

# AP World History 10 (1450-the Present)

**Mr. Jameson**

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“I must not fear. Fear is the mind-killer. Fear is the little-death that brings total obliteration. I will face my fear. I will permit it to pass over me and through me. And when it has gone past I will turn the inner eye to see its path. Where the fear has gone there will be nothing. Only I will remain.”

-Frank Herbert, “The Litany Against Fear,” *Dune*.

## Course Text and Other Reading

### Main Text:

Stearns, Peter N. et. al. 2017. *World Civilizations: The Global Experience*, Revised AP Edition. United States: Pearson Education.

### Primary Sources:

Students will read and analyze selected primary sources (documents, maps, and images) as well as analyze quantitative data through study and interpretation of graphs, charts, and tables in the following works:

Andrea, Al and Overfield, James. *The Human Record, Sources of Global History*, 4<sup>th</sup> ed. Vol. 1 & 2.

Boston: Houghton-Mifflin, 2001.

Diamond. “Worst Mistake in the History of the Human Race.”

Stearns. 2008. *World History in Documents: A Comparative Reader*. New York University Press.

Lewis. 1998. *The Mammoth Book of Eye-Witness History*. Carroll and Graf Publishers, Inc.

Strayer. 2011. *Ways of the World: A Global History with Sources*. Bedford/St. Martin’s.

Document Based Questions released by the College Board.

### Secondary Sources:

Morton, S. and Lewis, C. 2004. *China: Its History and Culture*, Fourth Edition. McGraw Hill.

Ansary, T. 2009. *Destiny Disrupted: A History of the World Through Islamic Eyes*. Public Affairs.

Van Loon, H. 2000. *The Story of Mankind*. Liveright.

Kronld, M. 2009. *The Taste of Conquest: The Rise and Fall of Three Great Spice Cities*. Ballantine Books.

Along with any other secondary sources presented.

## Themes and AP World History:

Students in this course must learn to view history thematically. The AP World History course is organized around five (5) overarching themes that serve as unifying threads through the course, helping students to relate what is particular about each time period or society to a “big picture” of history. The themes also provide a way to organize comparisons and analyze changes and continuity over time. Consequently, virtually all study of history in this class will be tied back to these themes by utilizing a “SPICE” acronym. Furthermore, as an **ongoing activity all notes will be color-coded identifying material relating directly to the five (5) themes**. These themes are as follows:

1. Social—Development and transformation of social structures
  - a. Gender roles and relations
  - b. Family and kinship
  - c. Racial and ethnic constructions
  - d. Social and economic classes
2. Political-State-building, expansion, and conflict
  - a. Political structures and forms of governance
  - b. Empires
  - c. Nations and nationalism
  - d. Revolts and revolutions
  - e. Regional, trans-regional, and global structures and organizations
3. Interaction between humans and the environment
  - a. Demography and disease
  - b. Migration
  - c. Patterns of settlement
  - d. Technology
4. Cultural-development and interaction of cultures
  - a. Religions
  - b. Belief systems, philosophies, and ideologies
  - c. Science and technology
  - d. The arts and architecture
5. Economic-Creation, expansion, and interaction of economic systems
  - a. Agricultural and pastoral production

- b. Trade and commerce
- c. Labor systems
- d. Industrialization
- e. Capitalism and socialism
- f. Entrepreneurship

These themes will help students structure their understanding of World History and make connections between the past and the present.

## Course Layout

This section is meant to be a road map and is subject to change as the year goes on.

### Unit 1: 1450-1750

#### *Key Concepts:*

Changes in trade, technology, and Global interactions

Knowledge of major empires and other political units and social systems

Slave systems and slave trade

Demographic and environmental changes

Cultural and intellectual developments

#### *Topics for Overview Include:*

Ottoman, China, Portugal, Spain, Russia, France, England, Mughal, Tokugawa

Emergence of African Empires

Gender and empire

Role of Islamic merchants and Sufi mystics in fusing World Trade systems and cultures

Diseases, animals, new crops, and population trends

Scientific revolution and the Enlightenment

Changes and Continuities in Confucianism

Global causes and effects of cultural change

## Activities and Skill Development:

Craft a “Compare and Contrast” essay on the Iberian Conquest and the Mongolian Conquest. Special attention will be given to thesis construction, incorporation of SPICE, and support of thesis with applicable historical information.

Students will apply the skills of an art historian to analyze colonial Spanish Sociedad de Castas ethnic artwork determining the purpose behind their construction.

Students will apply the skills of an art historian in comparing the artistic styles of the Persian Safavids compared to the Ottoman Turks.

In class analysis will be done reviewing multiple primary source documents regarding Zheng He’s Indian Ocean exploration with special focus on the character of the voyages, comparing the logic of the voyages to the logic of the European voyages, and the possible reason for the halting of the Ming explorations.

Students will craft an essay on the multiple causes and consequences of Mughal Imperial decline.

In reading *A Short Account of the Destruction of the Indies* by Bartolomé de las Casas, students are asked to consider how it both reflects and was informed by the political and cultural circumstances of its time.

Students discuss the role of economics, supply and demand, and relative purchasing power as motivating factors in the African slave trade

## Unit 2: 1450-1750; Global Interactions

### *Key Concepts:*

Globalizing Networks of Communication and Exchange

New Forms of social organization and modes of production

State consolidation and Imperial expansion

### *Topics for Overview Include:*

Early Latin American society, culture, conflict, and ethnic development

Africa and Africans in the Age of the Atlantic Slave Trade

The Gunpowder Empires

China and Japan in the Age of Global Change

### *Special Focus:*

The impact of silver mining in Colonial Spain on World Economies  
Cross cultural exchange: The Columbian Exchange  
Ethnicity in Colonial Spain: *La Sociedad de Castas*  
European Political impact on Colonial Spain: The Bourbon Reforms  
The character of Ottoman Expansion  
Role of women in Gunpowder Empires  
Religious conflict and compromise in Mughal India  
The rise and fall of the Portuguese and Dutch Spice Empires  
The rise and fall of Ming China  
The naval expeditions of Zheng He  
Tokugawa Shogunate and the Expulsion of the West

*Activities and Skill Development:*

1. Craft a “Compare and Contrast” essay on the Iberian Conquest and the Mongolian Conquest. Special attention will be given to thesis construction, incorporation of SPICE, and support of thesis with applicable historical information.
2. Students will apply the skills of an art historian to analyze colonial Spanish *Sociedad de Castas* ethnic artwork determining the purpose behind their construction.
3. Students will apply the skills of an art historian in comparing the artistic styles of the Persian Safavids compared to the Turkish Ottomans.
4. In class analysis reviewing multiple primary source documents regarding Zheng He’s Indian Ocean exploration; special focus on the character of the voyages, comparing the logic of the voyages to the logic of the European voyages, and the possible reason for the halting of the Ming explorations.
5. Students will craft an essay on the multiples **causes and consequences** of Mughal Imperial decline.
6. In reading *A Short Account of the Destruction of the Indies* by Bartolome de las Casas, students are asked to consider how it both reflects and was informed by the political and cultural circumstances of its time.
7. Students discuss the role of economics, supply and demand, and relative purchasing power as motivating factors in the African slave trade.

**Unit 3, 1750-1900: Industrialization and Global Integration**

*Key Concepts:*

Industrialization and Global Capitalism  
Imperialism and Nation-State Formation  
Nationalism, Revolution and Reform  
Global Migration

*Topics for Overview include:*

The emergence of Industrial society in the West  
Industrialization and Imperialism: the making of the European Global Order  
The consolidation of Latin America  
Civilizations in Crisis: The Ottoman Empire, the Islamic Heartlands, and Qing  
Russia and Japan: Industrialization outside the West

China

*Special Focus:*

The French and American Revolutions  
The Revolutions of 1848  
Western Cultural Transformations in Art, Science, and Gender  
Western settlement in Australia, Canada, and New Zealand  
The shift to Western Land Empires in the East  
European conflict over Colonial holdings  
Emergence of Scientific Racism  
Revolution in Latin America and Haiti with special attention to Ethnic Evolution  
Contrasting Brazilian Independence with Latin American Independence  
Independent Latin America and Global Markets/Politics  
The Decline of the Ottoman Empire  
The modernization of the Middle East  
Qing Dynasty: internal conflict and external threats  
The making of Modern Russia: liberation, revolution, and industrialization

The end of the Tokugawa Shogunate and the rise of industrial Japan

Tensions arising from modernization in Japan

*Activities and Skill Development:*

1. Students will read three secondary excerpts on the decline of the Ottoman Empire and discuss the relative strengths and weaknesses of each argument. The sources include:
  - a. Ansary's *Destiny Disrupted: A History of the World Through Islamic Eyes*, Chapter 12.
  - b. Stearns' *World Civilizations: The Global Experiences*, Chapter 24.
  - c. Strayer's *Ways of the World: A global History with Sources*, Chapter 19.
2. Complete 2009 DBQ on African actions and reactions in response to the European scramble for Africa. The document set includes primary sources, drawings, and quantitative data.
3. Review assignment: taking the historical events from 1450-1900, assign a four-to-six bracket new periodization model with rationale explaining the new formations.
4. Taking Qing China as a focal point, students write a change and continuity essay regarding Chinese response to foreign contact and intervention.
5. Students analyze a document set regarding Social Darwinism and discuss the role of Social Darwinism in European Imperialism as well as racial policy within settled countries.
6. Class discussion: students compare the decline of the Roman Empire, Mongol Empire, and the Ottoman Empire noting in particular how contributing circumstances to decline were impacted by specific circumstances.

**Unit 4, 1900-Present: Accelerating Global Change and Realignments**

*Key Concepts:*

Science and the Environment

Global Conflicts and their Consequences

New Conceptualizations of Global Economy and Culture.

*Topics for Overview:*

Descent into the Abyss: World War One and the crisis of the European Global order

The World Between the Wars: Revolutions, Depression, and Authoritarian Response

A Second Global Conflict and the End of the European World Order  
Western Society and Eastern Europe in the Decades after the Cold War  
Revolution and reaction into the 21<sup>st</sup> Century Latin America  
Africa, the Middle East, and Asia in the Era of Independence  
Nation-building in East Asia and the Pacific Rim, an Era of Rebirth and Revolution  
The end of the Cold War and the Shape of a New Era  
Era of Globalization

*Special Focus:*

War

International Political, Economic, and Ideological factors leading up to The Great  
Global consequences of the Treaty of Versailles and the Great War  
The rise of Militant Nationalism  
The rise of Dangerous Ideologies (Communism, Nazism, Fascism)  
Communism in China  
The impact and role of Global Depression  
Militarization of early 20<sup>th</sup> century Japan  
Liberation of nonsettler Africa  
Decline of the British Empire  
The complicated role of Atomic Weaponry  
The Cold War in Asia and Africa  
The rise of the Welfare State in Europe  
International organizations such as NATO, the EU, the UN, and the Warsaw Pact  
The changing role of women in industrialized and developing nations  
Communism, nationalism, and fascism in Latin America  
The Green Revolution, AIDS, and Development in Africa  
Revolution in the Middle East: Egypt, Iran, Lebanon, and Israel  
The Japanese and Korean Miracles



## The Era of Globalization and International Terrorism

### *Activities and Skill Development:*

1. Class discussion: was the Treaty of Versailles a success? Who defines success? Was future conflict inevitable after the Great War? Points given determined by use of historical evidence.
2. Compare and Contrast essay comparing the approach to economic reform of Chairman Mao and Deng Xioping
3. Identify the multiple causes and consequences of the Green Revolution in Africa
4. Analyze the Change and Continuity of U.S. foreign policy throughout the 20<sup>th</sup> century

### **Materials:**

2 inch 3-ring binder (for AP World History), filler paper, dividers- 5 to 10, slip covers/paper protectors, highlighters (multicolored-5), ballpoint pens (blue or black), pencils and eraser, colored pencils, flash drive, a box of tissues for the classroom, and a positive attitude.

### **Statement of Student Expectations**

I expect all students to behave in a respectful manner to both their fellow students and myself. This is an academic setting and as such academic discourse is expected. All opinions and interpretations will thrive upon their own merit and the evidence presented to support it. There will be no bullying, no putting down of interpretations (save through contrary evidence), and until disproved all opinions/interpretations will be treated with respect. Further, given that this is an academic setting I expect every student to be present and prepared to begin the day's work at the assigned time.

All students are expected to be on time and to come prepared to class with all necessary materials. Tardiness will not be tolerated. Homework and reading should be completed before class and ready to discuss or submit. Every student is expected to respect one another and actively participate in class discussions and class activities.

I will remain on campus for at least half an hour after school nearly everyday. If a student needs assistance at this time please let me know.

### **Classroom Rules:**

All school wide rules will be enforced, **including and especially** our No-Phone Rule. Students need to either leave their phones at home or in their lockers or if they bring phones they must be placed in the Phone Holder at the beginning of class everyday. Every student is expected to work without disturbing others. Students are to accept each other for individual differences and to treat one another with respect. I have zero tolerance for academic dishonesty and bullying.

Food and Drinks are (at this time) allowed in my classroom. This is subject to immediate change based upon my own discretion. If a student has food in my room and leaves a mess, that student can expect to have food privileges in the room revoked.

Phones are **NOT** allowed in my class unless permission is expressly given by the instructor. They must be put in the phone holder or left in students' lockers.

If my expected code of conduct is broken the following actions will be taken in order:

1. A warning will be given.
2. Student will be asked to complete a reflection sheet/behavior contract.
3. Student will receive lunch detention and parent and dean will be notified.
4. Student will receive lunch detention and a conference will be made with the parents and the dean.
5. Student will receive a referral to the dean of students.

### **Participation:**

Everyday in class there will be 5 participation points that students are able to earn by being on time, prepared, and attentive. Points will be deducted from the total for the day when students engage in disruptive behavior or are otherwise unprepared. The following is a short list of what will lead to deductions:

- Being Late
- Not being seated when the bell rings
- Not having one's Warm Up/Cool Down ready to go
- Talking out of turn
- Passing notes
- Not having homework assignments when they are due
- Not complying with direct instructions (i.e. backtalking)
- If a student has their phone out when not authorized said student will lose ALL 5 participation points**
- Etc.

### **Homework:**

If you are absent, it is your responsibility to catch up on the assignments you missed! You will have the number of days missed to complete the assignment for full credit. Homework will be posted on the website. Please put your name on your work or it will NOT be accepted.

In general, 10<sup>th</sup> graders should expect about 100 minutes worth of homework every night across all classes. This means that ideally students should only spend about 20 minutes every night on History homework. If a student finds themselves working for longer than 20 minutes a night **please** let me know so that we can help one another figure out what is going on. Nearly every assignment will have about a week's worth of time to complete, I recommend that

students do not procrastinate their assignments, break it up over the week and you will have an easier time.

Essays that do not meet the minimum requirements of the assignment will not be graded and returned to the student for completion.

Late assignments will be docked by 10% for each school day that it is late. (e.g. an assignment that is 3 days late will be docked by 30%).

**Please do not email me homework assignments unless it is an absolute emergency. I prefer hard copies of things.**

## Assignments

### Essay Writing

Throughout the course we will be engaging in the three different AP World style essays: Short Answer, Long Essay Question and the Document Based Question. Several times a semester, students will be given guidance and feedback on writing these specific pieces. As we draw closer to the test, essays will be given in the timed format.

Below is a rough sketch of how each essay will be laid out:

1. Introductory Paragraph—3 to 4 sentences, ending with thesis statement
  - a. Thesis Statement—what does it need to include?
    - i. Time period
    - ii. Region(s)
    - iii. The answer to the prompt
2. Organization of Body Paragraphs—
  - a. Topic Sentence—this can be general since the thesis contains specificity
  - b. General Assertion—identifies one aspect of thesis (i.e. a change, a difference, etc.)
  - c. Support/evidence/examples—**Be Specific!!!**
  - d. Analysis—explain cause and/or effect
  - e. General Assertion—identifies one aspect of thesis (i.e. change, a difference, etc.)
  - f. Support/evidence/examples—**Be Specific!!!**
  - g. Analysis—explain cause and/or effect
  - h. Repeat format as necessary
  - i. Concluding sentence
3. Concluding paragraph
  - a. 3-4 sentences

- b. Start by restating (a rephrased) thesis in its entirety

### **One-Pagers**

One-Pagers are an opportunity for students to collect their thoughts, synthesize materials, review AP themes, and use historical thinking skills. In essence, they are complex chapter summaries that require creativity and knowledge. A One-Pager will be completed for each chapter and will be graded on a 30-point scale. Additional guidance will be given in another handout.

### **Historical Research Paper**

Given that this course is intended to be a college level course, students will be expected to conduct college-level work. Students in this class will be expected to write a 5-7 page historical research paper on a topic of their choosing. Students will be expected to utilize multiple primary and secondary sources that they have found on their own. The details for this assignment will be discussed in a separate handout.

### **History in Cinema:**

For this assignment you will be given a list of historical films. Every quarter you must watch at least one of these films and write a 2-3-page review. In your review I want you to briefly summarize what happens in the film and then answer the following questions: was the film truthful (i.e. was it historically accurate)? Were there any flaws in the film? Were the characters believable, did they become actual people for you? What were the major themes of the film? Did the film achieve what it set out to achieve? How does the film connect to our history class?

### **Extra Credit**

Throughout the year opportunities for Extra Credit will become available for any student to take advantage of. The details for these extra credit assignments will be discussed in a separate series of handouts.

### **Additional Assignments**

The syllabus is merely a snapshot of the activities and topics to be covered in AP World History (10). New topics, assignments, and discussions will occur at the instructor's behest and guided by student interest and need.

### **Rubrics**

Throughout this course assignments will be graded utilizing various rubrics. Some of these rubrics are specific to the assignments in question and will be handed out at the time those assignments are given. Others are more general, for instance, for most

of the essays in this class we will be utilizing the Long Essay Question Rubric for AP World History.

### **One Final Reminder**

This is an Advanced Placement class. This class is meant to help students take the AP test at the end of the year, if one does well on this test it can mean that college credit can be awarded to those students. As such this is meant to be a college level class. This will be a difficult class, please do not take this class lightly. I will do my best to push every one of my students hard because that is my job. There will be a lot of reading and a lot of writing, at least every week.

**Student and Parent/Guardian:**

**Please print student name here** \_\_\_\_\_

I ask both parties to sign this syllabus as evidence that you have discussed my expectations and classroom policies. Thank you and please do not hesitate to contact me with any questions. I look forward to an exciting year!

Student signature: \_\_\_\_\_

Parental signature: \_\_\_\_\_