

About AP[®]

AP[®] enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need later in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty, as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement or both on the basis of successful AP Exam scores. Universities in more than 60 countries recognize AP Exam scores in the admission process and/or award credit and placement for qualifying scores. Visit www.collegeboard.com/ap/credit to view AP credit and placement policies at more than 1,000 colleges and universities.

*Performing well on an AP Exam means more than just the successful completion of a course; it is a gateway to success in college. Research consistently shows that students who score a 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than otherwise comparable non-AP peers.**

Offering AP Courses and Enrolling Students

This AP Course and Exam Description details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school develops and implements its own curriculum that will enable students to develop the content knowledge and skills described here.

*See the following research studies for more details:

Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences*, (New York: The College Board, 2008);

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation*, (Austin, TX: National Center for Educational Accountability, 2006).

Additional AP studies are available at www.collegeboard.com/research.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses, and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.com/apcourseaudit.

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and expert AP teachers who ensure that each AP subject reflects and assesses college-level expectations. To find a list of each subject's current AP Development Committee members, please visit: apcentral.collegeboard.com/developmentcommittees. AP Development Committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP course work reflects current scholarship and advances in the discipline.

The AP Development Committees are also responsible for drawing clear and well-articulated connections between the AP course and AP Exam — work that includes designing and approving exam specifications and exam questions. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting and analysis to ensure that questions are high-quality and fair, and that there is an appropriate spread of difficulty across the questions.

Throughout AP course and exam development, the College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement upon college entrance.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading. AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is summed to give a composite AP score of 5, 4, 3, 2 or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A-, B+ and B. AP Exam scores of 3 are equivalent to college grades of B-, C+ and C.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement:

About AP

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.com for more information about the AP Program.

Curriculum Framework

Introduction

The breadth of world history has always posed challenges for AP teachers to create opportunities for deep conceptual understanding for students while addressing a syllabus largely driven by sheer scope. The AP World History course outlined in this course and exam description addresses these challenges by providing a clear framework of six chronological periods viewed through the lens of related key concepts and course themes, accompanied by a set of skills that clearly define what it means to think historically.

The course's organization around a limited number of key concepts instead of a perceived list of facts, events, and dates makes teaching each historical period more manageable. **The three to four key concepts per period define what is most essential to know about each period based upon the most current historical research in world history.** This approach enables students to spend less time on factual recall, more time on learning essential concepts, and helps them develop historical thinking skills necessary to explore the broad trends and global processes involved in their study of AP World History.

To foster a deeper level of learning, the framework distinguishes content that is essential to support the understanding of key concepts from content examples that are not required. Throughout the framework, possible examples of historical content are provided in the right-hand column as an illustration of the key concept, but these illustrative examples are not required features of the course or required knowledge for the exam. Instead, the illustrative examples are provided to offer teachers a variety of optional instructional contexts that will help their students achieve deeper understanding. In this way the framework provides teachers freedom to tailor instruction to the needs of their students and offers flexibility in building upon their own strengths as teachers.

The themes and key concepts are intended to provide foundational knowledge for future college-level course work in history. Command of these course themes and key concepts requires sufficient knowledge of detailed and specific relevant historical developments and processes — including names, chronology, facts, and events — to exemplify the themes and key concepts. However, the specific historical developments and processes taught in an AP World History course will vary by teacher according to the instructional choices each teacher makes to provide opportunities for student investigation and learning for each key concept and theme.

Overview of Components

The AP World History course content is structured around the investigation of five course themes and 19 key concepts in six different chronological periods, from approximately 8000 B.C.E. to the present.

- **The Four Historical Thinking Skills**

The framework defines a set of shared historical thinking skills, which allows teachers to make more informed choices about appropriate ways of linking content and thinking skills.

- **Key Concepts and Themes**

- The use of key concepts and themes to organize the course facilitates both chronological and thematic approaches to teaching AP World History. Given the vast nature of the subject matter, using both approaches — even alternating between the two — often aids instruction.
- The key concepts support the investigation of historical developments within a chronological framework, while the course themes allow students to make crucial connections across the six historical periods and across geographical regions.
- The concepts are designed to provide structure for teaching the course, serving as instructional units that can be addressed separately or in conjunction with other key concepts within any given period.
- By framing historical processes and developments beyond a perceived list of facts, events, and dates, **the key concepts help teachers and their students understand, organize, and prioritize historical developments within each period.** So the framework provides a comprehensive content outline organized by key concepts.

Overall, the framework gives teachers the flexibility to teach each key concept in a variety of ways, providing greater options for designing instruction. The AP World History course develops students' capacity and ability to think and reason in a deeper, more systematic way, better preparing them for subsequent college courses. The skills, course themes, periodization, and key concepts are explained in detail in the curriculum framework that follows.

The Four Historical Thinking Skills

History is a sophisticated quest for meaning about the past, beyond the effort to collect information. Historical analysis requires familiarity with a great deal of information, including names, chronology, facts, and events. Without reliable and detailed information, historical thinking is not possible. Yet historical analysis involves much more than the compilation and recall of data; it also requires several distinctive historical thinking skills.

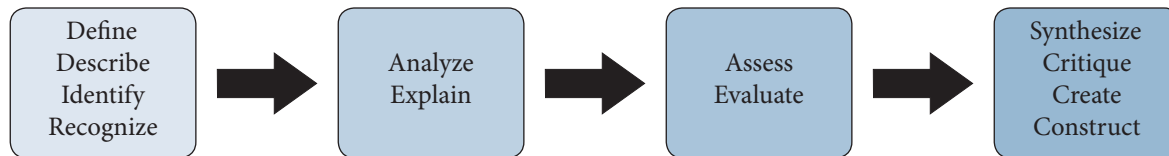
The four historical thinking skills presented below, along with the descriptions of the components of each skill, provide an essential structure for learning to think historically. These skills not only apply to AP World History; they also represent the type of skills required in all college-level historical scholarship. The interaction of skills and content found in this course is an approach that emphasizes historical scholarship's reliance on diverse sources, each of which may reveal a different facet of the past.

All historical research and teaching use historical thinking skills. However, different subdisciplines may approach these skills in different ways and emphasize some of the skills more than others. Two main features of world history help explain its uniqueness. First, world history is a relatively new subdiscipline of history. It acquired a distinct identity only in the final decades of the twentieth century. Second, world history embraces longer time periods, larger geographical areas and much more human history than traditional subdisciplines such as U.S. history and European history. These distinctive challenges posed by world history provide wonderful opportunities to help students understand historiography, the study of the different methods or approaches various historians use to construct their accounts of the past. Each of the four historical thinking skills support deep understandings and relevant applications of historical knowledge, as outlined in this section.

Helping Students Develop Proficiency in the Historical Thinking Skills

The curriculum framework clearly defines each skill component and then describes the desired skill proficiency for that component. The description of *what students should be able to do to demonstrate* a particular skill component provides a target for student learning throughout the year. The description of *how students can develop this level of proficiency* demonstrates how students might progress toward this target. AP teachers can use this information to develop better insight into individual student performance and adjust curriculum and instruction accordingly.

Designing a variety of learning experiences using the increasingly sophisticated verbs shown below facilitates student development of each historical thinking skill. The diagram demonstrates how students might progress from tasks that begin with the skills of definition and description and eventually reach tasks involving more sophisticated skills such as synthesis and critique. Tasks, such as compare or contextualize, would become more challenging based on the complexity and number of the historical processes under consideration.



Structure of the Historical Thinking Skills Section

In order to provide teachers with the information they need to incorporate historical thinking skills into an AP World History classroom, each skill component in this section includes the following:

- **A definition of the skill component** from the perspective of a professional historian, regardless of historical field.
- **A description of desired proficiency** for high achievement in an introductory college-level history course (which is comparable to an AP history course). This includes:
 - What students should be able to do to demonstrate each skill component; and
 - How students can develop this level of proficiency, if they haven't already.
- **An explanation of how this skill could be approached instructionally within the context of an AP World History course.**

1. Crafting Historical Arguments from Historical Evidence

Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

What should students be able to do to demonstrate *Historical Argumentation*?

At the end of an introductory college-level history course, the most able students should be able to construct meaningful interpretations through sophisticated analysis of disparate, relevant historical evidence. They should also be able to evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

How can students develop this level of proficiency, if they haven't already?

Students might begin by describing commonly accepted historical arguments (i.e., formulaic repetition of material provided in texts and classroom instruction) and explain how an argument has been constructed from historical evidence. Students might then progress to evaluating conflicting historical evidence in constructing plausible historical arguments.

How could this skill be approached within the context of an AP World History course?

In world history, historical argumentation often operates on exceptionally large scales. For example, instead of being asked to consider the Industrial Revolution in Europe in the early nineteenth century, students might be asked to consider the impact of industrialization on several regions of the world from the early nineteenth century to the present. The basic skills of argumentation are similar, but the scale on which they are applied is broader.

Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to identify, describe, and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources), with respect to content, authorship, purpose, format, and audience. It involves the capacity to extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects.

What should students be able to do to demonstrate *Appropriate Use of Relevant Historical Evidence*?

At the end of an introductory college-level history course, the most able students should be able to consistently analyze such features of historical evidence as audience, purpose, point of view, format, argument, limitations, and context germane to the historical evidence considered. Based on their analysis and evaluation of historical evidence, students should also be able to make supportable inferences and draw appropriate conclusions, placing the evidence in its context.

How can students develop this level of proficiency, if they haven't already?

Students might begin by analyzing one or more of the following features: audience, purpose, point of view, format, argument, limitations, and context germane to the historical evidence considered. Based on their analysis of historical evidence, students might then progress to making supportable inferences or drawing appropriate conclusions.

How could this skill be approached within the context of an AP World History course?

World history deals with such a diversity of eras, regions, and types of society that it must also use a greater diversity of sources. For example, unlike AP U.S. History or AP European History, which rely most heavily on written sources, much of the scope of world history takes place before writing developed or in societies where literacy was limited or nonexistent. Therefore, scholars of world history may use artifacts or oral traditions to try to understand those cultures.

2. Chronological Reasoning

Historical Causation

Historical thinking involves the ability to identify, analyze, and evaluate the relationships between multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

What should students be able to do to demonstrate *Historical Causation*?

At the end of an introductory college-level history course, the most able students should assess historical contingency, for example, by distinguishing among coincidence, causation, and correlation, as well as critiquing standard interpretations of cause and effect.

How can students develop this level of proficiency, if they haven't already?

Students might begin by identifying and comparing basic causes and/or effects, such as between short- and long-term ones. Students might then progress to analyzing and evaluating the interaction of multiple causes and/or effects.

How could this skill be approached within the context of an AP World History course?

In world history, arguments about causation are similar to those in other disciplines, although they often span much larger periods and regions.

Patterns of Continuity and Change Over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as relating these patterns to larger historical processes or themes.

What should students be able to do to demonstrate *Patterns of Continuity and Change Over Time*?

At the end of an introductory college-level history course, the most able students should be able to analyze and evaluate historical patterns of continuity and change over time, making connections to course themes and global processes.

How can students develop this level of proficiency, if they haven't already?

Students might begin by recognizing instances of historical patterns of continuity and change over time. Students might then progress to describing these patterns.

How could this skill be approached within the context of an AP World History course?

This skill is particularly important in world history. World historians frequently have to look for very large patterns of continuity and change. This scale can make world history seem somewhat abstract because individuals do not loom so large; on the other hand, world history can bring into sharper focus large patterns that cannot be seen clearly at more localized scales. For example, the migrations of humans around the world described in Period 1 took perhaps 60,000 years to complete. When studying powerful states in later periods, students will have to learn to compare the histories of several states, rather than just concentrating on one state in one historical era. So, in world history, the skills of seeing and understanding large patterns of change, and learning how to compare historical events over time and space, are particularly significant.

Periodization

Historical thinking involves the ability to describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates privileges one narrative, region or group over another narrative, region or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretation and modeling of past events.

What should students be able to do to demonstrate *Periodization*?

At the end of an introductory college-level history course, the most able students should be able to analyze and assess competing models of periodization, possibly constructing plausible alternate examples of periodization.

How can students develop this level of proficiency, if they haven't already?

Students might begin by recognizing the model of periodization provided in the AP World History curriculum framework. Students might then progress to recognizing competing models of periodization such as the one used by their textbook.

How could this skill be approached within the context of an AP World History course?

Periodization is especially challenging and peculiarly important in world history because historians do not agree about the best way of dividing up the past on a global scale. For example, the first states emerged in the Americas approximately 2,000 years after states had emerged in Afro-Eurasia, which makes it impossible to discuss the topic of state formation within a single historical period. The result is that different texts and syllabi may use different periodizations. These differences can make teaching world history seem more difficult, but if these differences are approached as opportunities, they provide many ways to help students understand that history is an account of the past constructed by historians — each of whom may see the past differently. Teachers have the opportunity to ask questions that are particularly challenging for world history, such as: What is the best way of dividing the history of the world into meaningful periods? What are the consequences of choosing one set of divisions instead of another?

3. Comparison and Contextualization

Comparison

Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

What should students be able to do to demonstrate *Comparison*?

At the end of an introductory college-level history course, the most able students should be able to compare related historical developments and processes across place, time, and/or different societies (or within one society), explaining and evaluating multiple and differing perspectives on a given historical phenomenon.

How can students develop this level of proficiency, if they haven't already?

Students might begin by comparing related historical developments and processes across place, time, or different societies (or within one society). Students might then progress to comparing related historical developments and processes across more than one variable, such as geography, chronology, and different societies (or within one society), recognizing multiple and differing perspectives on a given historical phenomenon.

How could this skill be approached within the context of an AP World History course?

Comparison is also particularly important in world history because world history does not concentrate on any one region or era of the past. Instead, it compares the diverse histories of different regions across large time spans and examines the impact of global processes on diverse regions. One of the central questions of world history is: How similar and how different were historical changes in different parts of the world?

Contextualization

Historical thinking involves the ability to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.

What should students be able to do to demonstrate *Contextualization*?

At the end of an introductory college-level history course, the most able students should be able to evaluate ways in which historical phenomena or processes relate to broader regional, national, or global processes.

How can students develop this level of proficiency, if they haven't already?

Students might begin by recognizing ways in which historical phenomena or processes connect to broader regional, national, or global processes. Students might then progress to explaining ways in which historical phenomena or processes relate to broader regional, national, or global processes.

How could this skill be approached within the context of an AP World History course?

What is the “context” for world history? It is the world as a whole. For U.S. history, the most important context is the United States itself, and for European history it is Europe as a whole. However, world historians try to understand events and changes within a much larger context, and the skill of “contextualization” therefore takes on different forms. One of the central questions of world history is: How does the history of this specific region or era fit into the larger story of world history as a whole?

4. Historical Interpretation and Synthesis

Interpretation

Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view, and frames of reference.

What should students be able to do to demonstrate *Interpretation*?

At the end of an introductory college-level history course, the most able students should be able to critique diverse historical interpretations, recognizing the constructed nature of historical interpretation, how the historians’ points of view influence their interpretations, and how models of historical interpretation change over time.

How can students develop this level of proficiency, if they haven’t already?

Students might begin by recounting diverse historical interpretations. Students might then progress to evaluating diverse historical interpretations.

How could this skill be approached within the context of an AP World History course?

The skill of historical interpretation also takes on distinctive forms within world history, which deals with many different societies and cultures, each of which may interpret the past in its own way. World historians have to be alert to these differences and take care not to impose the values and viewpoints of their own societies on the many different societies they are studying.

Synthesis

Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

What should students be able to do to demonstrate *Synthesis*?

At the end of an introductory college-level history course, the most able students should be able to create a persuasive understanding of the past by applying many of the other historical thinking skills. Additionally, students should be able to draw appropriately on ideas from different fields of inquiry or disciplines and creatively fuse disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works.

How can students develop this level of proficiency, if they haven't already?

Students might begin by demonstrating an understanding of the past by applying a few of the historical thinking skills. Students might then progress to demonstrate an understanding of the past by applying several of the historical thinking skills, and drawing appropriately on ideas from different fields of inquiry or disciplines when presented to them in the form of data and arguments.

How could this skill be approached within the context of an AP World History course?

Synthesis, too, takes distinctive forms in world history because it grapples with such diverse materials and fields. In the history of a particular society or region, it is not too hard to get a sense of the main lines of the historical story. But is there a single narrative in world history that brings together so many different regional histories? This is one of the central questions raised by world historians, and it is a question that students should be challenged to answer in their own way. By doing so, they will better understand their place in an increasingly globalized and diverse world.

Course Themes

The five course themes below present areas of historical inquiry that should be investigated at various points throughout the course and revisited as manifested in particular historical developments over time. These themes articulate at a broad level the main ideas that are developed throughout the entire span of the course. Each theme includes a list of related key topics as well as a description.

The key concepts were derived from an explicit consideration of these themes, with the goal of making the themes more concrete for the course content within each historical period. This clear connection between themes and key concepts means students can put what is particular about one historical period into a larger framework. In this way, the themes facilitate cross-period questions and help students recognize broad trends and processes that have developed over centuries in various regions of the world.

These themes are unchanged from the current AP World History course.

Theme 1: Interaction Between Humans and the Environment

Theme 2: Development and Interaction of Cultures

Theme 3: State-Building, Expansion, and Conflict

Theme 4: Creation, Expansion, and Interaction of Economic Systems

Theme 5: Development and Transformation of Social Structures

Theme 1: Interaction Between Humans and the Environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

The interaction between humans and the environment is a fundamental theme for world history. The environment shaped human societies, but, increasingly, human societies also affected the environment. During prehistory, humans interacted with the environment as hunters, fishers and foragers, and human migrations led to the peopling of the earth. As the Neolithic revolution began, humans exploited their environments more

intensively, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, and available flora and fauna shaped the methods of exploitation used in different regions. Human exploitation of the environment intensified as populations grew and as people migrated into new regions. As people flocked into cities or established trade networks, new diseases emerged and spread, sometimes devastating an entire region. During the Industrial Revolution, environmental exploitation increased exponentially. In recent centuries, human effects on the environment — and the ability to master and exploit it — increased with the development of more sophisticated technologies, the exploitation of new energy sources and a rapid increase in human populations. By the twentieth century, large numbers of humans had begun to recognize their effect on the environment and took steps toward a “green” movement to protect and work with the natural world instead of exploiting it.

Theme 2: Development and Interaction of Cultures

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

This theme explores the origins, uses, dissemination, and adaptation of ideas, beliefs, and knowledge within and between societies. Studying the dominant belief system(s) or religions, philosophical interests, and technical and artistic approaches can reveal how major groups in society view themselves and others, and how they respond to multiple challenges. When people of different societies interact, they often share components of their cultures, deliberately or not. The processes of adopting or adapting new belief and knowledge systems are complex and often lead to historically novel cultural blends. A society’s culture may be investigated and compared with other societies’ cultures as a way to reveal both what is unique to a culture and what it shares with other cultures. It is also possible to analyze and trace particular cultural trends or ideas across human societies.

Theme 3: State-Building, Expansion, and Conflict

- Political structures and forms of governance
- Empires

- Nations and nationalism
- Revolts and revolutions
- Regional, transregional, and global structures and organizations

This theme refers to the processes by which hierarchical systems of rule have been constructed and maintained and to the conflicts generated through those processes. In particular, this theme encourages the comparative study of different state forms (for example, kingdoms, empires, nation-states) across time and space, and the interactions among them. Continuity and change are also embedded in this theme through attention to the organizational and cultural foundations of long-term stability on one hand, and to internal and external causes of conflict on the other. Students should examine and compare various forms of state development and expansion in the context of various productive strategies (for example, agrarian, pastoral, mercantile), various cultural and ideological foundations (for example, religions, philosophies, ideas of nationalism), various social and gender structures, and in different environmental contexts. This theme also discusses different types of states, such as autocracies and constitutional democracies. Finally, this theme encourages students to explore interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations.

Theme 4: Creation, Expansion, and Interaction of Economic Systems

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

This theme surveys the diverse patterns and systems that human societies have developed as they exploit their environments to produce, distribute, and consume desired goods and services across time and space. It stresses major transitions in human economic activity, such as the growth and spread of agricultural, pastoral, and industrial production; the development of various labor systems associated with these economic systems (including different forms of household management and the use of coerced or free labor); and the ideologies, values, and institutions (such as capitalism and socialism) that sustained them. This theme also calls

attention to patterns of trade and commerce between various societies, with particular attention to the relationship between regional and global networks of communication and exchange, and their effects on economic growth and decline. These webs of interaction strongly influence cultural and technological diffusion, migration, state formation, social classes, and human interaction with the environment.

Theme 5: Development and Transformation of Social Structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

This theme is about relations among human beings. All human societies develop ways of grouping their members, as well as norms that govern interactions between individuals and social groups. Social stratification comprises distinctions based on kinship systems, ethnic associations, and hierarchies of gender, race, wealth, and class. The study of world history requires analysis of the processes through which social categories, roles, and practices were created, maintained, and transformed. It also involves analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression, and human ecology.

Geographical Coverage

Students need basic geographical knowledge in order to understand world history. The two maps that follow give students a starting point for identifying regions and their locations relative to other regions and landforms.

Map 1, **AP World History: World Regions — A Big Picture View**, identifies five major geographical regions: Africa, the Americas, Asia, Europe, and Oceania. The AP World History Course provides balanced geographical coverage with all five of these regions represented. Coverage of European history does not exceed 20 percent of the total course.

Map 2, **AP World History: World Regions — A Closer Look**, identifies various subregions within the five major geographical regions.

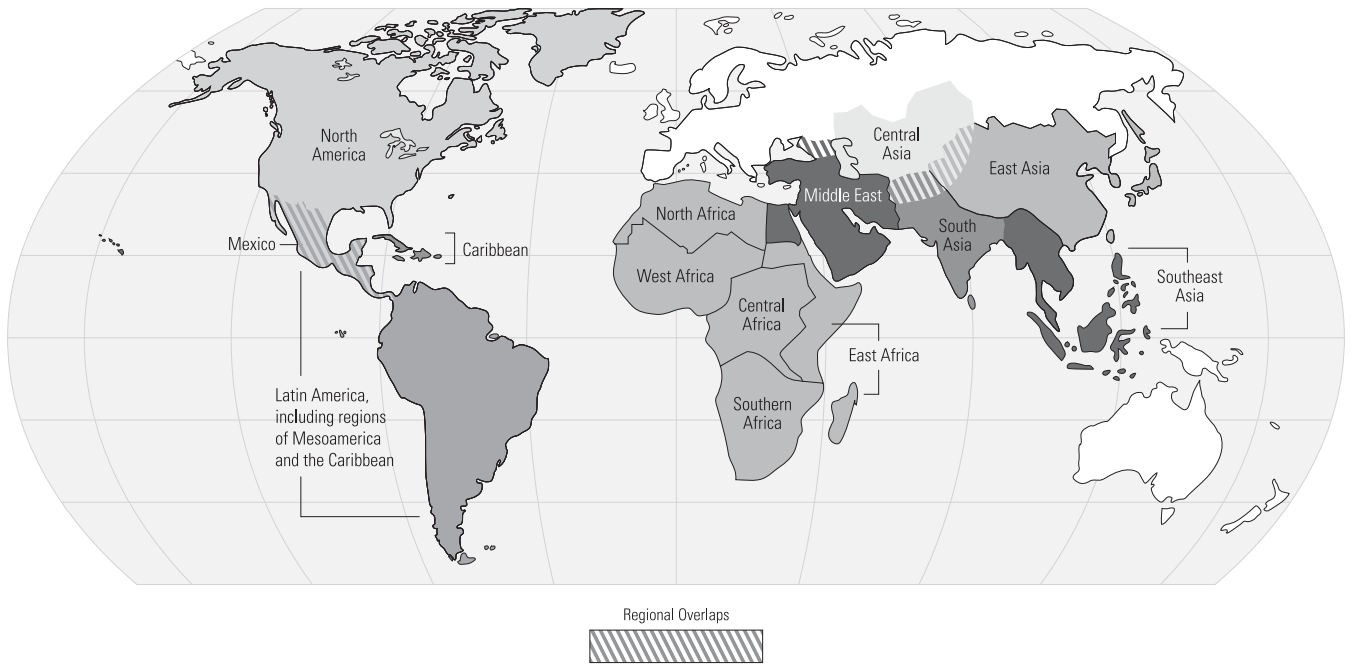
Geospatial awareness is fundamental knowledge necessary for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute the key concepts in the AP World History Course.

These maps are a reference point for teachers and students alike. Since geographic naming conventions are not universal, these maps define regions, show the locations of regions, and the names that students will encounter on the AP World History Exam.

AP World History: World Regions — A Big Picture View



AP World History: World Regions — A Closer Look



Historical Periodization

The AP World History course content is structured around the investigation of course themes and key concepts in six chronological periods. The six historical periods, from approximately 8000 B.C.E. to the present, provide a temporal framework for the course. The instructional importance and assessment weighting for each period varies.

Period	Period Title	Date Range	Weight
1	Technological and Environmental Transformations	to c. 600 B.C.E.	5%
2	Organization and Reorganization of Human Societies	c. 600 B.C.E. to c. 600 C.E.	15%
3	Regional and Transregional Interactions	c. 600 C.E. to c. 1450	20%
4	Global Interactions	c. 1450 to c. 1750	20%
5	Industrialization and Global Integration	c. 1750 to c. 1900	20%
6	Accelerating Global Change and Realignment	c. 1900 to the Present	20%

Concept Outline

A key concept defines the most essential course content knowledge particular to a given historical period. The key concepts and concept outline that follow provide a conceptual framework to help teachers and students understand, organize and prioritize historical developments within each designated historical period. **The framework clearly indicates the depth of knowledge required for each key concept.** To further clarify the depth of knowledge for each key concept, multiple supporting concepts (designated by Roman numerals in the outline) and supporting evidence for each supporting concept (designated by letters in the outline) are listed. By focusing the key concepts on processes or themes rather than on specific historical facts or events, the outline provides greater freedom for teachers to choose examples that interest them or their students to demonstrate the concept.

To foster a deeper level of learning, the outline distinguishes content that is essential to support the understanding of key concepts from content examples that are not required. Teachers should feel free to use either their own relevant, appropriate examples or the illustrative examples from the concept outline without compromising their students' ability to perform well on the AP Exam. The illustrative examples listed in the outline are intended to generate ideas and provide suggestions of relevant, appropriate historical evidence; teachers should incorporate examples into their teaching throughout the course, not only where illustrative examples are listed. Although the students will need to be able to draw upon detailed,

factual historical knowledge to be successful in the revised AP World History course and exam, **the concept outline provides flexibility for teachers to select examples for their students to investigate rather than attempting to cover all possible historical examples, events, and figures that relate to a particular key concept.**

Teachers should feel free to organize the AP World History course chronologically, thematically, or in some combination of the two. The following guidelines are designed to help teachers use the concept outline to plan instruction:

- Key concepts can be taught in any order or in any combination. Teachers may also choose to spend more time on some concepts than on others. They may design activities that teach concepts, themes, and skills within a given chronological period or plan those that span more than one period.
- Since areas of the concept outline are open to differences in interpretation, teachers may wish to use these differences as opportunities for student inquiry and debate.
- Teachers should choose either their own relevant, appropriate examples or the illustrative examples to teach the required content.

Information about how the concept outline will be assessed on the AP World History Exam appears in the Exam Information section on page 92.

Period 1:

Technological and Environmental Transformations, to c. 600 B.C.E.

Key Concept 1.1. Big Geography and the Peopling of the Earth

The term *Big Geography* draws attention to the global nature of world history. Throughout the Paleolithic period, humans migrated from Africa to Eurasia, Australia, and the Americas. Early humans were mobile and creative in adapting to different geographical settings from savanna to desert to Ice Age tundra. By making an analogy with modern hunter-forager societies, anthropologists infer that these bands were relatively egalitarian. Humans also developed varied and sophisticated technologies.

I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.

A. Humans used fire in new ways: to aid hunting and foraging, to protect against predators, and to adapt to cold environments.

B. Humans developed a wider range of tools specially adapted to different environments from tropics to tundra.

C. Economic structures focused on small kinship groups of hunting-foraging bands that could make what they needed to survive. However, not all groups were self-sufficient; they exchanged people, ideas, and goods.

Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies

In response to warming climates at the end of the last Ice Age, from about 10,000 years ago, some groups adapted to the environment in new ways, while others remained hunter-foragers. Settled agriculture appeared in several different parts of the world. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Agriculturalists also had a massive impact on the environment through intensive cultivation of selected plants to the exclusion of others, through the construction of irrigation systems, and through the use of domesticated animals for food and for labor. Populations increased; family groups gave way to village life and, later, to urban life with all its complexity. Patriarchy

and forced labor systems developed, giving elite men concentrated power over most of the other people in their societies. Pastoralism emerged in parts of Africa and Eurasia. Pastoral peoples domesticated animals and led their herds around grazing ranges. Like agriculturalists, pastoralists tended to be more socially stratified than hunter-foragers. Because pastoralists were mobile, they rarely accumulated large amounts of material possessions, which would have been a hindrance when they changed grazing areas. The pastoralists' mobility allowed them to become an important conduit for technological change as they interacted with settled populations.

I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.

A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged at different times in Mesopotamia, the Nile River Valley and Sub-Saharan Africa, the Indus River Valley, the Yellow River or Huang He Valley, Papua New Guinea, Mesoamerica, and the Andes.

B. Pastoralism developed at various sites in the grasslands of Afro-Eurasia.

C. Different crops or animals were domesticated in the various core regions, depending on available local flora and fauna.

D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production.

E. These agricultural practices drastically impacted environmental diversity. Pastoralists also affected the environment by grazing large numbers of animals on fragile grasslands, leading to erosion when overgrazed.

II. Agriculture and pastoralism began to transform human societies.

A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population.

B. Surpluses of food and other goods led to specialization of labor, including new classes of artisans and warriors, and the development of elites.

C. Technological innovations led to *improvements in agricultural production, trade, and transportation*.

Required examples of *improvements in agricultural production, trade, and transportation*:

- Pottery
- Plows
- Woven textiles
- Metallurgy
- Wheels and wheeled vehicles

D. In both pastoralist and agrarian societies, elite groups accumulated wealth, creating more hierarchical social structures and promoting patriarchal forms of social organization.

Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

From about 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term *civilization* is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, such as political bureaucracies, armies, and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists.

As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, they had to balance their need for more resources with environmental constraints such as the danger of undermining soil fertility. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.

Students should be able to identify the location of all of the following required examples of *core and foundational civilizations*:

- Mesopotamia in the Tigris and Euphrates River Valleys
- Egypt in the Nile River Valley
- Mohenjo-Daro and Harappa in the Indus River Valley
- Shang in the Yellow River or Huang He Valley
- Olmecs in Mesoamerica
- Chavín in Andean South America

II. The first states emerged within core civilizations.

A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Early states were often led by a ruler whose source of power was believed to be divine or had divine support and/or who was supported by the military.

B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations. These states were able to undertake territorial expansion and conquer surrounding states.

C. Early regions of state expansion or empire building were Mesopotamia, Babylonia, and the Nile Valley.

Teach one illustrative example of ***new weapons***, either from the list below or an example of your choice:

- Compound bows
- Iron weapons

Teach one illustrative example of ***new modes of transportation***, either from the list below or an example of your choice:

- Chariots
- Horseback riding

Teach one illustrative example of ***monumental architecture and urban planning***, either from the list below or an example of your choice:

- Ziggurats
- Pyramids
- Temples
- Defensive walls
- Streets and roads
- Sewage and water systems

Teach one illustrative example of ***arts and artisanship***, either from the list below or an example of your choice:

- Sculpture
- Painting
- Wall decorations
- Elaborate weaving

D. Pastoralists were often the developers and disseminators of *new weapons* and *modes of transportation* that transformed warfare in agrarian civilizations.

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.

A. Early civilizations developed *monumental architecture and urban planning*.

B. Elites, both political and religious, promoted *arts and artisanship*.

C. *Systems of record keeping* arose independently in all early civilizations and subsequently were diffused.

Teach one illustrative example of ***systems of record keeping***, either from the list below or an example of your choice:

- Cuneiform
- Hieroglyphs
- Pictographs
- Alphabets
- Quipu

D. States developed legal codes, including the Code of Hammurabi, that reflected existing hierarchies and facilitated the rule of governments over people.

E. *New religious beliefs* developed in this period continued to have strong influences in later periods.

Required examples of ***new religious beliefs***:

- The Vedic religion
- Hebrew monotheism
- Zoroastrianism

F. Trade expanded throughout this period *from local to regional and transregional*, with civilizations exchanging goods, cultural ideas, and technology.

Required examples of ***trade expansion from local to regional and transregional***:

- Between Egypt and Nubia
- Between Mesopotamia and the Indus Valley

G. Social and gender hierarchies intensified as states expanded and cities multiplied.

H. *Literature* was also a reflection of culture.

Teach one illustrative example of ***literature***, either from the list below or an example of your choice:

- The “Epic of Gilgamesh”
- *Rig Veda*
- *Book of the Dead*

Period 2

Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions

As states and empires increased in size and contacts between regions multiplied, religious and cultural systems were transformed. Religions and belief systems provided a bond among the people and an ethical code to live by. These shared beliefs also influenced and reinforced political, economic, and occupational stratification. Religious and political authority often merged as rulers (some of whom were considered divine) used religion, along with military and legal structures, to justify their rule and ensure its continuation. Religions and belief systems could also generate conflict, partly because beliefs and practices varied greatly within and among societies.

I. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.

A. The association of monotheism with Judaism was further developed with the codification of the Hebrew Scriptures, which also reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and Middle East.

B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism — which contributed to the development of the social and political roles of a caste system and in the importance of multiple manifestations of Brahma to promote teachings about reincarnation.

II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.

A. The core beliefs about desire, suffering, and the search for enlightenment preached by the historic Buddha and recorded by his followers into sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan Emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote its core teachings.

B. Confucianism's core beliefs and writings originated in the writings and lessons of Confucius and were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including the rulers.

C. In the major Daoist writings, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. *Daoism also influenced the development of Chinese culture.*

D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism, and initially rejected Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.

E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.

Teach one illustrative example of the *influence of Daoism on the development of Chinese culture*, either from the list below or an example of your choice:

- Medical theories and practices
- Poetry
- Metallurgy
- Architecture

III. Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.

IV. Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.

A. Shamanism and animism continued to shape the lives of people within and outside of core civilizations because of their daily reliance on the natural world.

B. *Ancestor veneration persisted in many regions.*

Teach one illustrative example of **regions where ancestor veneration persisted**, either from the list below or an example of your choice:

- Africa
- The Mediterranean region
- East Asia
- The Andean areas

V. Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.

A. *Literature and drama* acquired distinctive forms that influenced artistic developments in neighboring regions and in later time periods.

Teach one illustrative example of **literature and drama**, either from the list below or an example of your choice:

- Greek plays
- Indian epics

B. *Distinctive architectural styles developed* in many regions in this period.

Teach one illustrative example of **regions where distinctive architectural styles developed**, either from the list below or an example of your choice:

- India
- Greece
- The Roman Empire
- Mesoamerica

C. The convergence of Greco-Roman culture and Buddhist beliefs affected the development of unique sculptural developments.

Key Concept 2.2. The Development of States and Empires

As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another. In quest of land, wealth, and security, some empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing human activities over long distances, and they created new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relationships with ethnically and culturally diverse populations: sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes. By expanding their boundaries too far, they created political, cultural, and administrative difficulties that they could not manage. They also experienced environmental, social, and economic problems when they overexploited their lands and subjects and permitted excessive wealth to be concentrated in the hands of privileged classes.

I. The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.

Required examples of *key states and empires* (Student should know the location and names):

- Southwest Asia: *Persian Empires*
- East Asia: Qin and Han Empire
- South Asia: Maurya and Gupta Empires
- Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman Empires
- Mesoamerica: Teotihuacan, Maya city-states
- Andean South America: Moche

Teach one illustrative example of ***Persian Empires***, either from the list below or an example of your choice:

- Achaemenid
- Parthian
- Sassanid

II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.

A. In order to organize their subjects, the rulers created *administrative institutions in many regions*.

Teach one illustrative example of *regions where rulers created administrative institutions*, either from the list below or an example of your choice:

- China
- Persia
- Rome
- South Asia

Required examples of *administrative institutions*:

- Centralized governments
- Elaborate legal systems and bureaucracies

B. Imperial governments projected military power over larger areas *using a variety of techniques*.

Required examples of *such techniques*:

- Diplomacy
- Developing supply lines
- Building fortifications, defensive walls, and roads
- Drawing new groups of military officers and soldiers from the local populations or conquered peoples

C. Much of the success of the empires rested on their promotion of trade and economic integration by building and maintaining roads and issuing currencies.

III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.

A. *Cities* served as centers of trade, public performance of religious rituals, and political administration for states and empires.

Teach one illustrative example of *cities*, either from the list below or an example of your choice:

- Persepolis
- Chang'an
- Pataliputra
- Athens
- Carthage
- Rome
- Alexandria
- Constantinople
- Teotihuacan

B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.

C. Imperial societies relied on a *range of methods* to maintain the production of food and provide rewards for the loyalty of the elites.

Teach one illustrative example of *such methods*, either from the list below or an example of your choice:

- Corvée
- Slavery
- Rents and tributes
- Peasant communities
- Family and household production

D. Patriarchy continued to shape gender and family relations in all imperial societies of this period.

IV. The Roman, Han, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.

Teach one illustrative example of *environmental damage*, either from the list below or an example of your choice:

- Deforestation
- Desertification
- Soil erosion
- Silted rivers

Teach one illustrative example of *external problems along frontiers*, either from the list below or an example of your choice:

- Between Han China and the Xiongnu
- Between the Gupta and the White Huns
- Between the Romans and their northern and eastern neighbors.

A. Through excessive mobilization of resources, imperial governments caused *environmental damage* and generated social tensions and economic difficulties by concentrating too much wealth in the hands of elites.

B. *External problems* resulted from security issues *along their frontiers*, including the threat of invasions.

Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange

With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere. The exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside the trade in goods across far-flung networks of communication and exchange. In the Americas and Oceania localized networks developed.

I. Land and water routes became the basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.

A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a *variety of trade routes*.

Required examples of *trade routes*:

- Eurasian Silk Roads
- Trans-Saharan caravan routes
- Indian Ocean sea lanes
- Mediterranean sea lanes

II. New technologies facilitated long-distance communication and exchange.

A. *New technologies* permitted the use of *domesticated pack animals* to transport goods across longer routes.

Teach one illustrative example of *new technologies*, either from the list below or an example of your choice:

- Yokes
- Saddles
- Stirrups

Teach one illustrative example of *domesticated pack animals*, either from the list below or an example of your choice:

- Horses
- Oxen
- Llamas
- Camels

Teach one illustrative example of ***innovations in maritime technologies***, either from the list below or an example of your choice:

- Lateen sail
- Dhow ships

B. *Innovations in maritime technologies*, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.

III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.

Teach one illustrative example of ***changes in farming and irrigation techniques***, either the one below or an example of your choice:

- The *qanat* system

A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged *changes in farming and irrigation techniques*.

Teach one illustrative example of ***the effects of the spread of disease on empires***, either from the list below or an example of your choice:

- The effects of disease on the Roman Empire
- The effects of disease on Chinese empires

B. The *spread of disease pathogens* diminished urban populations and contributed to the decline of some *empires*.

C. *Religious and cultural traditions* were transformed as they spread.

Required examples of ***transformed religious and cultural traditions***:

- Christianity
- Hinduism
- Buddhism

Period 3:

Regional and Transregional Interactions, c. 600 C.E. to c. 1450

Key Concept 3.1. Expansion and Intensification of Communication and Exchange Networks

Although Afro-Eurasia and the Americas remained separate from one another, this era witnessed a deepening and widening of old and new networks of human interaction within and across regions. The results were unprecedented concentrations of wealth and the intensification of cross-cultural exchanges. Innovations in transportation, state policies, and mercantile practices contributed to the expansion and development of commercial networks, which in turn served as conduits for cultural, technological, and biological diffusion within and between various societies. Pastoral or nomadic groups played a key role in creating and sustaining these networks. Expanding networks fostered greater interregional borrowing, while at the same time sustaining regional diversity. The prophet Muhammad promoted Islam, a new major monotheistic religion at the start of this period. It spread quickly through practices of trade, warfare, and diffusion characteristic of this period.

I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.

A. *Existing trade* routes flourished and promoted the growth of powerful *new trading cities*.

Required examples of *existing trade routes*:

- The Silk Roads
- The Mediterranean Sea
- The Trans-Saharan
- The Indian Ocean basins

Teach one illustrative example of *new trading cities*, either from the list below or an example of your choice:

- Novgorod
- Timbuktu
- The Swahili city-states
- Hangzhou
- Calicut
- Baghdad
- Melaka
- Venice
- Tenochtitlan
- Cahokia

B. New trade routes centering on Mesoamerica and the Andes developed.

Teach one illustrative example of *luxury goods*, either from the list below or an example of your choice:

- Silk and cotton textiles
- Porcelain
- Spices
- Precious metals and gems
- Slaves
- Exotic animals

Teach one illustrative example of caravan organization, either from the list below or an example of your choice:

- Caravanserai
- Camel saddles

Teach one illustrative example of new forms of credit and monetization, either from the list below or an example of your choice:

- Bills of exchange
- Credit
- Checks
- Banking houses

C. The growth of interregional trade in *luxury goods* was encouraged by significant innovations in previously existing transportation and commercial technologies, including more sophisticated *caravan organization*; use of the compass, astrolabe, and larger ship designs in sea travel; and *new forms of credit and monetization*.

D. Commercial growth was also facilitated by *state practices*, *trading organizations*, and state-sponsored commercial infrastructures like the Grand Canal in China.

Teach one illustrative example of *state practices*, either from the list below or an example of your choice:

- Minting of coins
- Use of paper money

Teach one illustrative example of *trading organizations*, either the one below or an example of your choice:

- Hanseatic League

E. The expansion of *empires* facilitated Trans-Eurasian trade and communication as new peoples were drawn into their conquerors' economies and trade networks.

Required examples of *empires*:

- China
- The Byzantine Empire
- The Caliphates
- The Mongols

II. The movement of peoples caused environmental and linguistic effects.

Teach one illustrative example of ***environmental knowledge and technological adaptations***, either from the list below or an example of your choice:

- The way Scandinavian Vikings used their longships to travel in coastal and open waters as well as in rivers and estuaries
- The way the Arabs and Berbers adapted camels to travel across and around the Sahara
- The way Central Asian pastoral groups used horses to travel in the steppes

A. The expansion and intensification of long-distance trade routes often depended on *environmental knowledge and technological adaptations to it*.

B. Some *migrations* had a *significant environmental impact*.

Required examples of ***migration and their environmental impact***:

- The migration of Bantu-speaking peoples who facilitated transmission of iron technologies and agricultural techniques in Sub-Saharan Africa
- The maritime migrations of the Polynesian peoples who cultivated transplanted foods and domesticated animals as they moved to new islands

Teach one illustrative example of the ***diffusion of languages***, either from the list below or an example of your choice:

- The spread of Bantu languages including Swahili
- The spread of Turkic and Arabic languages

C. Some migrations and commercial contacts led to the *diffusion of languages* throughout a new region or the emergence of new languages.

III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.

A. Islam, based on the revelations of the prophet Muhammad, developed in the Arabian peninsula. The beliefs and practices of Islam reflected interactions among Jews, Christians, and Zoroastrians with the local Arabian peoples. Muslim rule expanded to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants and missionaries.

B. In key places along important trade routes, merchants set up *diasporic communities* where they introduced their own cultural traditions into the indigenous culture.

Teach one illustrative example of *diasporic communities*, either from the list below or an example of your choice:

- Muslim merchant communities in the Indian Ocean region
- Chinese merchant communities in Southeast Asia
- Sogdian merchant communities throughout Central Asia
- Jewish communities in the Mediterranean, Indian Ocean basin, or along the Silk Roads

C. The writings of certain *interregional travelers* illustrate both the extent and the limitations of intercultural knowledge and understanding.

Teach one illustrative example of *interregional travelers*, either from the list below or an example of your choice:

- Ibn Battuta
- Marco Polo
- Xuanzang

Teach one illustrative example of the ***diffusion of literary, artistic and cultural traditions***, either from the list below or an example of your choice:

- The influence of Neoconfucianism and Buddhism in East Asia
- Hinduism and Buddhism in Southeast Asia
- Islam in Sub-Saharan Africa and Southeast Asia
- Toltec/Mexica and Inca traditions in Mesoamerica and Andean America

D. Increased cross-cultural interactions resulted in the *diffusion of literary, artistic, and cultural traditions*.

Teach one illustrative example of the ***diffusion of scientific and technological traditions***, either from the list below or an example of your choice:

- The influence of Greek and Indian mathematics on Muslim scholars
- The return of Greek science and philosophy to Western Europe via Muslim al-Andalus in Iberia
- The spread of printing and gunpowder technologies from East Asia into the Islamic empires and Western Europe

E. Increased cross-cultural interactions also resulted in the diffusion of *scientific and technological traditions*.

IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.

- A. *New foods and agricultural techniques* were adopted in populated areas.
- B. The spread of epidemic diseases, including the Black Death, followed the well established paths of trade and military conquest.

Key Concept 3.2. Continuity and Innovation of State Forms and Their Interactions

State formation in this era demonstrated remarkable continuity, innovation and diversity in various regions. In Afro-Eurasia, some states attempted, with differing degrees of success, to preserve or revive imperial structures, while smaller, less centralized states continued to develop. The expansion of Islam introduced a new concept — the Caliphate — to Afro-Eurasian statecraft. Pastoral peoples in Eurasia built powerful and distinctive empires that integrated people and institutions from both the pastoral and agrarian worlds. In the Americas, powerful states developed in both Mesoamerica and the Andean region.

I. Empires collapsed and were reconstituted; in some regions new state forms emerged.

- A. Following the collapse of empires, most reconstituted governments, including the Byzantine Empire and the Chinese dynasties — Sui, Tang, and Song — combined *traditional sources of power and legitimacy with innovations* better suited to the current circumstances.

Teach one illustrative example of *new foods and agricultural techniques*, either from the list below or an example of your choice:

- Bananas in Africa
- New rice varieties in East Asia
- The spread of cotton, sugar, and citrus throughout Dar al-Islam and the Mediterranean basin

Teach one illustrative example of *traditional sources of power and legitimacy*, either from the list below or an example of your choice:

- Patriarchy
- Religion
- Land-owning elites

Teach one illustrative example of *innovations*, either from the list below or an example of your choice:

- New methods of taxation
- Tributary systems
- Adaptation of religious institutions.

Teach one illustrative example of *Islamic states*, either from the list below or an example of your choice:

- Abbasids
- Muslim Iberia
- Delhi Sultanates

Teach one illustrative example of *city-states*, either from the list below or an example of your choice:

- In the Italian peninsula
- In East Africa
- In Southeast Asia
- In the Americas

Teach one illustrative example of such *synthesis by states*, either from the list below or an example of your choice:

- Persian traditions that influenced Islamic states
- Chinese traditions that influenced states in Japan

B. In some places, new forms of governance emerged, including those developed in various *Islamic states*, the Mongol Khanates, *city-states*, and decentralized government (feudalism) in Europe and Japan.

C. Some states *synthesized local and borrowed traditions*.

D. In the Americas, as in Afro-Eurasia, state systems expanded in scope and reach: Networks of city-states flourished in the Maya region and, at the end of this period, imperial systems were created by the Mexica (“Aztecs”) and Inca.

II. Interregional contacts and conflicts between states and empires encouraged significant *technological and cultural transfers*.

Required examples of *technological and cultural transfers*:

- Between Tang China and the Abbasids
- Across the Mongol empires
- During the Crusades

Key Concept 3.3. Increased Economic Productive Capacity and Its Consequences

Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes. Productivity rose in both agriculture and industry. Rising productivity supported population growth and urbanization but also strained environmental resources and at times caused dramatic demographic swings. Shifts in production and the increased volume of trade also stimulated new labor practices, including adaptation of existing patterns of free and coerced labor. Social and gender structures evolved in response to these changes.

I. Innovations stimulated agricultural and industrial production in many regions.

A. Agricultural production increased significantly due to *technological innovations*.

B. In response to increasing demand in Afro-Eurasia for foreign luxury goods, crops were transported from their indigenous homelands to equivalent climates in other regions.

C. Chinese, Persian, and Indian artisans and merchants expanded their production of textiles and porcelains for export; industrial production of iron and steel expanded in China.

Teach one illustrative example of *technological innovations*, either from the list below or an example of your choice:

- Champa rice varieties
- The chinampa field systems
- *Waru waru* agricultural techniques in the Andean areas
- Improved terracing techniques
- The horse collar

II. The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.

A. *Multiple factors* contributed to the declines of urban areas in this period.

Required examples of *these factors*:

- Invasions
- Disease
- The decline of agricultural productivity
- The Little Ice Age

B. *Multiple factors* contributed to urban revival.

Required examples of *these factors*:

- The end of invasions
- The availability of safe and reliable transport
- The rise of commerce and the warmer temperatures between 800 and 1300
- Increased agricultural productivity and subsequent rising population
- Greater availability of labor also contributed to urban growth

C. While cities in general continued to play the roles they had played in the past as governmental, religious, and commercial centers, many older cities declined at the same time that numerous new cities emerged to take on these established roles.

III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.

A. As in the previous period, there were many forms of *labor organization*.

Required examples of forms of *labor organization*:

- Free peasant agriculture
- Nomadic pastoralism
- Craft production and guild organization
- Various forms of coerced and unfree labor
- Government-imposed labor taxes
- Military obligations

B. As in the previous period, social structures were shaped largely by class and caste hierarchies. Patriarchy persisted; however, in some areas, women exercised more power and influence, most notably among the Mongols and in West Africa, Japan, and Southeast Asia.

C. New forms of coerced labor appeared, including serfdom in Europe and Japan and the elaboration of the *mit'a* in the Inca Empire. *Free peasants resisted attempts to raise dues and taxes by staging revolts.* The demand for slaves for both military and domestic purposes increased, particularly in central Eurasia, parts of Africa, and the eastern Mediterranean.

Teach one illustrative example of *regions where free peasants revolted*, either from the list below or an example of your choice:

- China
- The Byzantine Empire

D. The diffusion of Buddhism, Christianity, Islam, and Neoconfucianism often led to significant changes in gender relations and family structure.

Period 4: Global Interactions, c. 1450 to c. 1750

Key Concept 4.1. Globalizing Networks of Communication and Exchange

The interconnection of the Eastern and Western hemispheres made possible by transoceanic voyaging marked a key transformation of this period. Technological innovations helped to make transoceanic connections possible. Changing patterns of long-distance trade included the global circulation of some commodities and the formation of new regional markets and financial centers. Increased transregional and global trade networks facilitated the spread of religion and other elements of culture as well as the migration of large numbers of people. Germs carried

to the Americas ravaged the indigenous peoples, while the global exchange of crops and animals altered agriculture, diets, and populations around the planet.

I. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.

Teach one illustrative example of *new tools*, either from the list below or an example of your choice:

- Astrolabe
- Revised maps

II. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic, and Asian worlds, and included the production of *new tools, innovations in ship designs*, and an improved understanding of global wind and currents patterns — all of which made transoceanic travel and trade possible.

Teach one illustrative example of *innovations in ship designs*, either the one below or an example of your choice:

- Caravels

III. Remarkable new transoceanic maritime reconnaissance occurred in this period.

A. Official Chinese maritime activity expanded into the Indian Ocean region with the naval voyages led by Ming Admiral Zheng He, which enhanced Chinese prestige.

B. Portuguese development of a school for navigation led to increased travel to and trade with West Africa, and resulted in the construction of a global trading-post empire.

C. Spanish sponsorship of the first Columbian and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.

D. Northern Atlantic crossings for fishing and settlements continued and spurred European searches for multiple routes to Asia.

E. In Oceania and Polynesia, established exchange and communication networks were not dramatically affected because of infrequent European reconnaissance in the Pacific Ocean.

IV. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.

A. European merchants' role in Asian trade was characterized mostly by transporting goods from one Asian country to another market in Asia or the Indian Ocean region.

B. Commercialization and the creation of a global economy were intimately connected to new global circulation of silver from the Americas.

C. Influenced by mercantilism, joint-stock companies were new methods used by European rulers to control their domestic and colonial economies and by European merchants to compete against one another in global trade.

D. The Atlantic system involved the movement of goods, wealth, and free and unfree laborers, and the mixing of African, American, and European cultures and peoples.

V. The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.

A. European colonization of the Americas led to the spread of diseases — including smallpox, measles, and influenza — that were endemic in the Eastern Hemisphere among Amerindian populations and the unintentional transfer of vermin, including mosquitoes and rats.

Teach one illustrative example of **American foods**, either from the list below or an example of your choice:

- Potatoes
- Maize
- Manioc

Teach one illustrative example of **cash crops**, either from the list below or an example of your choice:

- Sugar
- Tobacco

Teach one illustrative example of **domesticated animals**, either from the list below or an example of your choice:

- Horses
- Pigs
- Cattle

Teach one illustrative example of **foods brought by African slaves**, either from the list below or an example of your choice:

- Okra
- Rice

B. *American foods* became staple crops in various parts of Europe, Asia, and Africa. *Cash crops* were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East in this period.

C. Afro-Eurasian fruit trees, grains, sugar, and *domesticated animals* were brought by Europeans to the Americas, while other *foods were brought by African slaves*.

D. Populations in Afro-Eurasia benefited nutritionally from the increased diversity of American food crops.

E. European colonization and the introduction of European agriculture and settlements practices in the Americas often affected the physical environment through deforestation and soil depletion.

VI. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.

- A. As Islam spread to new settings in Afro-Eurasia, believers adapted it to local cultural practices. The split between the Sunni and Shi'a traditions of Islam intensified, and Sufi practices became more widespread.
- B. The practice of Christianity continued to spread throughout the world and was increasingly diversified by the process of diffusion and the Reformation.
- C. Buddhism spread within Asia.
- D. *Syncretic and new forms of religion* developed.

Teach one illustrative example of ***syncretic and new forms of religion***, either from the list below or an example of your choice:

- Vodun in the Caribbean
- The cults of saints in Latin America
- Sikhism in South Asia

VII. As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.

- A. *Innovations in visual and performing arts* were seen all over the world.

Teach one illustrative example of ***innovations in visual and performing arts***, either from the list below or an example of your choice:

- Renaissance art in Europe
- Miniature paintings in the Middle East and South Asia
- Wood-block prints in Japan
- Post-conquest codices in Mesoamerica

Teach one illustrative example of **popular authors, literary forms and works of literature**, either from the list below or an example of your choice:

- Shakespeare
- Cervantes
- Sundiata
- Journey to the West
- Kabuki

B. Literacy expanded and was accompanied by *the proliferation of popular authors, literary forms, and works of literature in Afro-Eurasia.*

Key Concept 4.2. New Forms of Social Organization and Modes of Production

Although the world's productive systems continued to be heavily centered on agricultural production throughout this period, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes. A surge in agricultural productivity resulted from new methods in crop and field rotation and the introduction of new crops. Economic growth also depended on new forms of manufacturing and new commercial patterns, especially in long-distance trade. Political and economic centers within regions shifted, and merchants' social status tended to rise in various states. Demographic growth — even in areas such as the Americas, where disease had ravaged the population — was restored by the eighteenth century and surged in many regions, especially with the introduction of American food crops throughout the Eastern Hemisphere. The Columbian Exchange led to new ways of humans interacting with their environments. New forms of coerced and semi-coerced labor emerged in Europe, Africa, and the Americas, and affected ethnic and racial classifications and gender roles.

I. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.

A. *Peasant labor intensified* in many regions.

Teach one illustrative example of the **intensification of peasant labor**, either from the list below or an example of your choice:

- The development of frontier settlements in Russian Siberia
- Cotton textile production in India
- Silk textile production in China

B. Slavery in Africa continued both the traditional incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean.

C. The growth of the plantation economy increased the demand for slaves in the Americas.

D. Colonial economies in the Americas depended on a range of *coerced labor*.

Teach one illustrative example of *coerced labor*, either from the list below or an example of your choice:

- Chattel slavery
- Indentured servitude
- *Encomienda* and *hacienda* systems
- The Spanish adaptation of the Inca *mita*

II. As new social and political elites changed, they also restructured new ethnic, racial, and gender hierarchies.

A. Both imperial conquests and widening global economic opportunities contributed to the formation of *new political and economic elites*.

Teach one illustrative example of *new elites*, either from the list below or an example of your choice:

- The Manchus in China
- Creole elites in Spanish America
- European gentry
- Urban commercial entrepreneurs in all major port cities in the world

Teach one illustrative example of *existing elites*, either from the list below or an example of your choice:

- The zamindars in the Mughal Empire
- The nobility in Europe
- The daimyo in Japan

Teach one illustrative example of *gender and family restructuring*, either from the list below or an example of your choice:

- The dependence of European men on Southeast Asian women for conducting trade in that region
- The smaller size of European families

Teach one illustrative example of *new ethnic and racial classifications*, either from the list below or an example of your choice:

- Mestizo
- Mulatto
- Creole

B. The power of *existing political and economic elites* fluctuated as they confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.

C. Some notable *gender and family restructuring* occurred, including the demographic changes in Africa that resulted from the slave trades.

D. The massive demographic changes in the Americas resulted in *new ethnic and racial classifications*.

Key Concept 4.3. State Consolidation and Imperial Expansion

Empires expanded and conquered new peoples around the world, but they often had difficulties incorporating culturally, ethnically, and religiously diverse subjects, and administrating widely dispersed territories. Agents of the European powers moved into existing trade networks around the world. In Africa and the greater Indian Ocean, nascent European empires consisted mainly of interconnected trading posts and enclaves. In the Americas, European empires moved more quickly to settlement and territorial control, responding to local demographic and commercial conditions. Moreover,

the creation of European empires in the Americas quickly fostered a new Atlantic trade system that included the trans-Atlantic slave trade. Around the world, empires and states of varying sizes pursued strategies of centralization, including more efficient taxation systems that placed strains on peasant producers, sometimes prompting local rebellions. Rulers used public displays of art and architecture to legitimize state power. African states shared certain characteristics with larger Eurasian empires. Changes in African and global trading patterns strengthened some West and Central African states — especially on the coast; this led to the rise of new states and contributed to the decline of states on both the coast and in the interior.

I. Rulers used a variety of methods to legitimize and consolidate their power.

A. Rulers used *the arts to display political power* and to legitimize their rule.

Teach one illustrative example of *the arts as displays of political power*, either from the list below or an example of your choice:

- Monumental architecture
- Urban design
- Courtly literature
- The visual arts

B. Rulers continued to use *religious ideas to legitimize their rule*.

Teach one illustrative example of these *religious ideas*, either from the list below or an example of your choice:

- European notions of divine right
- Safavid use of Shiism
- Mexica or Aztec practice of human sacrifice
- Songhay promotion of Islam
- Chinese emperors' public performance of Confucian rituals

Teach one illustrative example of the ***differential treatment of ethnic and religious groups***, either from the list below or an example of your choice:

- Ottoman treatment of non-Muslim subjects
- Manchu policies toward Chinese
- Spanish creation of a separate “República de Indios”

Teach one illustrative example of ***bureaucratic elites*** or ***military professionals***, either from the list below or an example of your choice:

- Ottoman devshirme
- Chinese examination system
- Salaried samurai

C. States *treated different ethnic and religious groups* in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state.

D. Recruitment and use of *bureaucratic elites, as well as the development of military professionals*, became more common among rulers who wanted to maintain centralized control over their populations and resources.

E. Rulers used tribute collection and tax farming to generate revenue for territorial expansion.

II. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.

A. Europeans established new trading-post empires in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks, but these empires also affected the power of the states in interior West and Central Africa.

B. *Land empires* expanded dramatically in size.

Required examples of *land empires*:

- Manchus
- Mughals

- Ottomans
- Russians

C. European states established new *maritime empires* in the Americas.

Required examples of *maritime empires*:

- Portuguese
- Spanish
- Dutch
- French
- British

III. Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.

Teach one illustrative example of **competition over trade routes**, either from the list below or an example of your choice:

- Omani-European rivalry in the Indian Ocean
- Piracy in the Caribbean

Teach one illustrative example of **state rivalries**, either from the list below or an example of your choice:

- Thirty Years War
- Ottoman-Safavid conflict

Teach one illustrative example of **local resistance**, either from the list below or an example of your choice:

- Food riots
- Samurai revolts
- Peasant uprisings