

Syllabus Development Guide: AP World History

To the AP teacher:

Please take full advantage of this guide. It is designed to support you as you develop your syllabus for the AP Course Audit. The guide contains the following sections and information:

Curricular Requirements	The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.
Scoring Components	Some curricular requirements consist of complex, multi-part statements. These particular requirements are broken down into their component parts and restated as “scoring components.” Reviewers will look for evidence that each scoring component is included in your course.
Evaluation Guideline(s)	These are the exact guidelines used by reviewers as they evaluate the evidence in your syllabus. Use these to determine the level of detail reviewers require to demonstrate how the curricular requirements are met in your course.
Key Term(s)	To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.
<p>Samples of Evidence</p> <p>For each scoring component, three separate samples of evidence are provided. These statements provide either verbatim samples from actual authorized syllabi or clear descriptions of what acceptable evidence should look like.</p>	

Curricular Requirement 1	The course includes a college-level world history textbook, diverse primary sources and secondary sources by historians or scholars interpreting the past.
Scoring Component 1a	The course includes a college-level world history textbook.
Evaluation Guideline(s)	The syllabus must cite the title, author and publication date of a college level textbook.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> The syllabus cites the following textbook: Strayer, Robert W. 2009. <i>Ways of the World: A Global History</i>. Boston: Bedford/St. Martin's. The syllabus cites a textbook from the AP Example Textbook List for world history. The end of the syllabus cites in the list of required texts, textbooks such as: <ul style="list-style-type: none"> Bulliet, 2008. <i>The Earth and Its Peoples</i>, 4th edition. Boston: Houghton Mifflin Company. Hansen, Valerie, and Kenneth R. Curtis. 2010. <i>Voyages in World History</i>. Boston: Wadsworth, Cengage Learning. 	
Scoring Component 1b	The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources.
Evaluation Guideline(s)	The syllabus must cite specific examples of primary sources from each category: 1. Textual (documents) 2. Visual (images and artwork) 3. Quantitative (charts, tables, graphs).
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> Within each unit of the course, selected primary sources are cited in the course outline. They should include some visual images and quantitative sources at appropriate places, as well as documents. Specific examples cited within the syllabus include: <ul style="list-style-type: none"> pairing a document and image for analysis, such as Lin Zexu's <i>Letter to Queen Victoria</i> and an illustration of an opium warehouse in Macao analyzing quantitative data about demographic changes in the 20th century Students read and analyze specific documents and images cited in the syllabus from Andrea and Overfield's <i>The Human Record</i> and analyze specific graphs and tables in Strayer's <i>Ways of the World</i>. 	

Scoring Component 1c	The course includes sources written by historians or scholars interpreting the past.
Evaluation Guideline(s)	The syllabus must include a minimum of two such sources beyond textbooks. The syllabus must cite the title and author of each source.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> The list of required texts at the beginning of the syllabus cites several monographs of original historical scholarship. <ul style="list-style-type: none"> Hansen, V. 2000. <i>The Open Empire</i>. Christian, D. 2004. <i>Maps of Time: An Introduction to Big History</i>. Wright, D. 2010. <i>The World and a Very Small Place in Africa: A History of Globalization in Niimi, the Gambia</i>. Shaffer, L. 1994. "Southernization," <i>Journal of World History</i>, 5/1: 1-21. The syllabus includes a packet of historiographic material that cites: <ul style="list-style-type: none"> Bentley, J. H. 1999, "Sea and Ocean Basins as Frameworks as Historical Analysis," <i>Geographical Review</i>, 89: 215–224. Coclanis, P. 2009. <i>Beyond Atlantic History</i> in Jack Greene and Philip Morgan (eds.) <i>Atlantic History: A Critical Approach</i>: Oxford University Press. Throughout the course outline, relevant works of original historical scholarship (secondary sources) are cited such as the following articles from the <i>Journal of World History</i> which are all available online: <ul style="list-style-type: none"> R. J. Barendse, "Trade and State in the Arabian Seas: A Survey from the Fifteenth to the Eighteenth Century," <i>Journal of World History</i> 11:2. (Fall 2000), 173–225. Flynn, Dennis O. and Giráldez, Arturo. 2002. "Cycles of Silver: Global Economic Unity through the Mid-Eighteenth Century," <i>Journal of World History</i>, 13: 2, 391-427. Headrick, Daniel R. 1996. "Botany, Chemistry, and Tropical Development," <i>Journal of World History</i> 7.1, pp. 1-20. Xinru, Liu. 1995. "Silks and Religions in Eurasia, 600-1200," <i>Journal of World History</i> 6:1, 25-48. 	

Curricular Requirement 2	Each of the course themes receives explicit attention and is addressed throughout the course. – Course themes
Evaluation Guideline(s)	The syllabus must explicitly list the five themes articulated in the AP World History Curriculum Framework.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none">1. The five themes are explicitly stated in the introduction to the syllabus.2. The five themes are included throughout the syllabus as a way to organize the course.3. The syllabus includes a “Themes To Be Covered” section at the beginning of each unit in the course schedule.	

Curricular Requirement 3	Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. – Key concepts
Evaluation Guideline(s)	The syllabus must be organized to include all key concepts in the relevant historical periods specified by dates.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none">1. All of the key concepts are listed in the introduction to the syllabus and periodization framework structures the course outline.2. All of the key concepts are listed within the periodization framework that is used to organize the development of the course.3. All of the key concepts and periods are embedded in the course outline.	

Curricular Requirement 4	The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.
Evaluation Guideline(s)	The syllabus must include a minimum of one student activity per course theme where students demonstrate understanding of each theme.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.

Samples of Evidence

- The course outline describes specific activities related to each of the themes at relevant points in the course. For Instance: In each unit based on the six time periods of the Advanced Placement World History course, students are required to create thematic posters illuminating the major developments for each theme during that time period. The rubric for the posters inspires students to show through images rather than extensive text the historical events and people that made significant changes to the environment, politics, social and gender systems, economics, and culture.
- Student assessments are connected explicitly to the five World History themes. For instance:
 - Theme 1 - students correctly list four effects of the earliest human transition to agriculture on the environments around villages and urban centers in river-valley societies
 - Theme 2 - students write and perform a dialogue discussing at least three effects of the spread of Islam on the movement of pastoral peoples to imperial centers in the Middle East by 750 C.E
 - Theme 3 - students analyze writs of privilege given to European mariners in the late 1400s and early 1500s and at least two political motives of the monarchs who sponsored them
 - Theme 4 - students debate the economic causes and effects of the Ming Treasure Ship Voyages in the early 1400s
 - Theme 5 - students develop thesis paragraphs that compare how the specialization of labor emerged in early civilizations in the Eastern Hemisphere by 1,000 B.C.E.
- The syllabus specifically shows how student activities explore the themes at relevant points in the schedule. For instance:
 - Theme 1 - students analyze how the geography of Mesopotamia and Egypt influenced their political, social and belief systems
 - Theme 2 - students research a major religion and belief system and explain its origin and diffusion
 - Theme 3 - students examine a classical empire and evaluate the origins and effectiveness of its bureaucracy and governing system
 - Theme 4 - students engage in a simulation about the industrial revolution and its global impact
 - Theme 5 - students examine how gender roles were changed by the Agricultural Revolution

Curricular Requirement 5	The course provides balanced global coverage, with Africa, the Americas, Asia, Oceania and Australia, and Europe all represented. No more than 20% of course time is devoted to European history. – Geographic coverage
Scoring Component 5a	The course provides balanced global coverage, with Africa represented.
Evaluation Guideline(s)	The syllabus must show explicit coverage of Africa in more than one unit of the course.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
<p>Samples of Evidence</p> <ol style="list-style-type: none"> 1. The syllabus covers specific regions of Africa as case studies in various global processes (e.g. Mali as an example of religious diversity in Islam; Kenya as an example of decolonization). 2. The syllabus includes common world history topics associated with Africa such as: <ul style="list-style-type: none"> • Bantu migrations • the spread of Islam to West and East Africa • the development of states and other polities in West Africa • the spread of Christianity to Ethiopia • Indian Ocean trade with East Africans • the Atlantic Slave Trade • imperialism in Africa • decolonization • Cold War proxy wars 3. The syllabus addresses Africa in two or more of the chronological units, for example: <ul style="list-style-type: none"> • students engage in class discussion of imperialism in Africa for the period 1750-1914 • in examining decolonization in the period 1914-present, the course emphasizes case studies in Africa 	

Scoring Component 5b	The course provides balanced global coverage, with the Americas represented.
Evaluation Guideline(s)	The syllabus must show explicit coverage of the Americas in more than one unit of the course.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> The syllabus includes the Americas both before and after European conquest. The syllabus addresses common world history topics associated with the Americas including: <ul style="list-style-type: none"> the development of agriculture the development of states and polities before 1400 C.E. the Columbian Exchange Atlantic Revolutions development of the USA proxy wars communism in Cuba In addressing broad historical themes such as empire building, revolutions and political systems students contrast events in Latin America with those in other parts of the world in various chronological units in the course. 	

Scoring Component 5c	The course provides balanced global coverage, with Asia represented.
Evaluation Guideline(s)	The syllabus must show explicit coverage of Asia in more than one unit of the course.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> The syllabus returns to specific parts of Asia periodically throughout the course to highlight continuities and change over time. The syllabus regularly addresses Asia in order to trace broad historical themes, for example; <ul style="list-style-type: none"> the development and interaction of belief systems the development of empires capitalism and socialism gender roles and social structures The syllabus schedule addresses Asia in each of the chronological units, for example: <ul style="list-style-type: none"> early Chinese civilization in the foundations period the spread of Islam in the period 600-1450 early modern Muslim empires in the period 1450-1750 the decline of Imperial China and rise of Imperial Japan in the period 1750-1914 the development of Communism in the period 1914 to the present 	

Scoring Component 5d	The course provides balanced global coverage, with Oceania and Australia represented.
Evaluation Guideline(s)	The syllabus must show explicit coverage of Oceania/Australia in more than one unit of the course.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> The syllabus includes coverage of Oceania and Australasia for such topics as: <ul style="list-style-type: none"> • migration patterns • European exploration • artistic influences • global conflicts like WWII The syllabus includes activities for separate units of the course, in which students examine such issues as pacific migrations and the role of Oceania and Australia in World War II. The syllabus uses examples from Oceania and Australasia to illustrate global themes such as: <ul style="list-style-type: none"> • native religions • colonialism 	

Scoring Component 5e	The course provides balanced global coverage with Europe represented. No more than 20% of course time is devoted to European History.
Evaluation Guideline(s)	Europe must be specifically addressed in more than one unit of the course, but no more than 20% of course time is devoted specifically to European history.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> The syllabus demonstrates European developments are tied into global processes. For example, industrialization is examined comparatively and looked at in terms of its impact around the globe. Throughout the course, students compare and contrast major European themes with similar themes in other regions. For example, the French Revolution is compared with Latin American Revolutions. When examining European imperialism the syllabus pays careful attention to the mutual influences between European and native societies. 	

Curricular Requirement 6	The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation
Evaluation Guideline(s)	The syllabus must describe at least one assignment or activity requiring students to develop written arguments that have a thesis supported by relevant historical evidence.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> 1. The course introduces students to thesis development and use of evidence through several essay assignments that spell these out as required steps. 2. The syllabus includes a writing workshop on writing thesis statements and supporting arguments with evidence. 3. Students write a short essay explaining the development of complex societies and use historical evidence to support their arguments. 	

Curricular Requirement 7	The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation
Evaluation Guideline(s)	The syllabus must describe at least one assignment or activity, in which students evaluate a minimum of two written interpretations by scholars beyond the textbook. Reading a source alone is not sufficient. The syllabus must cite the sources used for the assignment or activity.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> At relevant points in the course, the course outline shows how students analyze interpretations in specifically cited books or articles by historians. <ul style="list-style-type: none"> E.g., 1. In week 6, students assess the arguments on the evolution of technology put forth by Jared Diamond in chapter 13 of <i>Guns, Germs, and Steel: The Fates of Human Societies</i> (Norton, 1997). E.g., 2. In week 10 students assess John Thornton's arguments about African agency in the Atlantic world in chapter 6 of <i>Africa and Africans in the Making of the Atlantic World, 1400-1800</i> (Cambridge University Press, 1998). E.g., 3. The students map the regional trade systems outlined in the work of sociologist, Janet L. Abu-Lughod's, <i>Before European Hegemony: The World System A.D. 1250 - 1350</i>. Oxford, (1989). Students read the following articles and essays and evaluate their perspectives on the origins and character of World History: <ul style="list-style-type: none"> Jerry Bentley, "Sea and Ocean Basins as Frameworks of Historical Analysis," <i>Geographical Review</i> (1999) Peter Coclanis, "Beyond Atlantic History" in Jack Greene and Philip Morgan (eds.) <i>Atlantic History: A Critical Approach</i> (Oxford University Press, 2009) Part 1 of Patrick Manning's <i>Navigating World History</i> (Palgrave Macmillan, 2003). The syllabus states that students identify and evaluate the different interpretations of the Rise of the West using Ken Pomeranz's <i>The Great Divergence</i> (Princeton, 2000) and Jack Goldstone's <i>Why Europe? The Rise of the West in World History</i> (McGraw Hill, 2008). The syllabus includes opportunities for students to read historians who have challenged standard interpretations. Three examples are: <ul style="list-style-type: none"> Valerie Hansen. <i>The Open Empire</i> (2000) who challenges the view that the Chinese government was isolated. David Christian. <i>Maps of Time: An Introduction to Big History</i> (2004) who suggests an alternate approach to periodizing world history. Donald Wright. <i>The World and a Very Small Place in Africa: A History of Globalization in Niimi, the Gambia</i> (2010, third edition) who shows that focusing on one case study over time can illuminate all of the themes in world history. 	

Curricular Requirement 8	The course provides opportunities for students to analyze evidence about the past from diverse sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources. – Appropriate use of historical evidence
Evaluation Guideline(s)	The syllabus must describe at least one assignment or activity requiring students to analyze primary sources for two or more of the following features: historical context, purpose and/or intended audience, the author’s point of view, type of source or argument and tone. The syllabus must cite the sources used for the assignment or activity.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> 1. When primary sources are used in the course, the syllabus cites the source and shows what specific skills students are analyzing. E.g., students discuss the significance of the author’s intended audience and point of view in analyzing Einhard’s <i>Life of Charlemagne</i>. 2. The syllabus includes a session teaching students how to analyze all primary sources assessing for point of view, audience, context, etc. The specific sources used in the session are also cited by author/artist, title of work, or original date of creation. 3. The syllabus states, “Students analyze different documents from the Crusades and evaluate their point of view and historical context. Students also analyze a variety of textual or visual sources pertaining to the early nineteenth century political revolutions to identify the authors’ purposes and intended audiences.” 	

Curricular Requirement 9	The course provides opportunities for students to examine relationships between causes and consequences of events or processes. – Historical causation
Evaluation Guideline(s)	The syllabus must describe at least one activity or assignment that explicitly addresses both causes and effects. The activity or assignment must allow students to evaluate the interaction of multiple causes and effects of a historical event.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> 1. The syllabus asks students to write essays with prompts that call for analysis of both cause and effect (e.g., analyze the causes and effects of the Opium War in China). 2. The syllabus states that when addressing the classical empires, students evaluate the multiple causes and effects of the decline of Rome, Han and Gupta empires. 3. Throughout the course, students are asked to identify multiple causes and consequences of major world historical events such as the Neolithic revolution. 	

Curricular Requirement 10	The course provides opportunities for students to identify and analyze patterns of continuity and change over time and across geographic regions, relating these patterns to a global context. – Patterns of change and continuity over time
Evaluation Guideline(s)	The syllabus must describe at least one activity or assignment requiring students to identify historical patterns of continuity and change across or within specified time periods, relating these patterns to a global context. The syllabus must explicitly address both continuity and change in a specific historical context.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> 1. The syllabus asks students to write essays examining patterns of change and continuity over time, for example in trade and cultural influences along the silk roads. 2. The syllabus states that when analyzing the continuities and developments of trade systems, students explain how the developments in political systems, spread of belief systems, and technological innovations affect local and trans-regional economies. 3. The syllabus states that students assess and identify patterns of continuity and change in colonial expansion during the early modern period on a global scale. 	

Curricular Requirement 11	The course provides opportunities for students to examine diverse models of periodization constructed by historians. – Periodization
Evaluation Guideline(s)	The syllabus must describe at least one activity or assignment that asks students to critically evaluate periodizations constructed by historians.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> 1. Students read and discuss a historian’s work that questions accepted periodization from a different perspective, e.g., “Did Women Have a Renaissance?” in <i>Women, History, and Theory: The Essays of Joan Kelly</i>, (University of Chicago Press, 1984). 2. Students compare the appropriateness of 1450 to 1750 CE as threshold dates for the early modern period in both Western and World History. 3. Students are asked to evaluate the applicability of the labels ‘medieval’ and ‘postclassical’ to the period between 500 and 1450 CE in World History. 	

Curricular Requirement 12	The course provides opportunities for students to compare historical developments across or within societies in various chronological and/or geographical contexts. – Comparison
Evaluation Guideline(s)	The syllabus must describe at least one assignment or activity requiring students to construct and analyze comparisons between related historical developments and processes across regions, periods, or societies (or within one society).
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> 1. Students write comparative essays that ask them to compare and contrast similar events such as revolutions in two different historical and cultural contexts (e.g., China and Russia). 2. The syllabus states that students compare the causes of the Atlantic Revolutions, the effects of the Columbian Exchange in various parts of the world, or the pace of industrialization in the 19th and 20th centuries. 3. When making comparisons in social hierarchies (estates, castes, classes) throughout the course, students are to identify and explain differences and similarities across cultures or chronologies. 	

Curricular Requirement 13	The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. – Contextualization
Evaluation Guideline(s)	The syllabus must describe at least one assignment or activity requiring students to connect historical phenomena or processes to either specific circumstances of time and place or broader regional, national, or global processes.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> 1. In reading <i>A Short Account of the Destruction of the Indies</i> by Bartolomé de las Casas, students are asked to consider how it both reflects and was informed by the political and cultural circumstances of its time. 2. The syllabus states that students analyze imperialism in Africa and relate it to the Europeans' need for raw materials for industrialization and new markets for manufactured goods. Students analyze four political cartoons about the new territories that the U.S.A. gained from the 1898 Spanish-American War to identify how Social Darwinism affected American attitudes toward becoming an imperialist nation-state. 3. In a discussion seminar, the students explore the various ways in which the practice of Islam was affected by the geographic, cultural and social contexts of sub-Saharan Africa from 700 to 1400 CE. 	

Curricular Requirement 14	The course provides opportunities for students to apply multiple historical thinking skills to examine a particular historical problem or question and connect insights from one historical context to another, including the present. – Synthesis
Evaluation Guideline(s)	The syllabus must describe at least one assignment or activity where students employ more than one historical thinking skill to examine or solve a historical question or problem.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> 1. The syllabus states that students engage in a group project comparing sea and land-based empires with an emphasis on change over time. 2. The course is organized around addressing historical problems and/or questions and students must demonstrate more than one historical thinking skill such as: <ul style="list-style-type: none"> • contextualization • comparison • periodization 3. The syllabus states that students compare and contrast Christian and Buddhist attitudes toward trade in the Postclassical period through critical analysis of primary documents that takes account of audience and point of view. 	

Curricular Requirement 15	The course provides opportunities for students to recognize how the study of history has been shaped by the findings and methods of other disciplines such as anthropology, archaeology, visual arts, literature, economics, geography and political science. – Synthesis
Evaluation Guideline(s)	The syllabus must describe at least one activity or assignment where students recognize findings or methods from another discipline to examine or solve a historical question or problem. Simply examining primary sources (e.g., art or literature) as historical evidence is not sufficient.
Key Term(s)	All terminology in the Requirement is clear. No clarification is needed.
Samples of Evidence	
<ol style="list-style-type: none"> 1. The syllabus states that students discuss the findings of anthropologists and linguists on tracing the migrations of Bantu and Polynesian speakers. 2. The syllabus requires students to read excerpts of Karen Wigen’s <i>The Myth of Continents</i>, and discuss the different cultural constructions of map making, or the same author’s article Lewis, Martin and Wigen, Karen. 1997. “Geography in Historical Imagination.” <i>The Myth of Continents Continents: A Critique of Metageography</i>. Berkeley: University of California Press, pp. 130 - 2, 134-5. 3. Students consider how and why art historians emphasize the importance of artists’ discovery of linear perspective in the Renaissance. 	