to c. 600 B.C.E., (the impact of the Neolithic Revolution on World History and the subsequent emergence of the First Civilizations in addition to social variations in the Age of Agriculture) followed by a unit on Classical Civilizations with a focus on organization and reorganization of human societies as well as their lasting impact on religious and cultural perspectives, c. 600 B.C.E. to c. 600 C.E. Students will then analyze Post-Classical Civilizations with an emphasis on political fragmentation in some regions and the rise of new civilizations and the returning emergence of political unity in other regions as well as an increase in transregional interactions, c. 600 C.E. to c. 1450. After completing these units, students will examine global interactions, c. 1450 to c. 1750, with an emphasis on conflicts between secular and traditional views as well as domination through conquest and colonization and responses to shifts in political and economic power from a multitude of perspectives. Students will analyze the Early Modern Period with an emphasis on industrialization and global integration from c. 1750 to c. 1900. Finally, students will study the Contemporary era and its accelerating global change and realignments from c. 1900 to the present. Throughout the presentation and analysis of the historical record, students will examine the critical themes of the AP World History classroom. Students will consider the impact of the environment on the development of human cultures, the development and interaction of cultures, state-building and expansion as well as the conflict that can develop as a result of empire building, the development of diverse economic systems, and the development and transformation of social structures. Viewing history through a finely crafted lens that allows a wide-angle to encompass the world's diverse experiences as well as the periodic zooming in to particular societies and moments, students of the World History AP classroom will gain an understanding of the global scope of history while identifying the unique experiences of diverse cultures.

Themes of the World History Advanced Placement Curriculum

Theme 1: Interaction Between Humans and the Environment

Theme 2: Development and Interaction of Cultures

Theme 3: State-Building, Expansion, and Conflict

Theme 4: Creation, Expansion and Interaction of Economic Systems

Theme 5: Development and Transformation of Social Structures

Four Historical Thinking Skills Reflected in Creation of Classroom Lessons and in the Completion of Student Assignments

1. Crafting Historical Arguments from Historical Evidence
-Example: Learning to develop and write a valid thesis statement
2. Chronological Reasoning
-Example: Writing a Change over Time essay
3. Comparison and Contextualization
-Example: Point of View analysis of sources and Comparative Essay writing
4. Historical Interpretation and Synthesis
-Writing a Document-Based Essay Question

Major Assignments and/or Assessments FOR EVERY UNIT:

1. Creation of polycentric timelines for each unit based on themes of the course. (Polycentric timelines are organized by geographic regions: North Africa, Sub-Saharan Africa (West, East, Equatorial, Southern), Middle East, Europe, Asia (East, Southeast, Southern, Western), Americas (North, South, Central), Oceania/Australia. (see attachment 1)
2. Writing a thesis statement for document-based, change over time, and comparative essay questions. (see attachment 2)
3. Use of maps to understand historical developments (see attachment 3)
4. Use of graphic organizers to understand a watershed analyzing transnational as well as internal dynamics. (see attachment 4)
5. Current events assignment relating an event from the present to world history, noting change and/or continuity over time, and relating the event to a theme of the course. (see attachment 5)

Unit Information

Unit Name or Timeframe:**Unit I: Technological and Environmental Transformations, to c. 600 B.C.E. (Five Class Periods)**

The unit is truly global in focus because of the Neolithic Revolution occurring in many different of the world but during diverse chronological time periods.

Content and/or Skills Taught:**Content:**

- Big Geography and the Peopling of the Earth (Paleolithic Period)
- Neolithic Revolution
- Early Agricultural Societies
- Development and Interactions of Early Agricultural, Pastoral, and Urban Societies
- Examination of Oceania/Australia in the Paleolithic Age with An Emphasis on Migration Patterns

Skills:

- Classification of world history from this time period according to themes
- Mapping global regions, physical features of all regions; implications of global projections
- Analysis of selected watersheds according to transregional processes and internal dynamics
- Tracking major developments around the world on a timeline
- Understanding current events in light of world history

Enrichment Assignment with Emphasis on Historical Interpretation:

- Interpretation: Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference
- As such, students will research differing perspectives on the Neolithic Revolution and write a paper with an original thesis statement on whether the Neolithic Revolution benefitted humanity or harmed humanity with ample evidence to support the paper's thesis statement

Enrichment Assignment with Emphasis on Synthesis:

- Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works
- As such, students will research how anthropologists and archaeologists have contributed to an understanding of early man's transformation from hunter and gatherer to settled farmer. Students will create a visual presentation showing how diverse disciplines work together to provide a more accurate window into the past

Enrichment Assignment with Emphasis on Periodization:

- In order to critically evaluate periodizations constructed by historians, students will examine the periodization of the College Board for the World History Advanced Placement Course
- Students will create a poster with the periodization for the course and questions for each period of the course, questions that question whether or not this periodization is the only possible periodization for this course

Enrichment Assignment with Emphasis on Examining a Historical Source:

- Students will read "Latitudes not Attitudes: How Geography Explains History" by Ian Morris
- Students will write an essay agreeing or disagreeing with Mr. Morris' conclusions

Enrichment Readings for the Unit:

- "The Agricultural Revolution" by Heidi Roupp
- Hitchens, Marilyn. "Pastoral Nomads and Civilization" from *Human Odyssey*
- Excerpts from Jared Diamond's *Guns, Germs, and Steel*
- "Cahokia" – National Geographic, January 2011
- Peter N. Stearns, "Periodization in World History Teaching: Identifying the Big Changes"

Homework:

Text: *Ways of the World*, by Robert W. Strayer, Boston: Bedford/St. Martin

Read pp. xli – 9

The Prologue and

Introduction to Beginnings in History to 500 B.C.E.

Read pp. 12 – 32

Chapter 1/ First Peoples: Populating the Planet

*Start at "Out of Africa..."

Read pp. 36 – 53
Chapter 2/ First Farmers

*Start at "The Agricultural Revolution..."

Read pp. 56 - 74
Two-thirds of Chapter 3/ First Civilizations

*Start at "Something New..."

Unit Name or Timeframe:

Unit II: Organization and Reorganization of Human Societies, c. 600 B.C.E. to 600 C.E. (Ten Class Periods)

The period around 600 C.E. is generally recognized in the field as a chronological break point centering on the intensification of international contacts among Asia, Europe, Saharan & sub-Saharan Africa.

Content and/or Skills Taught:

Content:

- The growing complexity of major civilizations with overarching cultural and political systems, The Development of States and Empires
- Belief systems, The Development and Codification of Religious and Cultural Traditions
- The Emergence of Transregional Networks of Communication and Exchange
- [A Comparison of Australian and Micronesian cultures in this time period](#)

Skills:

-Comparative Essay Writing Practice

2010 Comparative Essay from the World History AP

Analyze similarities and differences in methods of political control in TWO of the following empires in the Classical period.

-Document-Based Essay Practice

2007 DBQ from the World History AP

Using the documents, analyze Han and Roman attitudes toward technology.

Enrichment Assignment with Emphasis on Historical Interpretation:

- Interpretation: Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference
- As such, students will research diverse classical civilizations in this time period and create a visual presentation comparing and contrasting the selected classical civilizations

Enrichment Assignment with Emphasis on Synthesis:

- Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works
- As such, students will research how art historians can provide insight into the history of a time and place. Students will write an analytical essay on the art of the classical period and its insights into the cultures of the time period

Enrichment Assignment with Emphasis on Periodization:

- In order to critically evaluate periodizations constructed by historians, students will examine the periodization of the College Board for the this unit
- Students will create a poster with the periodization of this unit and provide questions on whether or not this periodization is the best possible periodization for this time period

Enrichment Assignment with Emphasis on Examining a Historical Source:

- Students will read Candice Goucher, Charles LeGuin, and Linda Walton, *In the Balance: Themes in World History* (Boston: McGraw-Hill, 1998). Selections from chapter 4, "Ideas and Power: Goddesses, God-Kings, and Sages," 145–62.

- Students will write an essay on the role of religious ideas in challenging the power of the state

Enrichment Reading for the Unit:

- Were the Barbarians a Negative or Positive Factor in Ancient and Modern History by Gregory Guzman

Major Assignments and/or Assessments:

Homework:

Text: Ways of the World, by Robert W. Strayer, Boston: Bedford/St. Martin

Read pp. 75 – 95

*Remainder of Chapter 3/ First Civilizations and Introduction to the Classical Era

Read pp. 99 – 121

Chapter 4/ Eurasian Empires

*Start at "Empires and Civilizations in Collision..."

Read pp. 125 – 138

The first half of Chapter 5/ Eurasian Cultural Traditions

Read pp. 139 – 152

The second half of Chapter 5/ Eurasian Cultural Traditions

Read pp. 156 – 176

Chapter 6/ Eurasian Social Hierarchies

*Start "Society and the State in ..."

Read pp. 183 – 203

Chapter 7/ Classical Era Variations

*Start at "The African Northeast..."

Unit Name or Timeframe:

Unit III: Regional and Transregional Interactions, c. 600 C.E. to c. 1450 (Fifteen Class Periods)

Content and/or Skills Taught:

Content:

- Expansion and Intensification of Communication and Exchange Networks
- Continuity and Innovation of State Forms and Their Interactions
- Increased Economic Productive Capacity and Its Consequences

Skills:

Major Assignments and/or Assessments:

Writing Practice:

-Processing DBQ writing skills (thesis, grouping, point of view analysis, and missing document) by using the 2002 College Board DBQ

- Change Over Time Essay

2009 Change Over Time Essay from the World History AP

Analyze continuities and changes in patterns of interactions along the Silk Roads from 200 B.C.E. to 1450 C.E.

-Comparative Essay

2005 Comparative Essay from the World History AP

Compare and contrast the political and economic effects of Mongol rule on TWO of the following regions.

Enrichment Assignment with Emphasis on Historical Interpretation:

- Interpretation: Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference

- As such, students will research the rise of two new powerful empires during this time period, the Islamic Empires and the Mongol Empires. Students will compare and contrast the empires and assess their impact on world history

Enrichment Assignment with Emphasis on Synthesis:

- Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works
- As such, students will research how cultural anthropologists have contributed to an understanding of the rise and fall of empires. Students will create an original thesis statement on whether or not cultural aspects of Islamic and Mongol societies fostered empire-building

Enrichment Assignment with Emphasis on Periodization:

- In order to critically evaluate periodizations constructed by historians, students will examine the periodization of the College Board for this unit
- Students will create a poster with the periodization of this unit and provide questions on whether or not this periodization is the best possible periodization for this time period

Enrichment Assignment with Emphasis on Examining a Historical Source:

- Students will read Jessica A. Coope, "Religious and Cultural Conversion to Islam in Ninth-Century Umayyad Cordoba," *Journal of World History* 4, no. 1 (Spring 1993): 47–68.
- Students will create a poster answering the three questions the author addresses

Enrichment Reading for the Unit:

- "Southernization" by Lynda Shaffer

Homework:

Text: *Ways of the World*, by Robert W. Strayer, Boston: Bedford/St. Martin

Read pp. 209 – 215

The Introduction to the Post-Classical Period

Read pp. 219 – 238

Chapter 8/ Commerce and Culture

*Start at "The Silk Roads..."

Read pp. 242 – 264

Chapter 9/ East Asian Connections

*Start at "A 'Golden Age' of Chinese..."

Read pp. 271 – 295

Chapter 10/ The Worlds of European Christendom

*Start at "Eastern Christendom..."

Read pp. 302 – 327

Chapter 11/ The Worlds of Islam

*Start at "The Birth of a New Religion"

Read pp. 334 – 358

Chapter 12/ Pastoral Peoples on the Global Stage

Unit Name or Timeframe:

Unit IV: Global Interactions, c. 1450 to c. 1750 (Twenty Class Periods)

"The World Shrinks": The rise of the West, the intensification of global contacts, the growth of trade, and the formation of new empires (the Americas and other previously isolated areas came into the international framework as trade and exchange reached another level of intensity)

Content and/or Skills Taught:

Content:

- Globalizing Networks of Communication and Exchange
- New Forms of Social Organization and Modes of Production
- State Consolidation and Imperial Expansion
- Industrialization and Global Interaction

Skills:

- 2005 Change Over Time Essay from the World History AP

Analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750.

- 2007 Comparative Essay from the World History AP

Within the period from 1450 to 1800, compare the process (e.g., political, social, economic) of empire building in the Spanish Empire with the empire-building processes in ONE of the following.

- 2006 Document-Based Essay Question from the World History AP

Using the documents, analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century.

Enrichment Assignment with Emphasis on Historical Interpretation:

- Interpretation: Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference
- As such, students will research primary sources from diverse perspectives on the European Encounter with the Americas and write an analytical paper assessing the impact of the Encounter on the indigenous populations of the Americas, on Europeans at home and abroad, and on African slaves

Enrichment Assignment with Emphasis on Synthesis:

- Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works
- As such, students will research how cultural anthropologists have contributed to an understanding of the impact of the European Encounter of the Americas on the indigenous populations of the Americas and on African slaves. Students will create an original thesis statement on whether or not cultural traditions of the indigenous populations of the Americas and African slaves were completely transformed by the European Encounter with the Americas or whether a resulting cultural syncretism occurred

Enrichment Assignment with Emphasis on Periodization:

- In order to critically evaluate periodizations constructed by historians, students will examine the periodization of the College Board for this unit
- Students will create a poster with the periodization of this unit and provide questions on whether or not this periodization is the best possible periodization for this time period

Enrichment Assignment with Emphasis on Examining a Historical Source:

- Students will read Candice Goucher, Charles LeGuin, and Linda Walton, "Cultural Creativity and Borrowed Art," *In the Balance: Themes in Global History* (Boston: McGraw-Hill, 1998), color photo essay
- Students will create a poster on the effects of global trade on art

Enrichment Reading for the Unit:

- Title: "Born with a 'Silver Spoon': The Origin of World Trade in 1571" written by Dennis O. Flynn and Arturo Giráldez

Major Assignments and/or Assessments:

Text: *Ways of the World*, by Robert W. Strayer, Boston: Bedford/St. Martin

Read pp. 369 – 389

Chapter 13/ The Worlds of the Fifteenth Century

*Start at "Civilizations of the Fifteenth Century..."

Read pp. 400 – 425

Timeline for Introduction to Early Modern Era and Chapter Fourteen/ Empires and Encounters

Read pp. 435 – 456

Chapter 15/ Global Commerce

*Start at "A Portuguese Empire of Commerce"

Read pp. 463 – 483

Chapter 16/ Religion and Science

*Start at "Western Christendom Fragmented..."

Unit Examination

Unit Name or Timeframe:

Unit V: Industrialization and Global Integration, c. 1750 to 1900 (Forty Class Periods)

"Political Revolutions, Mechanization & the Masses and Western Global Hegemony":

Change in power bases in Europe and the Americas, the advent of industrial society in Europe and growing European imperialism, industrialization in Japan & Russia, the increase and intensification of commercial interchange, technological innovations, and cultural contacts all reflected the growth of Western power & the spread of its influence

Content and/or Skills Taught:

Content:

- Industrialization and Global Capitalism
- Imperialism and Nation-State Formation
- Nationalism, Revolution, and Reform
- Global Migration
- The Impact of Imperialism on Australia and Oceania

Skills:

- Comparative Essay Coercive Labor Systems and Emancipations (American Slavery vs. Russian Serfdom)
- 2004 Change Over Time Essay from the World History AP

Analyze the changes and continuities in labor systems between 1750 and 1914 in ONE of the following areas. In your analysis, be sure to discuss the causes of the changes and the reasons for the continuities.

- Documents Exercise - Analysis and POV: Declaration of Independence, Indentured Servitude (WHAP exam 2003)
- Cartoon Analysis from Atlantic Revolutions, Industrial Revolution, Imperialism in the 1800s
- Graphic organizer including thesis statement using Comparative Essay (WHAP exam 2003)

-2003 Comparative Essay from the World History AP

Compare and contrast the roles of women in TWO of the following regions during the period from 1750 to 1914.

Enrichment Assignment with Emphasis on Historical Interpretation:

- Interpretation: Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference
- As such, students will research primary sources from diverse perspectives on the impact of European industrialization and imperialism on world history and write an analytical paper on how the rise of Europe transformed the world either positively or negatively

Enrichment Assignment with Emphasis on Synthesis:

- Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works

- As such, students will research how economists view the impact of industrialization on human societies and create a visual presentation on how industrialization transform societies and the global economy

Enrichment Assignment with Emphasis on Periodization:

- In order to critically evaluate periodizations constructed by historians, students will examine the periodization of the College Board for the this unit
- Students will create a poster with the periodization of this unit and provide questions on whether or not this periodization is the best possible periodization for this time period

Enrichment Assignment with Emphasis on Examining a Historical Source:

- Students will read Candice Goucher, Charles LeGuin, and Linda Walton, *In the Balance: Themes in Global History* (Boston: McGraw-Hill, 1998). Selections from chapter 16, "Dual Revolutions: Capitalist Industrialism and the Nation State;" also pages 912–17.
- Students will write a summary of the authors conclusion

Enrichment Reading for the Unit:

- Students will read excerpts from Jared Diamond's *Guns, Germs, and Steel* to debate whether or not Europe's rise to dominance was due to geographical advantage or some other advantage
- J.R. McNeill, "Of Rats and Men: A Synoptic Environmental History of the Island Pacific," *Journal of World History* 5, no. 2 (Fall 1994): 299–350 and create a visual presentation on the European impact on Pacific communities

Major Assignments and/or Assessments:

Read pp. 491 – 497
Introduction to The European Moment in World History

Read pp. 501 - 522
Chapter 17/ Atlantic Revolutions
*Start at "The North American..."

Read pp. 530 – 553
Chapter 18/ Revolutions of Industrialization

Read pp. 563 – 584
Chapter 19/ Internal Troubles, External Threats

*Start at New Perceptions of the 'Other'

Read pp. 590 – 611
Chapter 20/ Colonial Encounters

*Start at "A Second Wave of European Conquests"

Unit Examination

Unit Name or Timeframe:

Unit VI: Accelerating Global Change and Realignment, c. 1900 to the Present (Forty Class Periods)

"The Systems of Mass Society & Technology": Complicated changes in the nature of international contacts and the impact of those contacts, the rise of new political systems such as communism, decolonization, the surge of the United States and the Soviet Union, and a variety of economic innovations in Japan, China, and Europe to survive on the world stage"

Content and/or Skills Taught:

Content:

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

Skills:

- 2006 Comparative Essay from the World History AP

Compare and contrast the goals and outcomes of the revolutionary process in TWO of the following countries, beginning with the dates specified

- 2002 Comparative Essay Question from the World History AP

Analyze and compare the differing responses of China and Japan to western penetration in the nineteenth century.

-2011 Document-Based Essay Question on the Green Revolution

Enrichment Assignment with Emphasis on Historical Interpretation:

- Interpretation: Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference
- As such, students will research primary sources from diverse perspectives on the impact of globalization on human societies and assess the merits and costs of globalization in an analytical paper

Enrichment Assignment with Emphasis on Synthesis:

- Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works
- As such, students will research how economists view the impact of globalization on human societies and create a visual presentation on how globalization transforms societies and the global economy

Enrichment Assignment with Emphasis on Periodization:

- In order to critically evaluate periodizations constructed by historians, students will examine the periodization of the College Board for the this unit
- Students will create a poster with the periodization of this unit and provide questions on whether or not this periodization is the best possible periodization for this time period

Enrichment Assignment with Emphasis on Examining a Historical Source:

- Students will read Candice Goucher, Charles LeGuin, and Linda Walton, *In the Balance: Themes in Global History* (Boston: McGraw-Hill, 1998). Selections from chapter 20, "The Crossroads of History: Culture, Identity, and Global Community," pp. 912–20.
- Students will write a summary about the author's conclusions

Enrichment Reading for the Unit:

- Problem 30: The Diplomatic Prelude to World War II, "32 Problems in World History," Edwin Fenton
- Barber, Benjamin. From Jihad vs. McWorld: How Globalism and Tribalism Are Reshaping the World

Major Assignments and/or Assessments:

Text: Ways of the World, by Robert W. Strayer, Boston: Bedford/St. Martin

Read pp. 617 – 623

Introduction to Twentieth Century

Read pp. 627 – 653

Chapter 21/ The Collapse and Recovery of Europe

*Start at "An Accident Waiting..."

Read pp. 662 – 686

Chapter 22/ The Rise and Fall of World Communism

*Start at "Russia: Revolution ..."

Read pp. 693 – 718

Chapter 23/ Independence and Development in the Global South

*Start at "Explaining African ..."

Read pp. 729 – 751

Chapter 24/ Accelerating Global Interaction

Textbooks/Course Materials

Textbooks

Author: Strayer, Robert W.

Title: Ways of the World

Publisher: Bedford/St. Martin's

Published Date: 2009

Description: "Ways of the World" by Robert W. Strayer is a college-level World History textbook that specifically addresses the themes and units of the AP World History program. By providing a cross-cultural, chronological window into the past, Strayer has selected themes and cases to illustrate concepts as well as historical watersheds that highlight the essential narrative of World History AP.

Other Course Materials

- Selected articles:

"The Agricultural Revolution" by Heidi Roupp

"Legacies of World History" by Marilyn Hitchens and Heidi Roupp

Reilly, Kevin. *Worlds of History: A Comparative Reader, Volumes I and II*.

Boston: Bedford/St. Martin's. 2000.

Peter N. Stearns, "Periodization in World History Teaching: Identifying the Big Changes"

Wolf, Ken. *Personalities & Problems: Interpretive Essays in World Civilizations, Volume 1*. Boston:

McGraw-Hill College, 1999.

"Southernization" by Lynda Shaffer

Philip D. Curtin, *Cross-Cultural Trade in World History*, 1984.

Hitchens, Marilyn. "Pastoral Nomads and Civilization" from *Human Odyssey*

Huntington, Samuel P. "The Clash of Civilizations?"

Roupp, Heidi. "Herstory" from *Human Odyssey*

Voll, John Obert. "Islam as a Special World-System"

Summary of Wallerstein on World System Theory

Readings: Inner Eurasia by David Christian

Were the Barbarians a Negative or Positive Factor in Ancient and Modern History by Gregory Guzman

"Discovering the Global Past - A Look at the Evidence, Second Edition" Wiesner, Wheeler, Doeringer, Curtis

Dennis O. Flynn and Arturo Giraldez, "Cycles of Silver: Global Economic Unity through the Mid-Eighteenth Century," *Journal of World History*

Excerpt from "Guns, Germs, & Steel" by Jared Diamond (Industrial Revolution)

Problem 18: A Comparison of American and French Revolutions," 32 Problems in World History," Edwin Fenton

Problem 30: The Diplomatic Prelude to World War II, "32 Problems in World History," Edwin Fenton

Barber, Benjamin. From Jihad vs. McWorld: How Globalism and Tribalism Are Reshaping the World

Huntington, Samuel P. From The Clash of Civilizations? The Debate

Wolf, Ken. *Personalities and Problems: Interpretive Essays in World Civilizations*.

Boston: McGraw Hill College, 1999.

Student resources for textbook available at <http://bcs.bedfordstmartins.com/strayer1e/>

World History in Documents: A Comparative Reader, Edited by Peter N. Stearns, New York and London: New York University Press, 1998

Additional primary and secondary sources will be used throughout the course. These sources will be posted on my teacher webpage at <http://www.whiteplainspublicschools.org/411212512167531/site/default.asp> on the "World" page.

Additional Course Materials

Material Type: Newspaper

Description:

Students are given supplemental materials on a daily basis:

NEWSPAPERS/ NEWS MAGAZINE

"The New York Times"

"Time"

"The Economist"

"National Geographic"

"Newsweek"

"Wall Street Journal"

Material Type: Audiovisual Materials

Description:

Millennium Series - ten centuries, five clips per century

Bridging World History Series - thematic in approach, relating three case studies to each theme

Material Type: Primary Source

Description:

Including secondary source materials as well:

1. Journal of World History
2. The New World History, A Teacher's Companion by Ross Dunn
3. Map Workbooks: World History, Vols. 1 & 2(Kosso), Mapping the Global Past, Vols. 1 & 2(Newman)
4. Readings Books:
 - a. World History in Documents, P. Stearns
 - b. Worlds of History, K. Reilly
 - c. Personalities & Problems, K. Wolf
 - d. Discovering the Global Past, Weisner et al.
 - e. 32 Problems in World History: Source Readings and Interpretations by E. Fenton

Material Type: Other

Description:

Books Consulted/Excerpted in Course:

1. Cultures in Motion: Mapping Key Contacts and Their Imprints in World History by Peter N. Stearns
2. Experiencing World History by Paul V. Adams, et al.
3. The Human Web: A Bird's-Eye View of World History by J.R. McNeill & W.H. McNeill
4. The World That Trade Created: Society, Culture, and the World Economy, 1400 to the Present by Kenneth Pomeranz and Steven Topik
5. The Origins of the Modern World: A Global and Ecological Narrative by Robert B. Marks
6. The Renaissance Bazaar: From the Silk Road to Michelangelo by Jerry Brotton
7. Gender in History by Merry E. Wiesner-Hanks
8. Guns, Germs, and Steel by Jared Diamond
9. An Edible History of Humanity by Tom Standage

Websites

URL: <http://bcs.bedfordstmartins.com/strayer1e/default.asp?s=&n=&i=&v=&o=&ns=0&uid=0&rau=0>

Description:

Textbook Web Site

- Chapter learning objectives that help students organize key concepts.
- Online quizzes which include instant scoring and coaching.
- Writing activities that foster critical thinking.
- Essay questions that test students' critical thinking skills.
- Dynamic web links that provide a valuable source of supplemental information.
- Communication tools such as chat rooms and message boards to facilitate online collaboration and communication.
- Key word searches that are easy to use and feature built-in search engines

URL:<http://www.fordham.edu/halsall/>

Description:

Internet History Sourcebooks Project Primary Source Document Site for Entire Course

URL: <http://www.whiteplainspublicschools.org/411212512167531/site/default.asp?lstSites=Select+a+School>

Description:

Ms. Napp's Social Studies Webpage with online power points for World History AP

URL:<http://worldhistoryconnected.press.uiuc.edu/index>.

Description: Journal for the study and teaching of world history.

URL:<http://www.learner.org/channel/courses/worldhistor>

Description: Bridging World History is organized into 26 thematic units along a chronological thread.

URL:<http://worldhistoryforall.sdsu.edu/dev/default.h>

Description: World History for Us All draws heavily on the burgeoning academic research of the past several years that focuses on history from cross-cultural, comparative, and transnational perspectives.

URL:<http://www.geohive.com/default1.aspx>

Description: A site with geopolitical data, statistics on the human population, Earth and more. The main kind of data you can find here is population statistics of regions, countries, provinces and cities. Next to that there are some statistics on economic factors like wealth, infrastructure; statistics on natural phenomena;and more.

Additional Information

Ms. Napp's Philosophical Perspective on World History AP:

The study of history is sometimes similar to the lens of a camera. The historian's lens examines in intricate details the complexities of a particular society in a particular period of time. While there is great merit in such close and careful scrutiny of a society, it sometimes leads to a sense that societies are cut off from larger historical forces, cut off from global neighbors. Of course, as "no man is an island," no society is either. Therefore, in the study of World History, students examine the larger forces and connections that shape societies. Students of World History view the past through a sort of wide-angle lens. As the painter Wassily Kandinsky once said while musing about circles, "The circle is the synthesis of the greatest oppositions. It combines the concentric and the eccentric in a single form and in equilibrium." While the artist often differs from the historian, perhaps, the study of World History is a bit like Kandinsky's understanding of the circle. The study of World History is the study of societies in contact with one another while unfolding within unique perspectives. It is the study of the big picture and the individual story. It is a camera with a finely crafted lens, a lens that can retain a wide-angle while still zooming in.

Ms. Napp's Reflections on Active Participation in Class and in Interacting with the Historical Record:

Participation: "Being an Active Participant in Learning"

- Arrives to class on time
- Brings necessary materials to class daily
- Asks for help when needed
- Participates in activities and discussions
- Listens while teacher and peers are talking
- Completes assignments on time

Questions to consider while reading:

1. Whose perspective is voiced?
2. Whose perspective is ignored?
3. What sources are chosen?
4. What elements are emphasized (political, social, economic)?

Assessments:

- Quizzes: On readings from each chapter of Robert W. Strayer's *Ways of the World*
- Homework: Assigned readings with questions from the Strayer text as well as the creation of Cornell Notes for readings and the completion of one TWEDY per week
- Essays: Practice in writing the three essays on the World History AP Examination: the Document-Based Essay Question, the Continuity and Change over time essay, and the comparative essay. Practice will occur in class, on examinations, and for homework
- Tests: Every unit will culminate in an examination
- Projects: For each unit, students will be required to complete a project on one of the themes for one of historical episodes studied
- Final Examinations: Students will take a 3-hour; 5-minute AP Released Exam as well as the New York State Regents examination in Global History and Geography. A high grade on the AP examination can lead to college credit and a passing mark on the New York State Regents Examination is a requirement for graduation in New York State.

The AP Examination:

- Seventy multiple-choice questions
(From the Foundations Unit to the Present)
- Free-Response
-A Document-Based Essay Question
-A Continuity and Change Essay Question
-A Comparison/Interaction Essay Question
(Students are required to create a thesis statement for each essay.)

Grading Policy:

Homework -	35% of total grade
Participation -	15% of total grade
Examinations/Projects/Essays/Quizzes-	50% of total grade

A Final Thought on Essay Writing: Students will process essay questions and write at least one Free Response Essay per unit using the exam topics from previous AP examinations. See Attachment #2.

Polycentric Timeline: Events that developed in world history that affected the most people**Unit: Foundations, 8000 BCE to 600 CE**

<u>Africa</u>	<u>Middle East</u>	<u>East Asia</u>	<u>Central Asia</u>	<u>South/SE Asia</u>
<p>c. 10,000 BCE to 3500 BCE: Neolithic Age with development of farming & domestication of animals</p> <p>c. 3000 BCE: introduction of bronze tools</p> <p>c.3000 BCE – 1000 BCE: Spread of agriculture south of Sahara</p> <p>c.1500 BCE – 300 CE: Horses introduced into Africa via Egypt</p> <p>700 BCE – 400 BCE: ironwork in Nok culture</p> <p>c. 500 Migration of Bantu groups begins, interacting within Africa</p> <p>100-200 Camels introduced from Asia for trade in Sahara</p> <p>300: Rise of the kingdom of Ghana, West Africa</p> <p>c. 320 Conversion of Nubians to Christianity</p> <p>* The spread of commercial networks in the Mediterranean, the Indian Ocean, and East Africa</p> <p>* The impact of Indonesian mariners and settlers in introducing crops, housing styles, and musical instruments</p>	<p>c. 7000 BCE Jericho established</p> <p>c. 4000-3000BCE: writing, metalworking, wheel, plow introduced</p> <p>c.2800-1600 BCE: Sumeria & Babylonia</p> <p>c.1450-1200 BCE: Hittite Empire, use of iron</p> <p>*Phoenicians were one of the earliest trading empires</p> <p>800 BCE: Writing of Old Testament begins, Zoroastrianism develops among Persians</p> <p>583: Jews return from exile, establish theocracy in Palestine</p> <p>490-468 BCE: Persian Wars</p> <p>*Expansion of Roman Empire into region</p> <p>4 BCE – 30 CE: Life of Jesus Christ</p> <p>597 – 626: Wars between the Byzantine and Sasanian (Persian) empires</p>	<p>c. 8000-4000 BCE: development of sedentary agriculture, silk weaving in China</p> <p>c. 6500 BCE: Neolithic culture in China</p> <p>c. 5000 BCE: early migrations and settlement of Japan</p> <p>c. 2000 BCE – Bronze age in China</p> <p>c. 1600–1027BCE: China’s Shang dynasty</p> <p>c. 1100-770 BCE: writing develops</p> <p>551-223 BCE: Period of great Chinese philosophers</p> <p>221 BCE: Qin Dynasty in China, Great Wall begun</p> <p>206BCE-220CE: Han Dynasty in China; invention of paper and compass</p> <p>c.100: Chinese silk first marketed in Mediterranean region, Roman merchants will begin to reach China by sea</p> <p>300-400: Yamato clan dominates Japan</p> <p>200-580: era of political division in China</p> <p>c. 400: Fa-Hsien, Buddhist monk, leaves China for 14yr sojourn in India</p> <p>520s: Rooted in Buddhism, Zen involves meditation in search of enlightenment; spreads into Japan by 580s</p>	<p>c. 2500 BCE: domestication of the horse *during China’s Han Dynasty, trade routes called the Silk Roads linking China with lands as far west as Mesopotamia crosses region; eventually stretched for 4,000 miles with few merchants traveling the entire distance, most goods were traded at various markets along the way, in the west – Persians controlled the Silk Road; pastoralists of region facilitated the use of this complex of trade routes</p> <p>c. 552: Turkish empire established rule over much of region</p>	<p>c.4000 – 2500 BCE: spread of farming and villages in western India</p> <p>c. 2500 – 1500 BCE: Indus civilization in South Asia – Mohenjo-Daro, Harappa</p> <p>c. 1600 – 1000 BCE: Aryan immigration to India</p> <p>c. 1500 BCE: Fall of Indus Valley civilization with ensuing development of Hinduism</p> <p>c. 481BCE: Death of the Buddha</p> <p>327-325 BCE: Alexander the Great conquers an empire to east as far as the Indus; trade corridor opened to west and to east (maritime routes as well)</p> <p>321-185 BCE: Mauryan Empire (286-233 BCE: reign of Ashoka)</p> <p>c. 100 BCE Chinese conquer Vietnam, Choson (Korea)</p> <p>c. 1 Regular trading voyages link kingdoms of India to Roman territories</p> <p>320: Beginning of Gupta dynasty</p> <p>510: Huns seize NW India and collapse of Gupta dynasty</p>

Polycentric Timeline: Events that developed in world history that affected the most people
Unit: Foundations, 8000 BCE to 600 CE

<u>Oceania</u>	<u>The Americas</u>	<u>Europe</u>	<u>GLOBAL TRENDS:</u>
<p>*There are indications of gardening having been practiced at the same time that agriculture was developing in <u>Mesopotamia</u> and <u>Egypt</u>. Early garden crops-- many of which are indigenous-- included <u>sugarcane</u>, Pacific <u>bananas</u>, <u>yams</u>, and <u>taro</u>, while <u>sago</u> and <u>pandanus</u> were two commonly exploited native forest crops.</p> <p>c. 1500 – 500 BCE: Polynesian migrations</p> <p>300 – 1000: Second wave of Polynesian migrations; settlement of Hawaii and Easter Island</p>	<p>c. 9000 – 7000 BCE: Evidence of weapons and tools</p> <p>c. 7500 – 7000 BCE: nomadic migrations over Bering Land Bridge reach tip of South America</p> <p>c.7000-4000 BCE: cultivation of beans, maize</p> <p>c. 3500 BCE: domestication of llama</p> <p>c. 2000 BCE-500 CE: Early southwestern US cultures</p> <p>c. 1800-1200 BCE: village cultures and ceremonial centers in Mesoamerica</p> <p>c. 400 BCE: potato domesticated in Andes</p> <p>c. 300 BCE – 900 CE: Maya civilization</p> <p>1-650: Teotihuacán in central Mexico</p> <p>200-700: Moche culture in Andes</p> <p>200-1300: Anasazi culture in North America</p> <p>500: Peak of Olmec culture</p> <p>500-600: Beginning of Mississippian culture</p>	<p>c. 6500 – 4000 BCE: Evidence of agriculture</p> <p>3000 – 1500 BCE: Stonehedge; other megaliths in Britain, France, Scandinavia,</p> <p>Mediterranean islands</p> <p>c. 2000-1200 BCE: Minoan, Mycenaean civilization</p> <p>c. 2000-800 BCE: Phoenician state</p> <p>1000 BCE: Indo-European invasion of Greece</p> <p>1000 BCE ff: Germans spread through Central Europe</p> <p>800 – 700 BCE: Rise of Greek city-states</p> <p>753 BCE: Founding of Rome</p> <p>338-323 BCE: Alexander the Great</p> <p>509-133 BCE: rise and fall of Roman Republic, Twelve Tablets of Law</p> <p>c.100: initial Germanic invasions</p> <p>312-337: Eastern Roman Empire: Constantine founds new capital of Constantinople</p> <p>(330), adoption of Christianity</p> <p>476: Fall of Rome; assassination of last Roman emperor in the West</p> <p>480-547: Benedict and Western monasticism</p>	<p>World historical analyses by tracing several sorts of change:</p> <ul style="list-style-type: none"> • Innovation, in which certain communities developed new technologies • Spread of material culture within regions • Spread of material culture from external sources • Interchange of civilization • Movement/ Migration of peoples
			

YEAR OF EXAM	DBQ	COT	COMPARATIVE
2002	CHANGES TOWARD MONEY, CHRISTIANS VS. MUSLIMS	GLOBAL TRADE PATTERNS, 1750 TO PRESENT (CHOICE OF 2 OUT OF 7 REGIONS)	RESPONSE OF CHINA AND JAPAN TO THE WEST, 19 TH CENTURY
2003	Indentured servitude, 1750 - 1914	Impact of Islam on one region: West Africa, South Asia, Europe; 1000 - 1750	Roles of Women, 1750 - 1914: East Asia. Latin America, Sub-Saharan Africa, W. Europe (Choice of 2)
2004	SPREAD OF BUDDHISM TO CHINA, FOUNDATIONS TO 700s CE	LABOR SYSTEMS BETWEEN 1750 AND 1914, CAUSES OF CHANGES AND REASONS FOR CONTINUITIES: Latin America & Caribbean, Russia, Sub-Saharan Africa (Choice of 1 out of 3 regions)	How WWI and its outcomes affected two regions (out of 3) from the war through 1930s: East Asia, South Asia, Middle East
2005	Issues that 20 th century Muslim leaders in South Asia and North Africa confronted in defining their nationalism	Analysis of social and economic transformations in Atlantic world as a result of new contacts among Western Europe, Africa, and Americas, 1492 - 1750	Political and economic effects Mongol rule on two out of three regions: China, Middle East, Russia
2006	Effects (social and economic) of silver trade, mid-16 th to early 18 th centuries	Cultural and political changes during last centuries of classical era: Indian, Chinese, Roman (100CE/300CE to 600 CE) (Choice of 1 out of 3)	Goals and outcomes of two 20 th century Revolutions: Mexico, China, Russia

2007	Han and Roman attitudes toward technology	Formation of national identities, one region , 1914 to present: Mid East, SE Asia, Sub-Saharan Africa	Process (P,S, E) of Empire-Building, Spain with Russia or Ottoman (1450-1800)
2008 (Practice)	Effects of Cuban Revolution on women's lives	Trading patterns: W. Africa with Mediterranean (600-1450) OR E. Africa with Indian Ocean (1450-1750)	Diffusion of Buddhism with Diffusion of Christianity
2008	Modern Olympics	Indian Ocean trade, 650-1750	Emergence of 19 th c LA nation-states with emergence of 20 th c nation-states, Sub-Saharan Africa OR Middle East
2009	African actions and reactions to Scramble for Africa	Patterns of interactions along Silk Roads, 200 BCE to 1450 CE	N. American racial ideologies & effects on society with L. American/Caribbean racial ideologies, 1500 to 1830
2010	Mechanization of cotton industry	Changes in religious beliefs, 1450 to present	Political control during classical era
2011	Green Revolution	Migration	Aztecs, Mongols, Ghana/Mali/Songhai

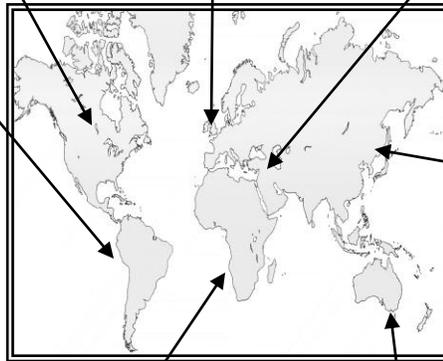
Attachment #3

North & Central America: Ancestors of Native Americans migrated into N.A. from Asia thousands of years ago. They gradually occupied the Americas, working out ways of life compatible with environments they lived in. While many remained hunters & gatherers, the 1st American farming began in Mexico & spread to various N.A. regions. The Olmecs of Mexico built cities atop huge artificial mounds and created an alphabet & religious traditions that influenced nearby peoples. Other N.A. also built settlements around large mounds.

Europe: Ancient cities and states formed on the Mediterranean island of Crete and in Greece. Minoans, the residents of Crete, were successful maritime traders. After their collapse, the Mycenaeans of mainland Greece traded widely and exercised regional power until they declined. Migrants into Greece mixed with the Mycenaeans to form the foundation for later Greek society. These southern European societies worked bronze and participated in trade networks linking them to North Africa, eastern Europe, and western Asia.

Western Asia: The world's 1st farmers probably lived in western Asia, east of the Mediterranean Sea, where the oldest known cities and states also arose. The diverse societies that formed in Tigris-Euphrates River Valley in Mesopotamia developed bronze-working, writing, science, and mathematics, and they also traded with India & Egypt. Western Asians perfected iron technology, which eventually spread around Eurasia. The Phoenicians were the greatest traders of the Mediterranean region and also invented an alphabet later adopted by the Greeks. Another notable people, the Hebrews, introduced a monotheistic religion, Judaism.

South America: Some Native Americans reached South America thousands of years ago. Farming developed early along Pacific coast & in Andes Mts. region. The first cities, such as Caral in coastal Peru, arose around the same time as early cities in Egypt and India. Cities were later established in the Andes. The major Andean states influenced the art & religion of many other South American societies.

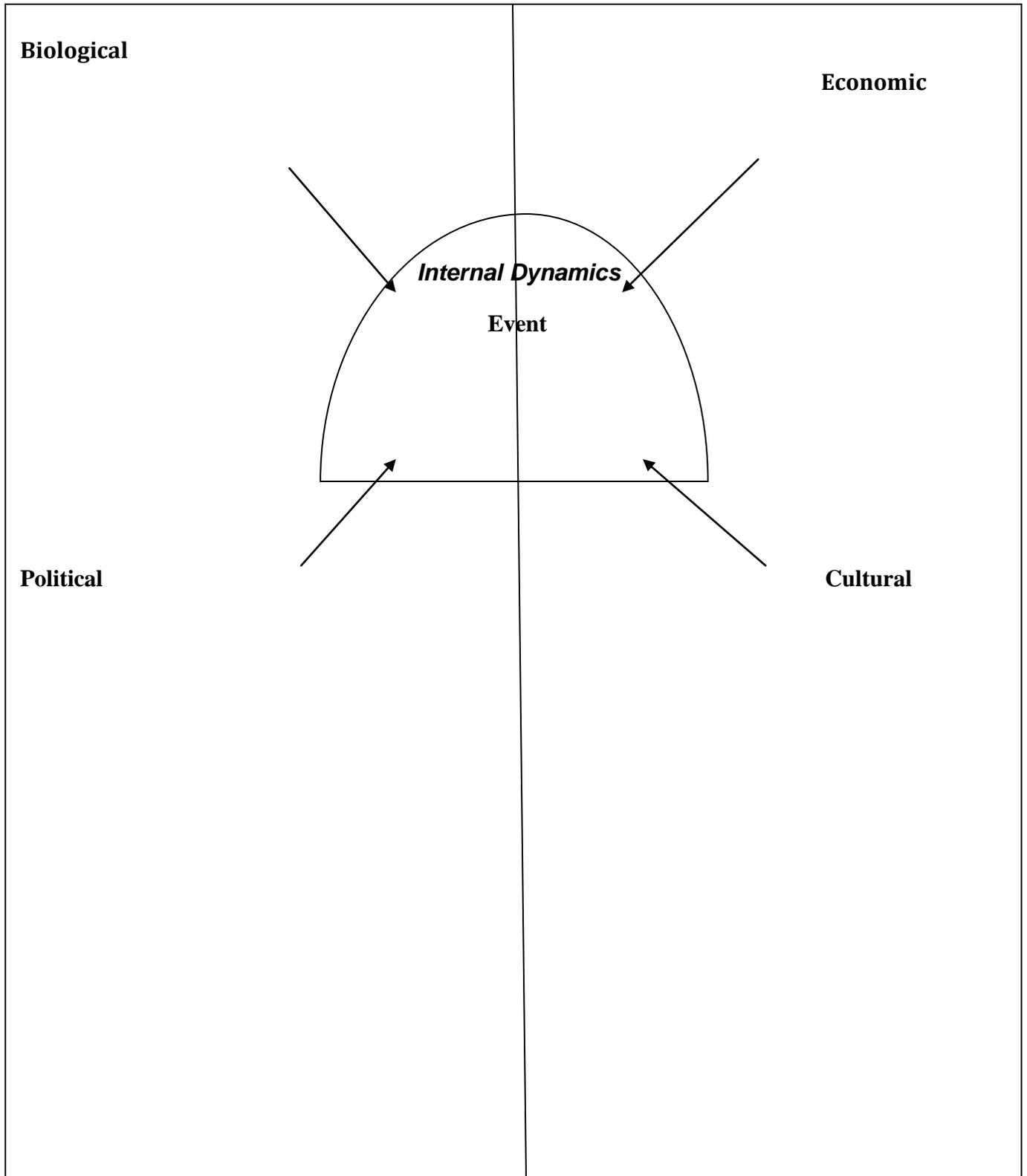


Eastern Asia: Farming developed very early in the Yellow and Yangzi River Basins in China, fostering the region's first cities and states. Chinese culture then expanded into southern China. The Chinese invented a writing system and worked bronze and iron. Mixing Chinese influences with their own, Koreans took up farming and metalworking. Some Koreans migrated to Japan, where they and the local peoples mixed their traditions to produce the Japanese culture.

Africa: Farming appeared very early in North, West, & East Africa. Africa's earliest cities & states formed along Nile River Valley in Egypt. Egyptians invented a writing system and flourished from productive agriculture and trade with other African societies & Eurasia. Cities and states also arose in Nubia, just south of Egypt. Africans south of Sahara Desert developed ironworking technology very early, & iron tools and weapons helped Bantu-speaking peoples gradually expand from West Africa into Central and East Africa.

Southern Asia & Oceania: Farming & metalworking developed early in South and Southeast Asia. The people of the Harappan cities in the Indus River Basin grew cotton, made textiles, and traded with western & Central Asia. After the Harappan society collapsed, Aryan peoples from western Asia moved into India, and the mixing of Aryan and local traditions formed the basis for the Hindu religion. Meanwhile, Austronesian peoples migrated from Taiwan into Southeast Asian & Pacific Islands. Southeast Asians pioneered in maritime trade and formed their first states. Hunters & gatherers flourished in Australia.

Attachment 4
Global/Transregional Processes



Attachment 5:

AP World History

“Understanding a current event in light of history”

Introduction

Events and situations which are happening in the world today prove that we, as world citizens and Americans, are affected by occurrences of the past, namely, history. Understanding a current event in the light of history gives richer meaning to daily happenings. Reading about current events in newspapers and news magazines is reading about “history in the making.” In addition, new organizations around the world are reporting on events and trends that relate to our course. Careful analysis of these occurrences will give you a better understanding of the themes of world history and the concept of change over time.

Task

Your assignment is to find one *newspaper, magazine article or news web article* which is an example of the relationship of current events to history. The article you work with must involve an economic, biological, cultural or political issue in relation to Europe, Africa, Asia or Latin America. You may use an issue in American current events as it relates to the world.

You are to follow the procedure outlined below:

- 1. Cut out or print out your article. The article should not be a summary.**
- 2. Be sure to provide the title and author of the article, the source, and date of the publication and place the citation at the top right corner of your assignment. For example,**

“Back to the Stone Age”

Kevin Peraino

Newsweek

June 25, 2007

“Muslims’ Veils Test Limits of Britain’s Tolerance”

Jane Perlez

The New York Times

June 22, 2007

“Globalization Brings South Africa Gains – and Pains”

David Wessel

The Wall Street Journal

June 21, 2007

3. Answer the following questions in grammatically correct sentence form underneath the citation.

- a. Which current event is addressed in the article? What is the situation that is described? Use at least five facts in this answer. (Who or what the story is about? What happened? When the event occurred? Where the event took place? Why the event happened?)
- b. Relate the news article to one of the themes within the political, economic, cultural or biological framework of world history.
- c. Briefly discuss the *historical antecedents* affecting what is happening at the present time. How is this current event related to this event of the past?
- d. Briefly explain how the current event illustrates the concept of change over time: what existed in the past, what exists now, what caused any changes, what is still the same.

4. The assignment should be approximately 300-350 words long when completed, in paragraph form for each part of the assignment.

- **THE CURRENT EVENTS ASSIGNMENT IS A RECURRING ASSIGNMENT THROUGHOUT THE SCHOOL YEAR.**
- **WEB SITES ARE LISTED BELOW AS SUGGESTIONS. SOME SITES REPRESENT PUBLICATIONS FROM OTHER COUNTRIES. THOSE SITES WOULD OFFER THE READER AN ISSUE FROM ANOTHER COUNTRY'S PERSPECTIVE, DEMONSTRATING THE THEME OF MULTIPLE PERSPECTIVES.**
- **PLEASE MAKE SURE YOU FOLLOW THE INSTRUCTIONS IN THE ASSIGNMENT. YOUR GRADE WILL BE DETERMINED BY YOUR ABILITY TO FOLLOW THESE INSTRUCTIONS.**

A need for clarification:

Each one of the current **events** assignments that you complete this school year **must** reflect one **specific** theme of this course. The short paragraphs that you write for this assignment explain the relationship between the current event reported and a theme of this course **and** how the current event reflects a related episode in world history (change over time.)

The **themes** of this two-year World History sequence for students include:

1. Interaction between humans and the environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

2. Development and interaction of cultures

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

3. State-building, expansion, and conflict

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, transregional, and global structures and organizations

4. Creation, expansion and interaction of economic systems

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

5. Development and transformation of social structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

CURRENT EVENTS WEB SITES

The New York Times on the Web

<http://nytimes.com/>

ABC News

<http://abcnews.go.com/sections/world/>

British Broadcasting Company

<http://www.bbc.co.uk/news/>

CNN

<http://www.cnn.com/>

Common Dreams – News and Views for the Progressive Community

<http://commondreams.org/>

Discovery News

<http://dsc.discovery.com/news/news.html>

India's National Newspaper - The Tribune

<http://www.tribuneindia.com/>

MSNBC

<http://www.msnbc.com/news/default.asp?cp1=1>

Newsweek

<http://www.newsweek.com/>

Time Magazine

<http://www.time.com/time/index.html>

US News & World Report

<http://www.usnews.com/usnews/graphics/map/nvhead.map?47,58>

Wall Street Journal

<http://public.wsj.com/home.html>

Washington Post

<http://washingtonpost.com/>

(STAPLE ARTICLE HERE)

YOUR NAME

WORLD HISTORY AP

Today's Date

Title of Article in Quotation Marks

Author's Name

Title of Publication in Italics or Underlined

Date of publication

3. a)

b)

c)

d)