

AP World History: Modern

“To study history means submitting yourself to chaos, but nevertheless retaining your faith in order and meaning.” – Herman Hesse

Course Description

AP World History: Modern is a college-level history course that focuses on world history from c.1200 C.E. to present. Students study significant world events, people, developments, and processes while learning and demonstrating historical thinking and reasoning skills. Throughout the course, students analyze world history through specific themes: humans and their environment, cultural developments and interactions, economic systems, social interactions and organization, and technology and innovation, and they seek to make connections, recognize patterns, draw and defend conclusions. This syllabus is an abbreviated version of the document provided to College Board and serves as a guide for students and families to navigate course requirements. This course is directly aligned with the traits defined in the **Portrait of the Crusader**. Through the study of history, students observe the impacts of injustice and oppression versus justice and freedom, and they are encouraged to value and respect the rights and dignity of all people. This class encourages students to be inspired learners, faithful citizens, and honorable souls.

Assessment Practices

Student knowledge and skills are measured in a variety of ways throughout the course, which may include the following:

- Written assessments that include terminology, short answers, and constructed responses.
- Assessment questions that mirror those asked on the AP Exam.
- Document-based questions and argumentative essays that ask students to research, analyze, and respond with sound reasoning and thoughtful insight.
- A project that may include an oral presentation or performative component.
- Reader response journals or a creative connection assessment which asks students to put themselves into an historic situation and create a memoir, journal, or letters.
- A Socratic Seminar or other form of debate.

Essential Questions for the Course

- How does the environment shape societies? How do societies shape their environments?
- How does the development of ideas, beliefs, and value systems reflect and affect a group’s identity and evolution?
- What factors contribute to the formation, expansion, and decline of states?
- How do governments obtain, retain, and exercise power? How do they maintain order?
- How does the process by which societies group and govern their members influence the political, economic, and cultural institutions and practices of the society?
- How does the production and exchange of goods and services affect all aspects of society?
- What consequences have technological advances had on human development?
- How have human adaptation and innovation resulted in increased efficiency, comfort, and security?

Course Curriculum

Unit 1 - The Global Tapestry (1200-1450)

Pacing 10-13 classes

Focus Questions:

- What systems of government were implemented by Chinese dynasties?
- How did these dynasties develop over time?
- What were the effects of Chinese cultural traditions on East Asia over time?
- What were the effects of innovation on the Chinese economy?
- How did systems of belief affect society from 1200-1450?
- What were the causes and effects of the rise of Islamic states?
- What intellectual innovations and transfers were encouraged by Islamic states and empires?
- How and why did states in the Americas and Africa develop and change from c. 1200- c. 1450?
- How did the religions and belief systems in Europe affect European society?
- What were the causes and effects of political decentralization in Europe from c. 1200- c. 1450?
- What were the effects of agriculture innovation on the social organization in Europe during this period?

Concepts/Skills:

- Analyze how the Song Dynasty of China utilized traditional methods of Confucianism and an imperial bureaucracy in order to maintain and justify its rule.
- Describe how Chinese cultural traditions continued to exist and how they influenced neighboring regions.
- Describe the role that Hinduism, Buddhism, and Islam played in shaping societies in Asia.
- Describe the role that trade, artisanal, and free peasant labor played in the economy of the Song dynasty.
- Describe the various ways in which Islam spread.
- Explain how Christianity, Judaism, and Islam shaped societies in Europe.
- Describe the European decentralized monarchies, feudalism, and the manorial system.
- Explain how empires in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century.
- Explain the similarities and differences in the process of state formation from c. 1200 - c. 1450

Unit 2 - Networks of Exchange (1200-1450)

Pacing 10-13 classes

Focus Questions:

- What caused networks of exchange to grow after 1200?
- How did specific states decline while others grew in Eurasia during this time period?
- How did the expansion of empires influence trade and communication over time?
- What role did the Mongols play in cultural diffusion?
- What caused the growth of the Indian Ocean trade after 1200?

- What effects did networks of exchange have on state development and cultural exchanges after 1200?
- How did environmental factors impact the development of trade networks?
- What were the causes and effects of increased trans-Saharan trade?
- What similarities and differences existed across the various networks of exchange in the period from c. 1200- c. 1450?
- How did trade networks from c. 1200-c.1450 affect the environment?

Concepts/Skills:

- Describe the commercial practices that led to increased volume of trade and expanded the geographical range of existing trade routes.
- Explain how previously existing transportation and commercial technologies helped bolster the trade of luxury goods and the role that luxury goods played in the development and spread of trade routes.
- Analyze why empires collapsed in different regions of the world, and describe how and why they were replaced by new imperial states, including the Mongol khanates.
- Examine how and why the Mongols facilitated Afro-Eurasian trade and communication.
- Analyze the role that improved transportation technologies and commercial practices played in the Indian Ocean trade after 1200.
- Explain how the expansion of empires, including Mali in West Africa, facilitated Afro-Eurasian trade and communication.
- Explain the cultural effects of the various trade networks, including cross-cultural interactions.
- Describe how the widening networks of human interaction across regions contributed to cultural, technological, and biological diffusion.
- Analyze the role that changes in trade networks played on social and gender structures.
- Describe the impact of the spread of new crops and pathogens along trade routes.
- Explain the environmental effects of the various trade networks, including the diffusion of crops and pathogens.

Unit 3 - Land-Based Empires (1450-1750)

Pacing 8-11 classes

Focus Questions:

- How did various land-based empires develop and expand from 1450-1750?
- What methods were used to legitimize and consolidate the power of land-based empires?
- How did belief systems change in the period from 1450-1750?
- How did empires increase their influence from 1450-1750?

Concepts/Skills:

- Describe the importance of gunpowder in the development of land-based empires.
- Analyze the role that bureaucratic and military elites, religion, and tax collection systems played in the consolidation of power.

- Determine the impact of religion and religious divides (Protestant Reformation, the Sunni-Shi'a divide, and Sikhism) on the development of empires.
- Analyze the role that trade and imperial expansion played in increasing the influence of states.

Unit 4 - Transoceanic Interconnections (1450 - 1750)

Pacing: 22-25 classes

Focus Questions:

- How did cross-cultural interaction result in technological diffusion and changes in patterns of trade and travel from 1450-1750?
- What role did states play in the expansion of maritime exploration?
- What were the economic causes and effects of maritime exploration by European states?
- What were the causes and effects of the Columbian Exchange?
- What was the process of state building and expansion in this period?
- What changes took place in economic and labor systems during this period?
- How did slavery change? How did it remain the same?
- What economic strategies were employed by rulers to compete on the world stage?
- In what ways did trading networks change?
- How did belief systems affect society during this period?
- How did economic developments from 1450-1750 affect social structures?
- What effect did the development of state power have on various states?
- How have social structures, roles, and practices changed over time? How have they stayed the same?

Concepts/Skills:

- Explain how European technological innovations were influenced by Classical, Islamic, and Asian cultures.
 - Describe the innovations in transportation that made transoceanic travel and trade possible.
 - Describe the state-supported transoceanic maritime exploration of the period.
 - Analyze the economic motivations of the Portuguese, Spanish, English, French, and Dutch overseas exploration efforts.
 - Determine the impacts of the Columbian Exchange on Afro-Eurasia and the Americas.
 - Describe global reaction to European exploration and colonization.
 - Analyze how political, economic, and religious rivalries influenced the establishment of new maritime empires.
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- Explain how economic and labor systems in the Americas and around the Indian Ocean adapted to the introduction of Europeans.
 - Determine changes to agricultural labor from 1450-1750.
 - Examine how slavery in Africa changed due to the growth of the plantation economy.
 - Describe the gender and family restructuring that occurred, including demographic changes in Africa that came from the slave trade.
 - Define mercantilism and analyze the impact that it had on European economic practices.

- Explain the impact of the Atlantic system on other networks of exchange.
- Explain the impact of European monopoly companies on various trade networks.
- Analyze how the movement of labor led to the mixing of cultures and peoples.
- Analyze why some religions grew stronger due to European expansion and how syncretic religions and practices were created.
- Describe the resistance movements created as state power grew.
- Examine the ways in which states accommodated or suppressed ethnic and religious groups.
- Describe how new political and economic elites were created, and how their power interacted with increasingly powerful monarchs and leaders.
- Explain the social impact of the interconnection of the Eastern and Western Hemispheres.
- Explain how trade was transformed by the interconnection of the Eastern and Western Hemispheres.

Unit 5 - Revolutions (1750-1900)

Pacing: 20-23 classes

Focus Questions:

- What caused the spark in revolutions in the Atlantic world from 1750-1900?
- How did the Enlightenment era affect societies over time?
- What were the causes and effects of these revolutions?
- How did environmental factors contribute to industrialization?
- How did different modes and locations of production develop and change over time?
- How did technology shape economic production overtime?
- How did industrialization shape the time period and the future?
- How did the development of economic systems, ideologies, and institutions contribute to change during the period?
- What were the causes and effects for calls of changes in industrial societies?
- How did industrialization cause change in existing social hierarchies and standards of living?

Concepts/Skills:

- Analyze enlightenment philosophies focused on the natural world and human relationships.
- Examine the impact of the Enlightenment era on established traditions and the reform movements that were inspired by the Enlightenment.
- Describe the rise of feminism against political and gender hierarchies.
- Determine the impact of nationalism on the development of states and empires.
- Explain how language, religion, social customs, and territory were used by governments to develop a sense of unity.
- Analyze the development of political and ideological systems that came out of this era.
- Read and analyze primary source documents from various revolutions.
- Analyze the democratic ideals that sparked revolution in America.
- Describe the factors that led to the growth of industrial production.
- Describe the development of the factory system and the specialization of labor.
- Describe the impact of steam-powered production in European countries and the U.S.

- Explain how steam-powered production impacted Middle Eastern and Asian countries.
- Explain the effects of the fossil fuel revolution on human societies.
- Describe the impact of the second industrial revolution.
- Describe U.S. and European influence on Japan's industrialization.
- Analyze the factors that led to Western European countries abandoning mercantilism.
- Describe the impact of industrial capitalism in relation to the standard of living.
- Examine how specific governments responded to social and economic changes.
- Analyze the ideologies that arose from the discontentment of established power structures.
- Explain the development of new social classes.
- Describe the role of women during the industrialization era.
- Analyze the challenges that came from urbanization and global capitalism.

Unit 6 - Consequences of Industrialization (1750-1900)

Pacing: 12-15 classes

Focus Questions:

- How did ideologies contribute to the development of imperialism?
- How did state power shift in various parts of the world?
- How did both internal and external factors influence the process of state building?
- How did environmental factors contribute to the development of the global economy?
- How did environmental factors contribute to the development of varied patterns of migration?
- How did new patterns of migration affect society?
- What was the relative significance of the effects of imperialism from 1750-1900?

Concepts/Skills:

- Examine how cultural, religious, and racial ideologies were used to justify imperialism.
 - Describe how states strengthened control over their colonies.
 - Describe the territories acquired by European states, the United States, and Japan.
 - Explain how the expansion of overseas empires established new colonies and transoceanic relationships.
 - Explain how warfare was used in obtaining power.
 - Analyze the factors that led to the anticolonial movements.
 - Explain the various forms that were used in the anti-imperial resistance.
 - Describe the impact of raw materials on the global economy.
 - Explain the importance of demographics in relation to migration.
 - Describe the impact of new methods of transportation on migrants.
 - Explain how the new global capitalist economy continued to rely on labor migration.
 - Explain the importance of ethnic enclaves that migrants often created.
 - Explain how the number of migrants increased significantly in the global capitalist economy.
 - Analyze why and how women took on roles previously done by men.
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Unit 7 - Global Conflict (1900 and forward)

Pacing: 9-12 classes

Focus Questions:

- What internal and external factors contributed to changes in specific states after 1900?
- What were the causes of World War I? What were the short and long-term consequences?
- What methods did governments use to conduct WWI?
- How did each government respond to the economic crisis?
- What were the significant changes in territorial holdings from 1900 to present day?
- What were the causes of World War II? What were the short and long-term consequences?
- What methods did specific governments use to conduct WWII?
- What were the causes of the mass atrocities during this period? What were the short and long-term consequences?
- What was the significance of the causes of global conflict between 1900 to present day?

Concepts/Skills:

- Describe the factors that led to the collapse of the Ottoman, Russian, and Qing empires.
- Explain how the West dominated global political power at the beginning of the 20th century.
- Explain how land-based and maritime empires gave way to new states.
- Examine how states around the world challenged their existing social and political orders.
- Analyze how imperialist expansion and competition for resources sparked the war.
- Analyze how propaganda, art, and media were used to promote nationalism.
- Describe the new military technology that led to increases in war casualties.
- Describe the Five Year Plan that the Soviet Union used to control the national economy.
- Describe how Western and Japanese imperial states maintained control over colonial holdings.
- Analyze the unsustainable peace settlements after World War I.
- Describe the causes of the Great Depression and its impact on the global economy.
- Explain the factors that led to the aggressive militarism of Germany under Adolf Hitler.
- Explain how governments used ideologies, such as communism and fascism, to mobilize all of their states' resources for war.
- Compare and contrast the ways in which governments used propaganda, art, and media in both world wars.
- Explain the new military tactics that came out during World War II.
- Explain the extremist groups that caused the mass destruction of specific populations.
- Explain how rapid advances of science and technology changed the understanding of the universe and the natural world.

Unit 8 - Cold War and Decolonization (1900 and forward)

Pacing: 14-17 classes

Focus Questions:

- What is the historical context of the Cold War?
- What were the causes and effects of the ideological struggle of the Cold War?
- How did the U.S. and the Soviet Union seek to maintain influence over the course of the Cold War?

- What were the causes and consequences of China’s adoption of communism?
- What were the independence movements after 1900?
- How did political changes in the period from c. 1900 to the present lead to territorial, demographic, and nationalist developments?
- What were the causes that led to the end of the Cold War?
- How were the effects of the Cold War similar in the Eastern and Western Hemispheres?

Concepts/Skills:

- Examine how anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states following the World Wars.
- Examine how the technological and economic gains of World War II shifted the global balance of power.
- Analyze how the global balance of economic and political power evolved into the Cold War.
- Explain how the Cold War produced new military alliances, including NATO and the Warsaw Pact.
- Analyze how the Cold War led to nuclear proliferation and proxy wars between and within postcolonial states in Latin America, Africa, and Asia.
- Describe how internal tension and Japanese aggression led to the Chinese communists seizing power.
- Explain the Great Leap Forward.
- Describe how nationalist leaders and parties in Asia and Africa sought autonomy within or independence from imperial rule; contrast those colonies that negotiated independence, with those that engaged in armed struggle.
- Analyze how the redrawing of political boundaries caused the creation of new states and led to conflict, displacement and/or resettlement.
- Describe how specific groups promoted the practice of nonviolent resistance while others used violence against civilians to achieve political aims.
- Analyze the events that led to the end of the Cold War and the collapse of the Soviet Union.
- Analyze how peoples and states around the world challenged existing political and social order, leading to unprecedented worldwide conflicts.

Unit 9 - Globalization (1900 and forward)

Pacing: 8-11 classes

Focus Questions:

- How did science and technology bring change in the period from 1900 to the present?
- What were the causes and effects of environmental changes from 1900 forward?
- What were the continuities and changes in the global economy?
- How were social categories, roles, and practices were challenged or maintained over time?
- What were the various responses to increasing globalization from 1900 to present?
- How and why did globalization change cultures?
- How and why did globalization change international interactions among states?

Concepts/Skills:

- Analyze the impact of new modes of communication, energy technologies, and the Green Revolution.
- Analyze the impact of significant medical and scientific advances on the individual and society.
- Explain how diseases, including those associated with poverty, have affected human populations over time.
- Describe deforestation, desertification, and the release of greenhouse gasses into the atmosphere. Summarize debates about climate change.
- Examine trends in information technology, economic policies, and the spread of practices associated with free-market economics after the end of the Cold War.
- Explain how rights-based discourses challenged old assumptions, led to increased access to education and new political and professional roles, and encouraged more inclusive practices.
- Describe how political and social changes of the 20th century led to changes in arts, entertainment. Analyze how popular culture increasingly reflects a globalized society.
- Explain how new international organizations, including the United Nations, formed with the stated goal of maintaining world peace and facilitating international cooperation.
- Explain how rapid advances in science and technology altered the understanding of the universe and natural world and led to advances in communication, transportation, industry, agriculture, and medicine.

Resources

- Textbook – *World Civilizations: The Global Experience*. Stearns, Peter N. New York: Pearson Longman, 2015. An E-book is available for the text and is typically used.
- Varied websites, primary and secondary sources, and video documentaries may be used throughout the course.

Grading

The grading policy is:

- 50% - Mastery: Summative assessments that test knowledge of content and topic questions.
- 20% - Formative: Assignments that help develop knowledge and understanding between summative assessments.
- 15% - Student Preparation: Assignments typically include work completed to prepare for class.
- 15% - Participation: Participation in class and participation in assignments and group projects

Please refer to the Absence Make Up Policy in the student handbook