

APWH Topic Outline

This topic outline, largely from the College Board, provides information about what students are expected to know for each chronological period of the course. In addition, the outline contains examples of what the AP World History Exam (and therefore this course) does and does not assess. Students are to keep this Outline in the front of their AP World History Binder for easy reference. Outlines for each unit of study are available at the class website.

The course begins with "Foundations," which introduces the course and focuses on setting the historical and geographical context and introducing world historical patterns that form the basis for future developments.

For each part of the course students are given an outline of major developments that they are expected to know and be able to use in making comparisons across cultures (see attached). These developments and comparisons relate to the following **six overarching themes**:

- Patterns and impacts of interaction among major societies: trade, war, diplomacy, and international organizations
- The relationship of change and continuity across the world history periods covered in this course
- Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry)
- Systems of social structure and gender structure (comparing major features within and among societies and assessing change)
- Cultural and intellectual developments and interactions among and within societies
- Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization)

Developments in the topic outline are organized in chronological order, for the most part. For each period after Foundations, **periodization** is the first major task and serves to create links and explain differences with the period just covered and with the period to come. For all periods, major interpretative issues, alternative historical frameworks, and historical debates are included.

Examples of the people, events, and terms that students are expected to know and use accurately in their work for the course and the exam appear under major developments. These are suggested by way of *example*; many other comparisons are possible and relevant. There are also selected examples of the types of information that students should know, in contrast to what they are not expected to know, for the multiple-choice section of the AP World History Exam. *The list is illustrative and not exhaustive.*

Students should access class "Reading and Study Guides" for each chapter for complete information on most important ideas and people in each chapter.

Periods and Schedule of Study

- I. Foundations: c. 8000 B.C.E.–600 C.E. -- 7 Weeks (20%)
Divided into Early and Classical Societies.
- II. 600 C.E.–1450 -- 8 Weeks (22%)
- III. 1450–1750 -- 7 Weeks (20%)
- IV. 1750–1914 -- 7 Weeks (20%)
- V. 1914–Present – 7 Weeks (20%)
A good knowledge and understanding of US History is pre-requisite for the study of this period of world history.

I. Intro to Advanced Placement World History, Geography / Foundations: c. 8000 B.C.E.–600 C.E.

Intro to Essential World Geography and Historical Literacy Terminology, Course Structure & Expectations, Themes, Habits of Mind, AP Writing Requirements, PLUS...

Major Developments of Foundations Period:

1. Locating world history in the environment and time
 1. Environment
 1. Geography and climate: Interaction of geography and climate with the development of human society
 2. Demography: Major population changes resulting from human and environmental factors
 2. Time
 1. Periodization in early human history
 2. Nature and causes of changes associated with the time span
 3. Continuities and breaks within the time span
 3. Diverse Interpretations
 1. What are the issues involved in using "civilization" as an organizing principle in world history?
 2. What is the most common source of change: connection or diffusion versus independent invention?
2. Developing agriculture and technology
 1. Agricultural, pastoral, and foraging societies, and their demographic characteristics (Include Africa, the Americas, and Southeast Asia.)
 2. Emergence of agriculture and technological change
 3. Nature of village settlements
 4. Impact of agriculture on the environment
 5. Introduction of key stages of metal use

3. Basic features of early civilizations in different environments: culture, state, and social structure
 1. Mesopotamia
 2. Egypt
 3. Indus
 4. Shang
 5. Mesoamerica and Andean South America

(Students will be able to compare the early civilizations above.)

4. Classical civilizations
 1. Major political developments in China, India, and the Mediterranean
 2. Social and gender structures
 3. Major trading patterns within and among Classical civilizations; contacts with adjacent regions
 4. Arts, sciences, and technology
5. Major belief systems
 1. Basic features of major world belief systems prior to 600 C.E. and where each belief system applied by 600 C.E.
 2. Polytheism
 3. Hinduism
 4. Judaism
 5. Confucianism
 6. Daoism
 7. Buddhism
 8. Christianity
6. Late Classical period (200 C.E.–600 C.E.)
 1. Collapse of empires (Han China, loss of western portion of the Roman Empire, Gupta Dynasty)
 2. Movements of peoples (Huns, Germans)
 3. Interregional networks by 600 C.E.: Trade and religious diffusion

Major Comparisons and Snapshots

- Comparisons of the major religious and philosophical systems including some underlying similarities in cementing a social hierarchy, e.g., Hinduism contrasted with Confucianism
- Role of women in different belief systems -- Buddhism, Christianity, Confucianism, and Hinduism
- Understanding of how and why the collapse of empire was more severe in western Europe than it was in the eastern Mediterranean or in China
- Compare the caste system to other systems of social inequality devised by early and classical civilizations, including slavery
- Compare societies and cultures that include cities with pastoral and nomadic societies
- Compare the development of traditions and institutions in major civilizations, e.g., Indian, Chinese, Mediterranean (Greek/Roman).
- Describe interregional trading systems, e.g., the Indian Ocean trade

Examples of What You Need to Know

Below are examples of the types of information you are expected to know contrasted with examples of those things you are not expected to know for the multiple-choice section.

- Nature of the Neolithic revolution, but not characteristics of previous stone ages, e.g., Paleolithic and Mesolithic
- Economic and social results of the agricultural revolution, but not specific date of the introduction of agriculture to specific societies
- Nature of patriarchal systems, but not changes in family structure within a single region
- Nature of early civilizations, but not specific detailed knowledge of more than two (student choice)
- Importance of the introduction of bronze and iron, but not specific details of inventions or implements
- Political heritage of classical China (emperor, bureaucracy, etc.), but not specific knowledge of dynastic transitions, e.g., from Qin to Han
- Greek approaches to science and philosophy, including Aristotle, but not details about other specific philosophers
- Diffusion of major religious systems, but not the specific regional forms of Buddhism or Aryan or Nestorian Christianity

Text Reading Assignments:

Early Complex Societies: to 500 BCE:

Chapter 1: Before History

Chapter 2: Early Societies in Southwest Asia and the Indo-European Migrations

Chap. 3: Early African Societies and the Bantu Migrations

Chap. 4: Early Societies in South Asia – Harappans, Aryans, Vedic Hinduism

Chap. 5: Early Societies in East Asia – Shang, Zhou

Chap. 6: Early Societies in the Americas & Oceania - Maya

Classical Societies Forming 500 BCE to 600 CE:

Chap. 7: Empire of Persia

Chap. 8: Unification of China – Confucius, Qin, Han

Chap. 9: State, Society, and the Quest for Salvation in India – Mauryan, Caste, Jainism, Buddhism, Popular Hinduism

Chap. 10 & 11: Mediterranean Society: Greek Phase, Roman Phase

Chap. 12: Silk Roads

Supplemental Reading & Writing Assignments: To be announced.

II. 600 C.E.–1450

Major Developments of the Period:

1. Questions of periodization
 1. Nature and causes of changes in the world history framework leading up to 600 C.E. – 1450 as a period
 2. Emergence of new empires and political systems
 3. Continuities and breaks within the period (e.g., the impact of the Mongols on international contacts and on specific societies)
2. The Islamic world
 1. The rise and role of Dar al-Islam as a unifying cultural and economic force in Eurasia and Africa
 2. Islamic political structures, notably the caliphate
 3. Arts, sciences, and technologies
3. Interregional networks and contacts
 1. Development and shifts in interregional trade, technology, and cultural exchange
 2. Trans-Saharan trade
 3. Indian Ocean trade
 4. Silk routes
 5. Missionary outreach of major religions
 6. Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam
 7. Impact of the Mongol empires
4. China's internal and external expansion
 1. The importance of the Tang and Song economic revolutions and the initiatives of the early Ming dynasty
 2. Chinese influence on surrounding areas and its limits
5. Developments in Europe
 1. Restructuring of European economic, social, and political institutions
 2. The division of Christendom into eastern and western Christian cultures
6. Social, cultural, economic, and political patterns in the Amerindian world
 1. Maya
 2. Aztec
 3. Inca
7. Demographic and environmental changes
 1. Impact of nomadic migrations on Afro-Eurasia and the Americas (e.g., Aztecs, Mongols, Turks, Vikings, and Arabs)
 2. Migration of agricultural peoples (e.g. Bantu migrations, European peoples to east/central Europe)
 3. Consequences of plague pandemics in the fourteenth century
 4. Growth and role of cities
8. Diverse interpretations
 1. What are the issues involved in using cultural areas rather than states as units of analysis?
 2. What are the sources of change: nomadic migrations versus urban growth?
 3. Was there a world economic network in this period?

4. Were there common patterns in the new opportunities available to and constraints placed on elite women in this period?

Major Comparisons and Snapshots

- Japanese and European feudalism
- Developments in political and social institutions in both eastern and western Europe
- Compare the role and function of cities in major societies
- Compare Islam and Christianity
- Gender systems and changes, such as the impact of Islam
- Aztec Empire and Inca Empire
- Compare European and sub-Saharan African contacts with the Islamic world

Examples of What You Need to Know

Below are examples of the *types of information* you are expected to know contrasted with examples of those things you are not expected to know for the multiple-choice section of the national AP Exam.

- Arab caliphate, but not the transition from Umayyad to Abbasid
- Mamluks, but not Almohads
- Feudalism, but not specific feudal monarchs such as Richard I
- Manorialism, but not specifics of the three-field system
- Crusading movement and its impact, but not specific crusades
- Viking exploration, expansion, and impact, but not individual explorers
- Mongol expansion and its impact, but not details of specific khanates
- Papacy and its effects on history, but not particular popes
- Indian Ocean trading patterns, but not Gujarati merchants

Reading the Text:

The Post-Classical Era, 500 to 1000 CE

Chap. 13: Byzantium – Justinian, Hagia Sophia, Orthodox Christianity, Agriculture & trade; Chap. 14: Islam – Muhammad, Economy & Society, Expansion of Islam, Caliphate; Chap. 15: Resurgence of Empire in East Asia – Sui, Tang, Song, Korea & Vietnam, Japan; Chap. 16: India & Indian Ocean Basin – Development of Hinduism, Islam arrives, Trade; Chap. 17: Foundations of Christian Society in Western Europe- Quest for order, Franks, Clovis, Serfs & Manorialism, Politics of Conversion, Papacy, Monasticism, trade?

Age of Cross-Cultural Interaction, 1000 to 1500 CE

Chap. 18: Nomadic Empires & European Integration – Turkish migrations, Mongols, Tamerlane, Ottoman Empire is born;
Chap. 19: States & Societies in Sub-Saharan Africa – African political organization, Islam arrives, Indian Ocean trade, African culture & religion;
Chap. 20: Western Europe During the High Middle Ages – Holy Roman Empire, regional states, Trade, Universities & Scholasticism, Popular Religion, Reform,

heresies, Medieval Expansion of Europe; colonization; Crusades;
Chap. 21: Worlds Apart: The Americas & Oceania- Mexica, Inca, Pacific Island
Societies; Chap. 22: Cross-Cultural Interactions – Long Distance Trade & Travel-
Ibn Battuta & Mali; John de Montecorvino & China; Marco Polo. Bubonic Plague.
Chinese Ming Dynasty. European state building, RENAISSANCE, Exploration &
Colonization, Zheng He & the Indian Ocean Basin, Europe Begins to Explore the
Oceans.

Supplemental Reading & Writing Assignments: To be announced

III. 1450–1750

Major Developments of the Period

1. Questions of periodization
 1. Continuities and breaks, causes of changes from the previous period and within this period
2. Changes in trade, technology, and global interactions
3. Knowledge of major empires and other political units and social systems
 1. Ottoman, China, Portugal, Spain, Russia, France, England, Tokugawa, Mughal, characteristics of African empires in general but knowing one (Kongo, Benin, Oyo, or Songhay) as illustrative
 2. Gender and empire (including the role of women in households and in politics)
4. Slave systems and slave trade
5. Demographic and environmental changes: diseases, animals, new crops, and comparative population trends
6. Cultural and intellectual developments
 1. Scientific Revolution and the Enlightenment
 2. Comparative global causes and impacts of cultural change
 3. Changes and continuities in Confucianism
 4. Major developments and exchanges in the arts (e.g., Mughal)
7. Diverse interpretations
 1. What are the debates about the timing and extent of European predominance in the world economy?
 2. How does the world economic system of this period compare with the world economic network of the previous period?

Major Comparisons and Snapshots

- Imperial systems: European monarchy compared with a land-based Asian empire
- Coercive labor systems: slavery and other coercive labor systems in the Americas
- Comparative knowledge of empire (i.e., general empire building in Asia, Africa, and Europe)
- Compare Russia's interaction with the West with the interaction of one of the following (Ottoman Empire, China, Tokugawa Japan, Mughal India) with the West

Examples of What You Need to Know

Below are *examples of the types of information* you are expected to know contrasted with examples of those things you are not expected to know for the multiple-choice section of the national AP Exam.

- Neo-confucianism, but not specific Neo-confucianists
- Importance of European exploration, but not individual explorers
- Characteristics of European absolutism, but not specific rulers
- Reformation, but not Anabaptism or Huguenots
- Ottoman conquest of Constantinople, but not the Safavid Empire
- Siege of Vienna (1688–89), but not the Thirty Years' War
- Slave plantation systems, but not Jamaica's specific slave system

- Institution of the harem, but not Hurrem Sultan

Reading in the Text: The Origins of Global Interdependence, 1500-1800

Chap. 23: Transoceanic Encounters & Global Connections – Exploration: motives & technology; Columbus, Effect on Amerindian populations, First Impressions, Voyages, Trade & Conflict, Trading Post Empires; Chap. 24: Transformation of Europe – Protestant Reformation, Catholic Reformation, European State System, Constitutional v. Absolute Monarchies, Capitalism, Enlightenment, Scientific Revolution; Chap. 25: Americas & Oceania- Spanish in the Caribbean, Central & South America, Colonial Societies, Mining, Agriculture, Trade, Silver, Slavery, Brazil, Fur, Christianity Arrives, Australia, Pacific Islands & Captain Cook; Chap. 26: Africa & the Atlantic World – African Politics & Kingdoms; Trade, Religion & politics, Slave Trade, African Diaspora, Middle Passage; Chap. 27: Tradition & Change in East Asia – Ming, Qing, Economy & Social change, division of society, Trade...Neo-Confuciansim, Tokugawa Shogunate, Floating Worlds, Christianity in China & Japan, Isolationism... Chap. 28- The Islamic Empires – Ottoman Empire, (Safavid Empire), Mughal Empire... Chap. 29- The Russian Empire in Europe and Asia – Absolutism, Time of Troubles, Window on the West, Peter and Catherine, Crisis in the Church.

Supplemental Reading & Writing Assignments: To be announced

IV. 1750–1914

Major Developments of the Period

1. Questions of periodization
 1. Continuities and breaks, causes of changes from the previous period and within this period
2. Changes in global commerce, communications, and technology
 1. Changes in patterns of world trade
 2. Industrial Revolution (transformative effects on and differential timing in different societies; mutual relation of industrial and scientific developments; commonalities)
3. Demographic and environmental changes (migrations, end of the Atlantic slave trade, new birthrate patterns, food supply)
4. Changes in social and gender structure (Industrial Revolution; commercial and demographic developments; emancipation of serfs/slaves; and tension between work patterns and ideas about gender)
5. Political revolutions and independence movements; new political ideas
 1. Latin American independence movements
 2. Revolutions (United States, France, Haiti, Mexico, China)
 3. Rise of nationalism, nation-states, and movements of political reform
 4. Overlaps between nations and empires
 5. Rise of democracy and its limitations: reform; women; racism
6. Rise of Western dominance (economic, political, social, cultural and artistic, patterns of expansion; imperialism and colonialism) and different cultural and political reactions (reform; resistance; rebellion; racism; nationalism)
 1. Impact of changing European ideologies on colonial administrations
7. Diverse interpretations
 1. What are the debates over the utility of modernization theory as a framework for interpreting events in this period and the next?
 2. What are the debates about the causes of serf and slave emancipation in this period and how do these debates fit into broader comparisons of labor systems?
 3. What are the debates over the nature of women's roles in this period and how do these debates apply to industrialized areas and how do they apply in colonial societies?

Major Comparisons and Snapshots

- Compare the causes and early phases of the industrial revolution in western Europe and Japan
- Comparative revolutions (compare two of the following: Haitian, American, French, Mexican, and Chinese)
- Compare reaction to foreign domination in: the Ottoman Empire, China, India, and Japan
- Comparative nationalism
- Compare forms of western intervention in Latin America and in Africa
- Compare the roles and conditions of women in the upper/middle classes of other societies with peasantry/working class in western Europe

Examples of What You Need to Know

Below are *examples of the types of information* you are expected to know contrasted with examples of those things you are not expected to know for the multiple-choice section of the national AP Exam.

- Women's emancipation movements, but not specific suffragists
- The French Revolution of 1789, but not the Revolution of 1830
- Fundamentals of the Meiji Restoration, but not details of the Iranian Constitutional Revolution
- Jacobins, but not Robespierre
- Causes of Latin American independence movements and major protagonists
- Boxer Rebellion, but not the Crimean War
- Suez Canal, but not the Erie Canal
- Muhammad Ali, but not Isma'il
- Marxism, but not Utopian socialism
- Social Darwinism, but not Herbert Spencer

Readings in the Text: **An Age of Revolution, Industry, and Empire: 1750-1914**

Chap. 30: Revolutions & National States in the Atlantic World – American, French, Haitian and Latin American Revolutions; Influence of Revolution, Conservatism & Liberalism, Slavery, Women's Rights, Nationalism, Unification of Germany & Italy;

Chap. 31: The Making of Industrial Society – factories, industrial capitalism, urbanization & migration, population growth, socialism, Effects of Industrialization, Karl Marx;

Chap. 32: American in the Age of Independence – US & Westward Expansion, Canada, Latin America, Migration to the Americas...comparison of Western Hemispheric societies;

Chap. 33: Societies at a Crossroads- Ottomans in decline, Russian repression and revolt, Chinese Empire and Britain, Meiji Reforms in Japan;

Chap. 34: Building Global Empires (Imperialism) – Motives, Kipling, Tools of Empire, Britain in India, US Imperialism, Legacies of Imperialism.

Supplemental Reading & Writing Assignments: To be announced

V. 1914–Present

Note: *Due to constraints of time, students are expected to come to this course with a good knowledge and understanding of U.S. History.*

Major Developments of the Period

1. Questions of periodization
 1. Continuities and breaks, causes of changes from the previous period and within this period
2. We will draw on the understanding you gained last year in US History as the foundation for our discussions of the World Wars, the Holocaust, the Cold War, nuclear weaponry, international organizations, and their impact on the global framework (globalization of diplomacy and conflict; global balance of power; reduction of European influence; the League of Nations, the United Nations, the Non-Aligned Nations, etc.)
3. New patterns of nationalism (the interwar years; decolonization; racism, genocide; new nationalisms, including the breakup of the Soviet Union)
4. Impact of major global economic developments (the Great Depression; technology; Pacific Rim; multinational corporations)
5. New forces of revolution and other sources of political innovations
6. Social reform and social revolution (changing gender roles; family structures; rise of feminism; peasant protest; international Marxism)
7. Globalization of science, technology, and culture
 1. Developments in global cultures and regional reactions, including science and consumer culture
 2. Interactions between elite and popular culture and art
 3. Patterns of resistance including religious responses
8. Demographic and environmental changes (migrations; changes in birthrates and death rates; new forms of urbanization; deforestation; green/environmental movements)
9. Diverse interpretations
 1. Is cultural convergence or diversity the best model for understanding increased intercultural contact in the twentieth century?
 2. What are the advantages and disadvantages of using units of analysis in the twentieth century, such as the nation, the world, the West, and the Third World?

Major Comparisons and Snapshots

- Patterns and results of decolonization in Africa and India
- Pick two revolutions (Russian, Chinese, Cuban, Iranian) and compare their effects on the roles of women
- Compare the effects of the World Wars on areas outside of Europe
- Compare legacies of colonialism and patterns of economic development in two of three areas (Africa, Asia, and Latin America)
- The notion of "the West" and "the East" in the context of Cold War ideology
- Compare nationalist ideologies and movements in contrasting European and colonial environments

- Compare the different types of independence struggles
- Compare the impacts of Western consumer society on two civilizations outside of Europe, including Barber's concepts of "Jihad vs. McWorld."
- Compare high tech warfare with guerrilla warfare
- Different proposals (or models) for third world economic development and the social and political consequences – including division of the world into "the North" and "the South."

Examples of What You Need to Know

Below are examples of the types of information you are expected to know contrasted with examples of those things you are not expected to know for the multiple-choice section of the national AP Exam.

- Causes of the World Wars, but not battles in the wars
- Cultural and political transformations resulting from the wars, but not French political and cultural history
- Fascism, but not Mussolini's internal policies
- Feminism and gender relations, but not Simone de Beauvoir or Huda Shaarawi
- The growth and reasons for international organizations, but not the history of the ILO
- Colonial independence movements, but not the details of a particular struggle
- The issue of genocide, but not specific details about Cambodia, Rwanda, or Kosovo
- The internationalization of popular culture, but not the Beatles
- Artistic Modernism, but not Dada

Required Text Readings: **Contemporary Global Realignments, 1914 to the Present - Beginning page 966**

Chap. 35: The Great War: Nationalism, Shifting Alliances, Total War, Fronts, Global nature of WWI; US intervention; Paris Peace Conference; Questions of Peace and Justice;
 Chap. 36: An Age of Anxiety – Between Wars, Culture, Depression, Communism in Russia, Fascist alternative, German and Italian varieties, India seeks independence, China seeks order, Imperial Japan; Chap. 37: New Conflagrations: WWII – Japan in China, European Aggression, Total War, Life during wartime, Holocaust, Women & War, Post war settlements & reconstruction, Cold War begins... Chap. 38: The Bipolar World- Korea, Cuba, Iron Curtain, China, Détente, End of Cold War; Chap. 39: The Retreat from Empire- Independence in Asia, Vietnam nationalist struggles, Middle East- Arabs, Palestinians, & a Jewish state; Decolonization in Africa; India's Vivisection; More struggles in the Post Colonial Era: Iran, Iraq, Politics & Economics in Latin America, Sub-Saharan Africa; Chap. 40: A World Without Borders – New (?) Global Economy- Cross cultural exchanges & Shared Culture, Global Problems- environment, migration, Global Disease, Terrorism, Coping with Global Problems, Feminism & Women's issues.

Supplemental Reading & Writing Assignments: To be announced

