

Regular World History 10 (1450-the Present)

Mr. Jameson

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Course Text and Other Reading

Main Text:

Ellis, Elisabeth Gaynor & Anthony Esler. *World History*. Boston: Pearson Education. 2016.

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*, 4th 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 World History:

Students in this course must learn to view history thematically. The 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

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
 China
 Russia and Japan: Industrialization outside the West

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 Realignment

Key Concepts:

Science and the Environment

Global Conflicts and their Consequences

New Conceptualizations of Global Economy and Culture.

Topics for Overview:

order
Response

- Descent into the Abyss: World War One and the crisis of the European Global order
- The World Between the Wars: Revolutions, Depression, and Authoritarianism
- 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 21st 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 War
- 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 20th 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 20th 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, 10th 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

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.

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: _____