AP World History Course Syllabus

Course Overview

Advanced Placement World History is a two-semester course designed to cover certain chronological periods that involve selected themes broken down into key concepts. The purpose of the course is better prepare college-bound students for success in history courses. This course is designed to create the development of higher thinking skills to help students prepare for the tasks ahead in life. This class is intended to create a learning atmosphere that will cause students to develop a new and appreciative outlook toward history. Students will be able to discover how well they mastered their history skills by participating in the College Board AP World History Exam in May.

Course Design

Advanced Placement World History involves the study of five themes consisting of chronological periods broken down into key concepts. History is a course that sets out to learn about the past going beyond the task of memorizing notes and collecting data. While this course will certainly stress the importance of facts such as dates, names, events, etc., it will also employ students to analyze and investigate historical data. This will be accomplished by creating argumentative points taken from historical data, comparison and contrast as well as interpreting and synthesizing historical data.

The five AP World History Themes that connect key concepts throughout the course and serve as the foundation for the course are as follows:

CR2: Each of the course themes receives explicit attention and is addressed throughout the course. – Course themes

Theme 1: Interaction Between Humans and the Environment: Demography and Disease, Migration... Patterns of Settlement, Technology

Theme 2: Development and Interaction of Cultures: Religions, Belief Systems, Philosophies and Ideologies, Science and Technology, The Arts and Architecture
Theme 3: State-building, Expansion, and Conflict: political structures and forms of governance, Empires, Nations and Nationalism, Revolts and revolutions, Regional, trans-regional, and global structures and organizations

Theme 4: Creation, Expansion, and Interaction of Economic Systems: Agricultural and pastoral production, Trade and commerce, Labor systems, Industrialization, Capitalism and Socialism

Theme 5: Development and Transformation of Social Structures: Gender roles and relations, Family and kinship, Racial and ethnic constructions, Social and economic classes

Materials


CR1a: The course includes a college-level world history textbook.

Additional Readings:


Readings in World History, Harcourt, Brace, Jovanovich, 8th Floor, Orlando, FL.

World History, Volumes I and II, Prehistory to 1500, 1500 to present, Volumes I and II, David McComb, McGraw-Hill/Dushkin, 530 Old Whitfield Street, Guilford, CN

Guns, Germs, and Steel: A Short History of Everybody for the Last 13,000 Years, Jared Diamond, Chatto and Windus, Great Britain [CR 1c]

Sources of World History: Readings for World Civilization, Volume II Fourth Edition, Mark A. Kishlansky, Thomson/Wadsworth, Belmont, CA [CR 1c]

CR1c: The course includes sources by historians or scholars interpreting
Unit Activities
The following activities will be used during the study of each of the five units in order to develop a better understanding of the past.

Text Reading Assignment:  World History.

Group Challenges
Students will be divided into groups where they will synthesize and evaluate information gathered in each unit. Each group will present information to their classmates. They must be able to answer questions justifiably. [CR 7]

Focus Questions
Students will exploit and provide answers in their notebooks to focus questions given for each unit. Students will analyze evidence from other sources and provide a written analysis based on historical evidence. [CR 6]
Students will identify patterns of change over time. They will give developments in history to a connection to time and place worldwide. [CR 10]

CR10: The course provides opportunities for students to identify and analyze patterns of continuity and change over time across geographic regions, relating these patterns to a global context. – Patterns of change and continuity over time

Students will compare historical developments within societies chronologically and geographically. [CR 14]

CR14: The course provides opportunities for students to apply multiple historical thinking skills to examine a particular historical problem or question and connect insights from one historical context to another, including the present. – Synthesis

Critical Thinking

Students will exploit and answer critical thinking questions posed over each unit. Their answers will be written in their notebooks. The answers to these questions should be written in paragraphs and should discuss how the history of a particular region fits into the history of the world. This exercise is designed to force students to sharpen their skills and analyze continuous patterns and change over time. [CR 13]
another, including the present. – Synthesis

Map Exercises
Students will study and examine maps over certain areas specified. They will answer questions in their notebooks. One historical topic will be studied to represent each unit. This topic may be related to anthropology, archaeology, visual arts, literature, economics, geography, or political science. [CR 15] Contextualization

CR15: The course provides opportunities for students to recognize how the study of history has been shaped by the findings and methods of other disciplines such as anthropology, archaeology, visual arts, literature, economics, geography and political science. – Synthesis

Text Timeline Review
The Timeline Review will be completed at the end of each unit to enhance chronological thinking. Students will use the chronological timeline of their textbook as a baseline when comparing other source materials they use in their readings and other studies. Students will write their answers to the following prompts at the bottom of their timeline:

1. Define the relationship between the causes and consequences of the events on the completed timeline. [CR 9] CR9: The course provides opportunities for students to examine relationships between causes and consequences of events or processes. - Historical causation
2. Using the textbook’s chronological timeline, note and discuss any contradictions or inconsistencies between that of the text and any other sources used. [CR 11]

CR11: The course provides opportunities for students to examine diverse models of periodization constructed by historians.

Periodization

UnitCourse Planner

Unit One:  The First Civilizations And The Rise of Empires

Periodization: 3500 to too B.C.E.

Main Focus:  Early Complex Societies

Length of Class Time:  5 weeks

Reading Text:  World History. Chapters 1-5

Key Concepts: [CR3] CR3: Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes.

Key Concept 1.1: The First Civilizations: The Peoples of Western Asia and Egypt
I. The Emergences and Causes of Early Civilization
II. Civilizations in Mesopotamia and Egypt
III. New Civilizations Among the Indo-Europeans, Phoenicians, and Hebrews
IV. The Rise of the Assyrian and Persian Empires

Key Concept 1.2: Ancient India
I. Harappan Society
II. Arrivals of Aryans and Their Role in Ancient India
III. Religions of Ancient India: Hinduism and Buddhism
IV. Indian Culture

Key Concept 1.3: China in Antiquity
I. Chinese Civilization: Land and People Under Shang Dynasty
II. Zhon Dynasty and Its Politics, Economy, Society, and Philosophies
III. Rise of Chinese Empire
IV. Daily Life and Culture of China

Key Concept 1.4: The Civilization of the Greeks
I. Early Greece
II. Classical Greece
III. Rise of Alexander the Great
IV. Hellenistic Kingdoms

Key Concept 1.5: The World of the Romans
I. Early Rome and the Republic
II. The Roman Empire
III. Christianity

Unit 1 Major Assignments:

1. Text Reading Assignment: World History. Chapters 1-5.

Group Challenges: What are some of the key factors that explain why India became one of the first regions to create an advanced technological society in the ancient world? To what degree does it merit comparison with Mesopotamia and Egypt as the sight of the first civilizations? Students will be divided into three groups. One group will focus on India, one group on Egypt, and one group on Mesopotamia. Each group will compare and contrast information with the other two groups. [CR 6]

[CR 7] CR6: The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

CR 7: The course provides opportunities for students to identify and evaluate diverse historical interpretations. - Interpretation

2. For the following activity, students will be divided into four groups. All students will read “Secrets of A Desert Metropolis: The Hidden Wonders of Petra’s Ancient Engineers” by Evan Hadingham (World History Volume I Prehistory to 1500; McComb). Students will also give special emphasis to chapter 5 of the text (Duiker). Each of the four groups will be given random topics over the readings in an envelope. These envelopes will contain statements regarding the rise and fall of both Rome
and Petra. The students will classify these statements as short or long-term effects or causes.  

**Focus Questions:** What makes up a complex society? How are they different from other societies? Are there drawbacks to the rise of complex societies? Bentley and Ziegler, the authors of the text prefer the term “complex societies” to the word “civilization”. Why would they draw this distinction? What are the characteristics of civilization, and what are some explanations for why early civilizations emerged? What role did Nomadic peoples play in early China? What did the Greeks mean by democracy, and in what ways was the Athenian political system a democracy? 

**Critical Thinking:** Examine the Venus figure on page 17 (Bentley). What is the significance of this object? What can this statue tell us about the mind-set of early humans? Why would this figurine represent fertility
What are some of the key factors that explain why India became one of the first regions to create an advanced technological society in the ancient world? How did civilization of ancient China resemble and differ from those of Mesopotamia and China? In what ways did the schools of philosophy and major religions of the Hellenistic period differ from those of the classical period, and what do these differences suggest about society in the two periods? What did one historian mean when he said that the Romans became Christians and the Christians became Romans? [CR 13]

Map Exercises: Examine the maps on pages 22 and 23 (Bentley). What can the type and spread of agricultural products tell us about the movements of human beings and the nature of their relationship to each other? [CR 15]

3.

4. Timeline Review: See timeline review before the conclusion of each chapter. (Duiker)

Unit One Test: 50 multiple-choice questions, In-class essay.

Unit Two: New Patterns of Civilization
Periodization: 500 C.E. to 1500 C.E.
Main Focus: Influence of Islam in Africa and the Middle East; Civilizations in the Americas and China; the Making of Europe; Asian Rimlands

Length of Class time for Unit: 4 weeks

Reading Text: World History. Chapters 6-12

Key Concepts: [CR 3] CR3: Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. — Key concepts

Key Concept 2.1: The Americas
I. The Peopling of the Americas
II. Early Civilizations in Central America
III. The First Civilizations in South America
IV. Stateless Societies in the New World

Key Concept 2.2: Islam and Byzantium
I. The Rise of Islam
II. The Arab Empire and its Successors
III. Islamic Civilization
IV. The Byzantine Empire

Key Concept 2.3: Early Civilizations in Africa
I. The Emergence of Civilization
II. The Coming of Islam
III. Societies in Central and Southern Africa
IV. African Society and Culture

Key Concept 2.4: The Expansion of Civilization in Southern Asia
I. The Silk Road
II. The Arrival of Islam
III. Society and Culture
IV. The Golden Region: Early Southeast Asia

Key Concept 2.5: The Flowering of Traditional China
I. China Reunified: The Sui, the Tang, and the Song
II. The Mongol Empire
III. The Ming Dynasty
IV. The Ride and Decline of Buddhism and Daoism
V. The Apogee of Chinese Culture
Key Concept 2.6: The East Asian Rimlands: Early Japan, Korea, and Vietnam  
I. Japan: Land of the Rising Sun  
II. Korea: Bridge to the East  
III. The Smaller Dragon  

Key Concept 2.7: The Making of Europe  
I. The Emergence of Europe in the Early Middle Ages  
II. Europe in the High Middle Ages  
III. Medieval Europe and the World  
IV. The Crises of the Late Middle Ages  
V. Recovery: The Renaissance  

Unit 2 Major Assignments:  
2. Group Challenges: Students will be divided into two groups. One group will research the Byzantine civilization. The second group will research the Islamic civilization. The two groups will present information concerning how the two civilizations resemble and differ from each other. Both groups will determine if the relationship between the two civilizations was based upon cooperation or conflict.  

[CR 7] CR 7: The course provides opportunities for students to identify and evaluate diverse historical interpretations.  

3. Focus Questions: What role did the environment play in the evolution of societies in the Americas? Why did the Arabs undergo such a rapid expansion in the seventh and eighth centuries, and why were they so successful in creating an empire? What effects did the coming of Islam have on African religion, society, political structures, trade, and culture? What were the main characteristics of Southeast Asia social and economic life, culture, and religion before 1500 B.C.? What impact did the major changes in political structures and social and economic life during the Sui, Tang, and Song Dynasties have on Chinese society? What were the main characteristics of economic and social life in Japan, Korea, and Vietnam? What contributions did the Romans, the Christian church, and the
Germanic peoples make to the new civilization that emerged in Europe after the collapse of the Western Roman Empire? [CR 5b] [CR 12] CR5b: The course provides balanced global coverage, with the Americas represented CR12: The course provides opportunities for students to compare historical developments.

4. Critical Thinking: In what ways were the early civilizations in the American similar to those in Unit 1, and in what ways were they unique? With the exception of the Nile River, why do you think organized states did not emerge in the continent of Africa until much later than regions of the Eurasian supercontinent? What factors caused the spread of new religions of peoples living in southern Asia? How do you account for the differences in the fact that China was able to reconstitute itself after falling under the onslaught of nomadic invasions? How did Chinese civilization influence the societies that arose in Japan, Korea, and Vietnam during their early history? List the similarities and differences in civilizations in Europe in the Middle Ages to those in China and the Middle East. [CR 11] CR11: The course provides opportunities for students to examine diverse models of periodization constructed by historians.

Periodization

In the following activity, students will be required to interpret three readings: “African Women in 17th Century Benin” by Samuel Blommaart – 1688” (Primary Source Reader For World History Volume II Since 1500; Nystrom), “Lessons for Women by Pan Chao-1st-2nd Century C.E. (Primary Source Reader for World History Volume I To 1500; Nystrom) and “Women In Classical Societies: India, China, and Rome 500 B.C.E. – 500 C.E.” (Worlds of History; Reilly). Students will read the above sources using the “SOAPSTONE” technique to compare the sources of work. Students will place specific interest on point of view and tone. [CR 1c] CR1c: The course includes sources by historians or scholars interpreting. [CR 7] CR 7: The course provides opportunities for students to identify and evaluate diverse historical interpretations.
5. **Map Exercises:** Examine the map on page 285 (Duiker). The map shows four khanates after the death of Genghis Kahn. In what modern day countries were the four khanates located? [CR 8] CR8: The course provides opportunities for students to analyze evidence about the past from diverse sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources. – Appropriate use of Historical evidence.

6. **Timeline Review:** See timeline review before the conclusion of the chapter.

**Unit Two Test:** 50 multiple-choice questions, In-class essay

**Unit Three:** The Emergence of New World Patterns

*Periodization:* 1500 to 1800

*Main Focus:* World Market; Reform and State Building; Muslim Empires; East Asian World; Enlightenment Period in the West

*Length of Class Time for Unit:* 5 weeks

**Reading Text:** *World History*, Chapters 13-17

**Key Concepts:** [CR 3] CR3: Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. – Key concepts

**Key Concept 3.1: New Encounters: The Creation of a World Market**

I. The Portuguese Maritime Empire
II. Spanish Conquests in the “New World”
III. The Impact of European Expansion
IV. Africa in Transition
V. Southeast Asia in the Era of the Spice Trade
Key Concept 3.2: Europe Transformed: Reform and State Building

I. Reformation of Sixteenth Century
II. Europe in Crisis, 1560-1650
III. Response to Crisis: The Practice of Absolutism
IV. England and Limited Monarchy
V. The Flourishing of European Culture

Key Concept 3.3: The Muslim Empires

I. The Ottoman Empire
II. The Safavids
III. The Grandeur of the Mughals

Key Concept 3.4: The West on the Eve of A New World Order

I. Intellectual Revolution in the West
II. Economic Changes and the Social Order
III. Colonial Empires and Revolution in the Western Hemisphere
IV. Toward A New Political Order and Global Conflict
V. The French Revolution
VI. The Age of Napoleon

Unit 3 Major Assignments:


2. Group Challenges: The class will be divided into four groups. One group will define the main tenets of Lutheranism, one will define Calvinism, one will define Anabaptism, and one will define Catholicism. How do they differ from each other? [CR 4]

CR4: The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.
3. **Focus Questions:** How did Portugal and Spain acquire their overseas empires, and how did their methods work? Why is the period between 1560 and 1650 in Europe called an age of crisis, and how did the turmoil contribute to the artistic development of the period? What were the main characteristics of the absolute monarchies that emerged in France, Prussia, Austria, and Russia? What was the ethnic composition of the Ottoman Empire, and what role did the women play in the Muslim Empires? How did the society and economy of China change during the Manchu rule, and how did Japan change during the Tokugawa era? Who were the leading figures of the Scientific Revolution and the Enlightenment, and what were their main contributions? What were the causes, main events, and results of the French Revolution? [CR 5e] CR5e: The course provides balanced global coverage, with Oceania and Australia represented.

4. **Critical Thinking:** Why do you think Christopher Columbus has recently become a controversial figure in world history, and how would you evaluate his contribution to the modern world? What was the relationship between European overseas expansion and political, economic, and social developments in Europe? What were the main characteristics of each of the Muslim Empires? Using A History of World Societies (McKay, Hill, Buckler, Ebrey, Beck) the students will research the city of Constantinople/Istanbul. They will explain how the city changed from the Roman/Christian influence to the Ottoman and Muslim influence. At the same time, the students will describe how characteristics of the city remained constant during the time period of 500 C.E. to 1350 C.E. Explain the different responses of China and Japan in regard to the coming of the Europeans. In what ways were the American Revolution, the French Revolution, and the seventeenth-century English revolution alike and different? [CR 5b] CR5b: The course provides balanced global coverage, with the Americas represented [CR10] CR10: The course provides opportunities for students to identify and analyze patterns of continuity and change over time and across geographic regions, relating these patterns to a global context. – Patterns of change and continuity over time [CR12] CR12: The course provides opportunities for students to compare historical developments
5. **Map Exercises:** Look at the map on page 400 (Duiker).

What areas of Europe were solidly Catholic and which were solidly Lutheran, and which were neither? [CR 8]

8. The course provides opportunities for students to analyze evidence about the past from diverse sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources. —Appropriate use of Historical evidence.

6. **Text Timeline Review:** See timeline review before the conclusion of each chapter.

**Unit Three Test:** 50 multiple-choice questions, In-class essay

**Unit Four: Modern Patterns of World History**

**Periodization:** 1800-1945

**Main Focus:** An Age of Cross-Cultural Interaction

**Length of Class Time For Unit:** 7 weeks

**Key Concepts:** [CR 3]

CR3: Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. —Key concepts

**Key Concept 4.1: The Beginnings of Modernization, Industrialization, and Nationalism; 1800-1970**

I. Industrial Revolution and Its Impact
II. The Growth of Nationalism
III. National Unification and the National State, 1848-1871
IV. Romanticism and Realism in the Western World

**Key Concept 4.2: The Emergence of Mass Society in the Western World**

I. The Growth of Industrial Prosperity
II. The Emergence of Mass Society
III. The National State
IV. Intellectual and Cultural Developments

Key Concept 4.3: The High Tide of Imperialism
I. The Spread of Colonial Rule
II. The Colonial System
III. Emergence of Anticolonialism

Key Concept 4.4: East Asia Under Challenge
I. Decline of the Manchus
II. Chinese Society in Transition
III. The Rise of Modern Japan

Key Concept 4.5: Twentieth-Century Crisis: War and Revolution
I. Road to World War I
II. The Great War
III. War and Revolution
IV. Futile Search for Stability
V. Cultural and Intellectual Trends

Key Concept 4.6: Nationalism, Revolution, and Dictatorship: Africa, Asia, and Latin America from 1919 to 1939
Rise of Nationalism
I. Revolution in China
II. Japan Between the Wars
III. Nationalism and Dictatorship in Latin America

Key Concept 4.7: World War II
I. Dictatorial Regimes
II. World War II
III. The New Order
IV. Aftermath: Toward the Cold War

Unit 4 Major Assignments:


2. Group Challenges: The class will be divided into two groups. The two groups will research the causes of new imperialism of the nineteenth century, and how it differed from European expansion in earlier periods.

[CR 4]
CR4: The course provides opportunities for students to demonstrate command of course themes and
key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes— including names, chronology, facts and events.

3. **Focus Questions:** What were the basic features of the new industrial system created by the Industrial Revolution, and what effects did the new system have on urban life, social classes, family life, and standards of living? What were the main ideas of Karl Marx, and what role did he play in politics and the union movement in the late nineteenth and early twentieth centuries? How did the subject peoples respond to colonialism, and what role did nationalism play in their response? What political, economic, and social reforms were instituted by the Qing Dynasty during its final decades, and why were they not more successful in reversing the decline of Manchu rule? What were the long-range and immediate causes of World War I and the Russian Revolution in 1917? What were the various stages in the rise of nationalist movements in Asia, Africa, and the Middle East, and what problems did they face? What were the underlying causes of World War II, and what specific steps taken by Nazi Germany and Japan led to war? What impact did this have in Europe and Asia?

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<tr>
<th>CR 5a</th>
<th>CR5c</th>
<th>CR12</th>
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<td>CR5a: The course provides balanced global coverage, with Africa represented.</td>
<td>CR5c: The course provides balanced global coverage, with Asia represented.</td>
<td>CR12: The course provides opportunities for students to compare historical developments across or within societies in various chronological and/or geographical contexts. – Comparison</td>
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4. **Critical Thinking:** In what ways were the intellectual and artistic developments of the age related to the development of the age related to the development of industrialization and the other of nationalism? What was the relationship of economic, social, political, intellectual, and cultural developments between 1871 and 1914? How did China and Japan each respond to western pressures in the nineteenth century, and what implications did their different responses have for each nation’s
history? Read and analyze the journal entries of Ernst Junger, the German soldier who enlisted in both World War I and World War II. (Sources of World History Volume II: Readings for World Civilization; Kishlansky). What was the average soldier's experience like in the trenches? Judging from Junger's account, why was World War I so devastating? Note the picture on p. 616. How did the impact of the machine gun affect the outcome of World War I? Write a short essay depicting Junger's life as a German Soldier. Include the historical context as well as the author's point of view and tone in this document. Using the graph on p. 708 of The American Pageant (Kennedy, Cohen, and Bailey) make the following generalization: How many German soldiers were killed in comparison to the number of French soldiers and Russian soldiers during World War I? What was the relationship between World War I and the Russian Revolution? What was the relationship between World War I and World War II, and what were the differences in the ways the wars were fought?

5. Map Exercises: Review the map on page 575 (Duiker). Answer the following question: Which European countries possessed the most colonies in Africa in 1914? World War I started in Europe but became a world conflict. View the map on page 635 (Duiker). List the islands that Australia and New Zealand conquered that were German-held parts of New Guinea, and the Bismarck Archipelago. [CR 5a] [CR 5d] CR 5a: The course Provides balanced Global coverage, with Africa represented. CR 5d: The course Provides balanced global coverage, with Oceania and Australia Represented.

6. Text Timeline Review: See timeline review before the conclusion of each chapter.

Unit 4 Test: 50 multiple-choice questions, In-class essay
Unit Five: Toward a Global Civilization? The World Since 1945

Periodization: 1945 to Present

Main Focus: The Origins of Global Interdependence

Length of Class Time for Unit: 5 weeks

Key Concepts [CR 3]

CR3: Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes.

Key Concept 5.1: The Breakdown of The Yalta System

I. The Collapse of the Grand Alliance
II. Cold War in Asia
III. From Confrontation to Coexistence
IV. An Era of Equivalence

Key Concept 5.2: Brave New World: Communism on Trial

I. Postwar Soviet Union
II. Disintegration of the Soviet Empire
III. China Under Communism

Key Concept 5.3: Europe and the Western Hemisphere Since 1945

I. Recovery and Renewal in Europe
II. Emergence of Superpower: The United States
III. Development of Canada
IV. Latin America Since 1945
V. Society and Culture in the Western World

Key Concept 5.4: Challenges of Nation-Building in Africa and the Middle East

I. The struggle for Independence in Africa
II. Era of Independence
III. Continuity and Change in Modern African Societies
IV. Crescent of Conflict
V. Society and Culture in the Contemporary Middle East

Unit 5 Major Assignments:


2. Group Challenges: The class will be divided into two groups. One group will be assigned to research Ghandi and the other group will research Nehru. The two groups will research, analyze, and present information for the following question:
How did Mahatma Ghandi’s and Jawaharal Nehru’s goals for India differ, and what role has each leader’s views played in shaping modern India?  [CR 4]

CR4: The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.

3. **Focus Questions:** Why were the United States and the Soviet Union suspicious of each other after World War II, and what events between 1945 and 1949 heightened the tensions between the two nations? How did Nakita Khrushchev change the system that the Soviet dictator Joseph Stalin had put in place before his death in 1953? What problems have the nations of Western Europe faced since 1945, and what steps have they taken to try to solve these problems? What role did nationist movements play in the transition to independence in Africa, and how did such movements differ from their counterparts? What kinds of problems have the nations of Southeast Asia faced since 1945, and how have they attempted to solve these problems?  [CR 9]

CR9: The course provides opportunities for students to examine relationships between causes and consequences of events or processes. -Historical causation.

4. **Critical Thinking:** Geographically, Australia and New Zealand are not part of Asia. Culturally and politically, they identify with the West rather than the East. Examine what factors draw these countries to Asia rather than their Western counterparts. What events led to the era of coexistence in the 1960’s, and to what degree did each side contribute to the reduction in international tensions? Why has communism survived in China but failed in Eastern Europe and Russia? What are the similarities and differences between the major political, economic, and social developments in the first half and in the second of the century? What factors can be advanced to
explain the chronic instability and internal conflicts that have characterized conditions in Africa and the Middle East since World War II? What factors have contributed to the economic successes achieved by Japan and the “Little Tigers” in recent years? Have the nations of South and Southeast Asia achieved the same results? [CR 5d]

CR 5d: The course
Provides balanced global coverage with Europe represented.
No more than 120% of course time is devoted to European History.

[CR 8]

CR 8: The course provides opportunities for students to analyze evidence about the past from diverse sources, including written Documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources.

Appropriate use of Historical evidence.

5. Map Exercises: Examine the map on page 862 (Duiker). This is a map of modern Southeast Asia. Locate the new nation of East Timor? [CR 5d] [CR 8]

6. Text Timeline Review: See text timeline review before the conclusion of each chapter.

Unit §Test: 50 multiple-choice questions, In-class essay

Course Requirements

All students are to be on time, cooperative, and ready for work each day. Failure to respect the rights of others to an education will result in appropriate disciplinary action. Students should be prepared to study from six to ten hours each week for this college level course. An average of thirty-five pages of textbook reading will be assigned each week. Additional readings will be assigned on occasion. It is imperative that students keep up with the assignments. Students are to do their own work on all assignments. Cheating will not be tolerated.

Evaluation Process:

The student will receive instruction on note taking, document analysis strategies, thesis development, essay writing, and improving their scores on multiple-choice exams. Daily work,
essay responses, and objective tests will be used to evaluate student progress. The students will keep a notebook with all notes from reading assignments as well as their thesis statement and bullet outlines for each chapter’s focus question. The notebook will be a three-ring binder. Students must bring their notebooks to class every day. The instructor will take up a few notebooks most days and assign a grade based on the quantity and quality of work performed. The notebook, daily work and objective quizzes will account for forty percent of the grade. Essays and objective tests constitute forty percent of the grade. The semester test will count for twenty percent of the grade. All grades will be as noted in the student handbook.

The following rubric will be used to determine daily grades on notebook checks:

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<th>Categories</th>
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<td>Dialectical Notes on Three-Level</td>
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<td>of the question.</td>
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<td></td>
<td>20</td>
<td>Clear and</td>
</tr>
<tr>
<td>responsive thesis idea.</td>
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</tbody>
</table>
This response is appropriate to the wording of the question but does not exhibit a sophisticated understanding of the question.

15 Undeveloped thesis idea. This response does not take a position appropriate to the wording of the question or it fails to address many of the factors involved in the question.

0 No response or response is not related to the question.

II. Facts substantial/specific, relevant, accurate factual support. Generally, three or more specific in each body paragraph.

25 Response contains significant, specific, accurate factual support. Generally, three or more specific examples are needed.

20 Response contains some specific, relevant, and accurate factual support. Generally, two specific
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Response contains minimal specific, relevant and accurate factual support. Generally, these responses contain only one specific example in a body paragraph and are filled with generalities and major factual errors.</td>
</tr>
<tr>
<td>0</td>
<td>Response contains no specific, relevant or accurate factual support.</td>
</tr>
<tr>
<td>25</td>
<td>Only relevant conclusions are drawn in response. The student draws appropriate conclusions consistently in each body paragraph.</td>
</tr>
</tbody>
</table>

III. Analysis

Examples are needed in each body paragraph. Generalizations, reuse of examples, and factual errors may also result in scoring a response in this bracket.
Mostly relevant conclusions are drawn in this response although the student may lack in drawing them.

IV. Written Communication

Essay is legible, well-organized, and written in ink. Spelling, punctuation, and grammar, capitalization error are minimal. The quality of the writing enhances the reader’s understanding of the writer’s thesis.

Essay is legible, written in ink and exhibits evidence of acceptable organization. Although errors in spelling, grammar, punctuation and capitalization are somewhat distracting, the reader is able to understand the writer’s thesis.

Problems in written communication inhibit the reader’s understanding of the
writer’s thesis.

0

No written communication points may be earned unless points are earned in the thesis, facts, and analysis categories.