

Orange Unified School District  
**WORLD HISTORY AP**  
Year Course

**GRADE LEVEL:** 10-12

**PREREQUISITES:** GATE identified student or 80%ile or higher on a norm referenced reading test and AP World History teacher approval.

**INTRODUCTION TO THE SUBJECT:**

The Advanced Placement course in World History is equivalent to one year of college level preparation. The purpose of the AP World History Course is to develop greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focused primarily on the past thousand years of the global experience, the course builds upon an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 C.E. The course is organized by periodization and specific themes focusing on contacts among societies that form the basis of world history as a field of study. The areas covered will be: Asia, Latin America, Europe, Africa and the United States. (The United States will only be covered in its interactions with the global community, not its internal politics.)

**COURSE OBJECTIVES:**

**BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:**

Explain the interaction among major societies regarding trade, systems of international exchange, war, and diplomacy.

Discuss relationship of change and continuity across the world history periods included in this course.

Discuss the impact of technology and demography of people and the environment including population growth and decline, disease, manufacturing, migration, agriculture, and weaponry.

Compare systems of social and gender structure including major features within and among societies, as well as trends of change.

Contrast cultural and intellectual developments and interactions among and within societies.

Explain the dynamics of change in functions, structures and attitudes toward state political culture.

**COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:**

	<u><b>WEEKS</b></u>
I. Foundations to 1000 A.D. (Standard 10.1)	5
A. Basic features of world geography	
1. Location of continents	
2. Location of oceans, seas, and major rivers	
3. Location of key political units prior to 1000 (Roman Empire at its height, Abbasid caliphate, Sudanic kingdoms of Ghana and Nubia, Chinese empire [Han and Tang dynasties], Byzantine Empire, Mayan civilization)	
B. Definitions of basic economics systems	
1. Agricultural, pastoral, and foraging societies and their demographic characteristics	
2. Basic characteristics of economic structures including technological patterns	
C. Crises of late antiquity (third to eighth centuries)	
1. Movements of peoples (Huns, Germans, Arabs)	
2. Collapse of empires (Han China, loss of European portion of the Roman Empire)	
3. Emergence of new empires and political systems (Tang China, Arab caliphates, Byzantine Empire, early European and Japanese feudal systems)	
D. Key cultural and social systems	
1. Basic features of major world belief systems prior to 1000 and where each belief system applied by 1000	
2. Buddhism	
3. Christianity	
4. Confucianism	
5. Daoism	
6. Hellenism	
7. Hinduism	
8. Islam	
9. Judaism	
10. Polytheism	
11. Major developments in the arts and science	
12. Basic characteristics of social structures as they developed by 1000	
13. The caste system	
14. The nature and location of major slave systems	
15. Confucian social hierarchy	
16. Patriarchal family structures and trends	

- E. Principal international connections that had developed between 700 and 1000
    - 1. Missionary outreach (Buddhist, Christian, and Islamic)
    - 2. Leading international trading patterns (Middle Eastern, Chinese, East European, Trans-Saharan)
    - 3. The role of nomadic groups in Central Asia
    - 4. The impact of Bantu migrations in Africa
  - F. 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?
- II. 1000 A.D. to 1450 A.D. (Standard 10.1) 8
- A. Questions of periodization
    - 1. Nature and causes of change in the world history framework leading up to 1000–1450 as a period
    - 2. Continuities and breaks within the period (e.g., the impact of the Mongols)
  - B. Interregional networks
    - 1. Development and shifts in an interregional network of trade, technology, cultural exchange, and communication
  - C. Nature of philosophy and knowledge
  - D. China’s internal and external expansion
    - 1. The importance of the Song economic revolution
    - 2. Chinese influence on Japan and its limits
  - E. The Islamic world
    - 1. The role of Islam as a unifying cultural force in Eurasia and Africa; Islamic impact on the Sudanic kingdoms and East Africa; the Delhi Sultanate
    - 2. The impact of migrations and religious reform movements in expanding Islamic society
    - 3. The impact of Islam on the arts and sciences
  - F. Changes in Christianity
    - 1. Restructuring of European society, including the growth of central monarchies in the west
    - 2. Role of Arab thought in the twelfth-century “Renaissance” in the west
    - 3. The division of Christendom into Eastern and Western Christian cultures
  - G. Non-Islamic Africa
    - 1. Great Zimbabwe
  - H. Demographic and environmental changes
    - 1. Impact of the nomadic migrations on Afro-Eurasia (Mongols, Turks, and the Arabs)

- 2. Migration of agricultural peoples (e.g. European peoples to east/central Europe)
  - 3. Consequences of plague pandemics in the fourteenth century
  - I. Amerindian civilization
    - 1. Toltec, Mayan, Aztec and Incan
  - J. 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, and how does it compare with the world economic system that emerges in the next period?
- III. 1450 A.D. to 1750 (Standards 10.1, 10.2) 8
- A. Questions of periodization
    - 1. Continuities and breaks, causes of changes from the previous period and within this period
  - B. Change in global interactions, trade and technology
  - C. Knowledge of major empires and other political units and social systems
    - 1. Aztec, Ottoman, Inca, Ming, Qing, Portugal, Spain, Russia, France, England, Mongol, Tokugawa, Mughal, characteristics of African empires in general but knowing one as illustrative
    - 2. Territorial and commercial aspects of the above
    - 3. Gender and empire
    - 4. Slave systems and the slave trade
  - D. Demographic and environmental changes: diseases, animals, new crops, and comparative population trends
  - E. Cultural and intellectual developments
    - 1. Scientific Revolution
    - 2. The Enlightenment
    - 3. Comparative global causes and impacts of cultural change
    - 4. Neoconfucianism
    - 5. Major developments and exchanges in the arts
  - F. Diverse interpretations
    - 1. What are the debates about the timing and extent of European predominance in the world economy?
- IV. 1750 to 1914 (Standards 10.1-10.4) 7
- A. Questions of periodization
    - 1. Continuities and breaks, causes of changes from the previous period and within this period
  - B. Changes in global commerce, communications, and technology
    - 1. Changes in patterns of world trade
    - 2. Industrial Revolution

WEEKS

- C. Demographic and environmental changes (migrations, end of the Atlantic slave trade, new birthrate patterns; food supply)
  - D. 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)
  - E. 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
  - F. 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)
  - G. Diverse interpretations
    1. What are the debates over the utility of modernization theory as 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 they apply in colonial societies?
- V. 1914 to Present (Standards 10.5-10.11) 8
- A. Questions of serialization
    1. Continuities and breaks, causes of changes from the previous period and within this period
  - B. The World Wars, 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.)
  - C. New patterns of nationalism, especially outside of the West (the interwar years; decolonization; racism, the Holocaust, genocide; new nationalisms, including the breakup of the Soviet Union)
  - D. Impact of major global economic developments (the Great Depression, technology, Pacific Rim, multinational corporations)
  - E. New forces of revolution and other sources of political innovations
  - F. Social reform and social revolution (changing gender roles, family structures, rise of feminism, peasant protest, international Marxism)
  - G. Internationalization of culture and reactions
    1. Developments in global and regional cultures
    2. Interactions between elite and popular culture and art

**WEEKS**

3. Global cultural forces and patterns of resistance (consumer culture, religious responses)
- H. Demographic and environmental changes (migrations, changes in birth rates and death rates, new forms of urbanization, deforestation, green/environmental movements)
- I. 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?

**APPROVED TEXTBOOK:**

*World Civilizations: The Global Experience*

3<sup>rd</sup> Edition, ©2003

Authors: Stearns, Adas, Schwartz, Gilbert

Houghton-Mifflin

**DATE OF CONTENT REVISION:** NEW

**DATE OF BOARD APPROVAL:** May 8, 2003

**Addendum**  
**THE CALIFORNIA CONTENT STANDARDS**  
**WORLD HISTORY**  
**GRADE 10**

**WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD**

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

**10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.**

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

**10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.**

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

**10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**

1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

**10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.**

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

**10.5 Students analyze the causes and course of the First World War.**

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."

2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

**10.6 Students analyze the effects of the First World War.**

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

**10.7 Students analyze the rise of totalitarian governments after World War I.**

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

**10.8 Students analyze the causes and consequences of World War II.**

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

**10.9 Students analyze the international developments in the post-World War II world.**

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

**10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.**

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

**10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).**

