

APWH SUMMER READING ASSIGNMENT

Your summer reading consists of the following three things:

1) This Summer Reading Guide- This guide involves very little actual reading and is intended more as an intro to the course and to help you get the most out of the summer reading assignments. If you really do digest this packet, you will come at the course from the right place. I strongly suggest you hang on to it and revisit it throughout the course!

2) *This Fleeting World: A Short History of Humanity* by David Christian- I have largely assigned this book as a way to get you to think of the “big picture” of history. If we are truly considering a *world* history that includes all of humanity, we need to back way up and look at the “big picture.” If we are considering *all of humanity*, many of the events that history often focuses on are distant and irrelevant. It is the large *developments* that occurred on a *global* scale that we must consider. I would like this book to help you begin to look at the “big picture” of history, an outlook that will be essential for this course. And again, the book will also develop a periodization scheme of three eras, as I discussed above.

3) *Traditions and Encounters: A Global Perspective on the Past, 3rd Edition-* Unit Intros, Chapter 1 & your choice of any chapter between 2 and 6- This will be our text for the year. First, I want you to read the seven unit introductions (Each is two pages and they begin on page 2, 156, 314, 458, 594, 778, 942) By reading these all together, I want you to pay attention to the “big picture” before you start the book and the course. You should reread these as we get to them through the year and again before the exam in May. They offer excellent explanations of the large developments and one “periodization” of world history.

After you read the unit intros, read Chapter 1, though you may feel free to skip the first part of Chapter 1 and start on page 14 with the section entitled “Paleolithic Society.” Then, choose a chapter between 2 and 6 and complete the worksheet attached for the chapter you choose. Be sure to rewrite the main point of the chapter in a 1-3 sentence statement and then follow through the questions to guide you through the main ideas. I strongly recommend that you do the worksheet *after* not while reading! I would like you to try this style of notetaking (after rather than during reading) even though this might be a new experience for many of you. You will likely find it faster to take the notes after reading it, by skimming back through it a second time. This might help you to NOT simply rewrite everything you read and to avoid getting caught up with details like names and dates by rewriting what you remember in your own words focusing on the main ideas, themes, or developments covered in each chapter. This is college level reading and the chapters may take you up to two hours each depending on your speed and comprehension.

There are many versions of the textbook, so please be sure that you are buying the Third Edition that we will use. It would not hurt you to buy the Fourth Edition, which came out last year, but please avoid buying earlier editions as the chapters have changed!

AP WORLD HISTORY SUMMER READING GUIDE

To My 2010-2011 AP World History Students,

In the field of history as traditionally taught in the United States, “World History” has tended to focus on Europe and to largely exclude the United States as somehow separate from the “World,” while U.S. History has largely tended to exclude the rest of the world as somehow separate from the U.S. AP World History is part of a very different approach that attempts to include the entire world to find global connections and a narrative that does not come from any single nation or region’s perspective. From this approach, the U.S. is a very small part of the world’s history. In fact, histories focusing on the U.S. or Europe (“Eurocentric” history) share the nationalist flavor in the modern field of history that emerged in the 19th century when the very idea of nationalism became one of the *global* phenomena that we will look at in this course.

I truly love teaching this class and hope you will equally love taking it. I promise that it will be very demanding and challenging, but more importantly, that you will learn a ton, not only about history, but also about reading, writing, and studying history. While true of everything in life, I do want to remind you that the more you put into this course, the more you will take from it!

The best way to show your early commitment to this course is the summer reading. Why summer reading? First of all, the span of the course is so huge and the pace so fast, that we need a head start. Secondly, I want you to come into the school year *thinking* historically based on both the content and themes of the reading I am giving you and also with more knowledge in common to supplement what we did together in Geography.

AP World History is a unique opportunity to be a part of the shift in the field of history toward a more *global* perspective of the past, largely encouraged by the perceived need for a global perspective on the present. So many of the leaders of this approach to world history teach in California universities that some are calling it “California World History.” (Given California’s diversity and position as a cultural crossroads, particularly with Asia and Latin America, we are located at an ideal place for such a study.)

I want you to notice from the beginning how central Asia is to our study of history. (Traditionally Europe or “the West” has been at the center.) Consider the following questions about that throughout the course:

- How (and why) have we, in the U.S. and the West, placed Europe at the center of history?
- Is Asia a more appropriate “center” for a true *world* history?
- Is it appropriate to have any *center* for a true *world* history? Is it appropriate for the center to shift around the world at different times in history? (For example in China at one point, Europe in another, and the U.S. in another?)
- What role do *regions* play in world history? Are they appropriate divisions to use in understanding world history? How have the regions we generally use been formed and why do we understand them as regions? (We largely explored this in Geography last year, though now I want you to think more critically about the regions defined by your Geography textbook!) (see attached map for the world regions as defined for this course)

In addition to thinking about geography and the above questions about the “spatial” nature of world history, I want you to think about the “temporal” nature of world history. (“Spatial” here refers to our thoughts on dividing physical space and “temporal” to our thoughts on dividing time.) A major theme of this course will be the division of history into five time periods. I want you to realize from the very beginning that these five time periods are only one way to think about history! In fact, to point this out, consider the following:

- As I just stated, the course (and AP exam on Thursday, May 12th) will largely be based around a division of history into five time periods (see below “Note on Periodization”).
- The two books you will read, use totally different schemes for dividing history:
 - Your summer read, David Christian’s *This Fleeting World: A Short History of Humanity*, explores this very question of “periodization” and divides the world into three eras.
 - Your textbook, Bentley and Ziegler’s *Traditions and Encounters*, divides history into seven eras (and virtually ignores the first era of *This Fleeting World*).
- I changed my mind about another book, *A History of the World in Six Glasses*, that divides history roughly into six periods. If you are looking for another book to read this summer, this is a really fun read that I have almost assigned in the past. It is longer than *This Fleeting World*, but actually a lot of fun to read. Consider it optional recommended reading. (It was a *New York Times* bestseller and might be in some of your homes already.)

As you do your summer reading, I encourage you to focus on the BIG PICTURE more than the details, and as you read, I encourage you to think not only about the five time periods, but also the five course themes. Below, I’ve not only written each in the words of the College Board that designs the course/AP exam, but also explained each in my own words. If you don’t understand them now, make sure that you do before starting your summer reading!

Lastly... I encourage you to open your eyes to the world by tuning into world news! Hopefully the world news will make more sense to you after studying Geography this year. We are living through history and there is so much going on in the present that is related to past history. Your understanding of each (past & present) will further your understanding of the other! (Any news source is fine— TV, radio, Internet, magazines, newspapers.) I get mine primarily from National Public Radio (locally KCBX which is 90.1 in SLO) M-F 5-9 am and 5-6:30 pm. They repeat stories especially at each hour, so I never listen to all of that! Some feel that NPR has a “liberal” slant, but I like it because I can listen while I am doing other things (walking my dog or cooking dinner) and for the broad coverage of viewpoints and the depth of the coverage, which is rarely delivered in television news. They are very good at provided historical context for the present and constantly while teaching both Geography and AP World History, I hear something on NPR that would enrich my students’ understanding of whatever we are studying.

I will check my email regularly over the summer, so feel free to email me questions or thoughts on the reading and I’ll respond. Have a great summer and know that I really look forward to teaching every one of you again in August!

Mr. Levin

A Bit More About the Course: AP World History

Like I said above, there is an exciting thing happening in the world of History of which you are a part—a shift toward the study of true *World* History. The creation of AP World History in 2001-2 is one important sign of this change (it is the newest AP course outlined by the College Board that develops the AP Exam that you will all be taking on Thursday, May 13th.) When I was in high school and took “World History,” we basically just studied Europe and later the role of the U.S. in the 20th century. Even today, when most California schools teach World History, they are following content standards created by the State of California that basically outline a course not in World, but in *Western* (primarily European/United States) History. It is not that European history isn’t important, but that there is so much more out there! European and American historians are increasingly recognizing the importance of the rest of the world across time and the importance of connections made between regions outside Europe either with Europe or with each other.

True *World* History looks at the entire world and the interconnectedness of its peoples. What global developments led to things going on in Europe? How did developments in Europe lead to things happening elsewhere? What contributions have Muslims made to world history? What was happening around the world when Europe was suffering through a “dark age” lasting many centuries following the fall of Rome? How did places like China and India end up so culturally distinct not only from Europe but from each other? When and how do things happening in any single place fit into a larger global development happening at that time? These are the types of questions that are dealt with in a *world* approach to World History. (After taking my Geography course, you’re probably not surprised that this is an approach that I find both exciting and necessary today in better understanding the present world!)

This course has been designed as a true *world* history class that deeply examines events not just in Europe and the U.S., but also in East Asia (mainly China), South Asia (mainly India), Sub-Saharan Africa, the Muslim world, and Latin America as well as many places in between. Much of what we will be doing is designed to prepare you for the AP exam in May and while some people think teachers should never simply “teach to a test,” let me explain why I don’t have a problem with it in this situation. I happen to think that both this course and the exam itself have been very well designed to cover true world history (as I’ve discussed above) and that in preparing for the exam, you will all become world historians.

The AP Exam (May 13th): The huge scope of the course allows us to literally go all over the place, so really anything from anywhere is fair game! In fact, one thing we have been told about the exam is that no more than 30% will cover Europe. The three essays that you will be writing on the exam are: 1) a document based question that has you analyze historical documents to answer a historical question, 2) a question that has you assess how something has changed and not changed over time, and 3) a question that has you compare a historical aspect of two regions. Again, I like teaching to this test, because these are basically the three main things that historians do, and I enjoy helping you to all become historians!

By all accounts, the coverage of the time span and places in the course is a ridiculous amount to explore in a single year! But... the big picture approach makes this manageable by focusing less on smaller details and more on larger patterns and developments throughout history. Please take note of this as you do your summer reading. As I’ve said above, don’t get caught up in the details, but pay attention to the greater developments taking place of which the details are just that—details.

Below I describe the “Periodization” of the course mentioned above, as well as the “Five Themes” of the course.

A Note About “Periodization”

It should come as no surprise to you that historians examine and explain history by breaking it into time periods. This course is no exception and has been arranged into five different time periods that fit very well into the “big picture” approach to history I have described above. Historians could divide history into any number of such periods, (remember that your text divides it into seven periods and *This Fleeting World* into three. We’ll be spending about the same amount of time on each of the five periods. Notice how the closer to present the periods get, the shorter they get! The pace at which things are happening in the world has quickened with time as means of transportation and communication have improved and the world has “shrunk.” (Please note that BCE is the same as B.C. and CE the same as A.D., something we will talk about in the beginning of the course.)

1. 8000 BCE-600 CE- Termed “Foundations” by the College Board, this incredibly long period of time is dominated by two major developments the “Neolithic Revolution” and the “classical age.” The Neolithic Age saw the rise of agriculture as a way of life giving rise to permanently settled societies for the first time ever as humans in many places gave up nomadic lifestyles to become sedentary farmers. As these new societies grew and developed, the roots of modern cultures were born during a “classical age” that saw the rise of major religions and philosophies that still help the majority of the world’s peoples define their lives. The classical age saw the birth of certain ideas about government, religion, art, literature, science, etc. that still survive to this day and in many ways, solidified the differences found around the world today.

2. 600 CE-1450 CE- With the fall of the “classical societies,” the postclassical age saw peoples struggle to adjust to the tremendous instability that followed collapse. The early part of this era was greatly dominated by the rise of Islam and later by the power of nomadic peoples from Central Asia—the Mongols and Turks. Throughout most of this period, Western Europe experienced a Dark Age in which it was relatively isolated from much of the world, while places like China and the Middle East flourished. Toward the end of the period, Europe began to rise out of the ashes as the Renaissance (“rebirth”) foreshadowed its rise in the “early modern era” that followed.

3. 1450 CE-1750 CE- This period marks the beginning of the permanent interaction between the Western and Eastern hemispheres which had never previously been in ongoing contact. The exchanges that resulted brought about a huge shift for many of the world’s peoples. As it was Western Europeans who began these new contacts when their search for trade routes to Asia brought about the “discovery” of the Americas, this period saw the beginning of their rise to power. A brand new world was created in the Americas as the decline of native populations, the rise of the trans-Atlantic slave trade, and European migrations led to major changes in the western hemisphere’s population and way of life. The Protestant Reformation, scientific revolution, and “Enlightenment” further shook up Europe as established ideas were questioned.

4. 1750 CE-1914 CE- This period saw the growth of European dominance of world affairs. Sparked by the American Revolution, this era also witnessed a wave of revolutions which brought independence to most of the western hemisphere which had previously been colonies under the political control of Europeans. The revolutionary spirit spread to Europe and led to a tremendous growth of nationalism on both sides of the Atlantic as huge amounts of peoples began to define themselves in terms of a *national* identity. Meanwhile, the Industrial Revolution allowed Europeans (and the U.S. and Japan) to expand their power and build truly global empires during the “age of imperialism.”

5. 1914 CE-Present- Marked by the start of World War I which was followed by a worldwide depression, this final era saw the decline of Europe and the dramatic rise of the U.S. As European nations weakened and nationalism spread to the conquered peoples of their empires, independence spread across Asia and Africa in an era of “decolonization.” The rise of a new political ideology, fascism, led to World War II and the defeat of fascism led to nearly half a century of Cold War between two competing ideologies backed by two world superpowers, the U.S. and the Soviet Union. Today in a post-Cold War era, the world is, in a sense, smaller than ever, as computer technology and the rise of “globalization” has brought us into greater contact than ever before.

A Note About the Five “Course Themes”

Another thing that the College Board has identified about the course is five themes. I have given a brief explanation about each of the five below. From studying today’s world in Geography class, you hopefully have a clear understanding that there is a huge differences between the peoples of the world today and that we can see these differences in terms of politics, economics, cultures/religions, social structures and norms, etc. It should not come as a surprise that such differences are not new, but rather are rooted in history, deeply rooted in fact! So as you read through the below five themes of the course, they will hopefully make sense in light of what you have learned about today’s world. We will be examining these elements and the ways they have shaped the last several thousand years, and in doing so continue to shape the present:

1. Interaction between humans and the environment

This of course, was a major focus of mine in Geography! In this case, however, the bounds might be broader than you think. It includes any developments in population including settlement and migration, diseases and population decline, technological impacts on the environment, and the way resources affect economies.

2. Development and interaction of cultures

I love the title of our text- *Traditions and Encounters*. Indeed this sums up what history is—the development of various societies that are unique and the processes and outcomes of interactions between unique societies. Interactions include migrations, trade, war, and the exchange of just about anything you can think of including foods, diseases, technologies, and ideas in art, science, religion, politics, ways of life, etc.

3. State-building, expansion, and conflict

One way that societies have developed uniquely from one another has involved government. Not only have political structures differed not only between places, but also over time, especially as the “nation-state” is incredibly new to the world. This theme involves the ways societies have been ruled and the way ruling governments have interacted with one another and challenges they have faced from inside (such as rebellions) and outside (such as conquest). The theme also includes ways that governments have come together, especially as international organizations such as the United Nations have played an increasing role in the world.

4. Creation, expansion, and interaction of economic systems

Just as different peoples have governed themselves differently, people have survived in different ways depending on different economic activities. This theme examines the economics of history including the ways that the nature of work has changed over time. Trade and its constant role will be a big focus, as will the effects of technology on economics, especially in the last few hundred years following the “Industrial Revolution.”

5. Development and transformation of social structures

Just as the world has seen the development of a variety of political and economic ways of life, people have created societies that have differed in relations among their people. Relations within families, between men and women, and between social classes (rich and poor) for example, have varied for thousands of years. Not only have such ideas differed, but they have also changed and influenced each other and they continue to do so today. Societies have also grown increasingly heterogeneous (diverse) across history leading to the rise of other social structures relating to racial/ethnic differences.

Key Terms

These terms might help focus your reading. I urge you not to just think about the definition or description of each one, but rather to keep the five above themes in mind and to think about their *significance* in the big scheme of things! (You may find others in the chapters that you think signify something about that era of history too.)

Chapter 1

Paleolithic
Neolithic
Agricultural Revolution
Stone Age
Culture
Civilization

Chapter 2

Mesopotamia
Hittites
Sumerians
City-states
Inanna
Sargon
The Epic of Gilgamesh
Moses
Hammurabi
Babylon
Assyrians
Bronze metallurgy
Cuneiform
Hebrews
Nebuchadnezzar
Semitic
Phoenicians
Indo-Europeans
Akkad
Iron metallurgy
Ziggurat

Chapter 3

Hieroglyphics
Nubia
Kush
Amenhotep IV (Akhenaton)
Menes
Nile River
Mummification
Thebes
Pharaohs
Hyksos
Amon, Re, & Amon-Re
Osiris
Bantu

Chapter 4

Caste system
Mohenjo-Daro
Aryans
Vedas
Indra
Sati
Vedic Age
Brahman
Harappa
Jati
Upanishads
Dravidians
Indus River

Chapter 5

Yellow River (Huang He)
Mandate of Heaven
Yangzi River
Shang Dynasty
Steppe nomads
Oracle Bones
Period of the Warring States
Ancestors
Zhou Dynasty
The Book of Songs
Xia Dynasty

Chapter 6

Chavin cult
Bloodletting
Maya
Tikal
Chichen Itza
Lapita
Mesoamerica
Teotihuacan
Olmecs
Mochica
Austronesian
Calendar

Name _____

Chapter 1: Before History (Again, you can start on page 14)

Thesis/Main Argument of Chapter 1 In Your Own Words:

1. What caused the rise of the Neolithic era?

2. What differentiated Neolithic society from Paleolithic society?

3. Where did agriculture arise *independently*?

4. What does the term “specialization of labor” mean? What were the causes and effects of a specialization of labor during the Neolithic era?

5. Why did the Neolithic era witness urbanization?

Name _____

Chapter 2: Early Societies in SW Asia & the Indo-European Migrations

Thesis/Main Argument of Chapter 2 In Your Own Words:

1. What were the effects of the adoption of a sedentary lifestyle in Mesopotamia?

2. What does Mesopotamia mean and why did agriculture emerge there?

3. What form of political organization was used in Sumer?

4. What was the significance of:

The Akkadians?

The Babylonian Empire?

The Assyrian Empire?

5. What inventions were made possible by a specialization of labor in Mesopotamia?

6. Write the main ideas that describe each element for the early Mesopotamian peoples (“PERSIA” is a great way to organize info and to make comparisons between societies or time periods.)

Political	
Economic	
Religion	
Social	
Interactions	
Achievements	

7. From where did the Indo-Europeans migrate?

8. What gave them such an advantage over other peoples?

9. What were the effects of the Indo-European migrations?

Name _____

Chapter 3: Early African Societies and the Bantu Migrations

Thesis/Main Argument of Chapter 3 In Your Own Words:

QUESTION/ CONCEPT

ANSWER/RESPONSE

1. Why the Nile?

**2. How did Menes unify ancient Egypt?
Why is this important?**

**3. What is significant about the:
Old Kingdom/Archaic Period?**

Middle Kingdom?

New Kingdom?

Kingdom of Kush?

QUESTION/ CONCEPT

ANSWER/RESPONSE

4. Explain the importance of the rise of cities in the Nile Valley.

5. Explain the social structure in the early cities of the Nile Valley.

6. How did bronze and iron metallurgy benefit early Nile societies? Were they developed independently or adapted from other societies?

7. How did people travel and trade in the early Nile societies?

8. Describe the significance of hieroglyphic writing.

9. Explain the religious beliefs of both Egypt and Nubia at this time.

10. From where did the Bantu's migrate? Why are their migrations significant?

Name _____

Chapter 4: Early Societies in South Asia

Thesis/Main Argument of Chapter 4 In Your Own Words:

1. Why was the Indus River important to the development of society in South Asia?

2. How was Harappan society organized?

Politically

Economically

Socially

3. What were “fertility cults” and what might they tell us about Harappan society?

4. How did Harappan society decline and ultimately collapse?

5. Who were the Aryans? Where did they come from? Why are they important in the early history of South Asia?

6. What are the *Vedas* and what was the *Vedic Age*?

7. Explain the main concerns and practices of Aryan religion.

8. How did the Aryans govern?

9. Explain the *caste system* (including the role of subcastes and the concept of *jati*). What was likely the origin of the caste system and how did it change over time?

10. Why are the *Lawbook of Manu* and *sati* important for understanding this time?

11. What were the *Upanishads* and what did they teach? What did they encourage/discourage in society?

Name _____

Chapter 5: Early Society in East Asia

Thesis/Main Argument of Chapter 5 In Your Own Words:

1. Discuss the results of the introduction of agriculture in ancient China.

2. Discuss the major political & cultural components of China's earliest dynasties:

Political

Cultural

Xia

Shang

Zhou

3. Based on what you outlined in number 2, what are the major similarities and differences between China's first dynasties?

Similarities

Differences

4. Discuss the relationship of the extended family in ancient China. What role did it play? Who had control? Who held the most responsibility?

5. In what ways were Chinese religions similar to those of other early societies? In what ways were they different? (Think about what you've read about Mesopotamia in Chapter 2, Africa in Chapter 3, and South Asia in Chapter 4)

6. What were the main purposes of writing in China?

7. What geographical factors hindered China's relations with other lands and what helped China develop interactions despite this fact? What was the nature of the interactions China had with its neighbors in this period?

8. Identify the major exports and imports in ancient China and where they were coming from or going to.

Name _____

Chapter 6: Early Societies in the Americas and Oceania

Thesis/Main Argument of Chapter 6 In Your Own Words:

1. Discuss the political, social, and economic changes of Mesoamerican society that occurred as a result of the development of agriculture.

2. What were some of the traditions of the Olmecs, and what part did they play on future cultures? What major achievements of the Olmecs were later adopted by the Maya and the people of Teotihuacan?

3. What were the basic religious ideas of early Mesoamerican peoples?

4. What were the beliefs of the Chavin cult in the Andes of South America and how might the development of agriculture have affected their beliefs?

5. Discuss the achievements of the earliest states in South America such as the Mochica people.

6. Compare/contrast the early societies in Mesoamerica & South America.

Similarities

Differences

7. Who were the Lapita people? What were their achievements and how were they organized politically following 500 BCE?