Course Description from the AP College Board

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences as well as comparisons among major societies. The course emphasizes relevant factual information deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

For more information, please visit:
http://www.collegeboard.com/student/testing/ap/sub_worldhist.html?worldhist

Your Responsibility

You are, it is to be remembered, making a major commitment at this moment to be in this class. If you decide not to complete the summer assignment, be aware that you will start the course with a failing grade that will be difficult, if not impossible, to recover from. It will also be an indication that you might not be an appropriate student for the program; therefore we might request that you be removed from the class. It is expected that you will complete the assignment entirely and be prepared to be tested on the material the first day of school.

- To ensure academic integrity for all students involved, ALL work for the summer assignment must handwritten!

If you decide not to be in this class, please contact your counselor as soon as possible. This assignment is just the beginning and the challenges ahead are considerable. But, as much as there are those challenges, the rewards of knowledge from all of world history are just as considerable. If you have any questions, please email them to cborges@ghchs.com, snetzley@ghchs.com, or eyauger@ghchs.com. Please understand that it may take a few days or even weeks to respond to your questions.
Summer Assignment 2014

1. Jared Diamond’s *Guns, Germs, and Steel*
   You will need to either check out from your local library or buy a copy (available in paperback or e-book for about $10) of *Guns, Germs, and Steel*. You must read the book and answer the following questions, which the test the first day will be based on:

Prologue: Yali’s Question
1. Summarize Yali’s question. This requires mentioning race, intelligence, and development of technology.
2. Summarize the three main objections to answering Yali’s question.
3. What is meant by a “eurocentric” approach to history?
4. Summarize Diamond’s response to the idea that Europeans may perhaps be more innately intelligent that New Guineans. Use his major points to support your summary.
5. Explain the theory of how cold European weather may have affected mental development of Europeans.
6. Explain how the theory of irrigation development may have affected the mental development of river civilizations.
7. Summarize Diamond’s thesis. This requires you to first understand Yali’s question, and outline how Diamond proposes to answer this question.

Up To The Starting Line
8. What is significant about 13,000 years ago or 11,000 B.C.?
9. What stage in human development does Diamond characterize as the Great Leap Forward?
10. What are the major human achievements that characterize this Great Leap Forward?
11. What technological advancement (and give the date) was necessary for the colonization of New Guinea and Australia.
12. What theory does Diamond propose for the disappearance of megafauna in Australia/New Guinea?
13. What megafauna existed in the North America prior to 11,000 B.C.?

A Natural Experiment of History
14. What about the natural environment of the Chatham Islands caused the Moriori people to development so differently from their Maori conquerors of the same ancestral heritage?
15. What are the three staple domesticated animals of the Polynesians?
16. What are the main causes of low human population density in many Polynesian islands?
17. What man-made constructions allowed for increase human population density in islands such as Hawaii?
Collision at Cajamarca
18. If you had witnessed Cajamarca prior to the overthrow of Atahualpa, explain why you may not have believed Pizarro’s overthrow of the Incas was possible.
19. Explain the role of technology in the overthrow of the Inca.
20. Explain the role of religion in the overthrow of the Inca.
22. Explain the role of literacy and government organization in the overthrow of the Inca.

Farmer Power
23. Using the chart on 87, explain which of the five proximate factors is the most important product on an agricultural society.
24. Explain how an agricultural society naturally provides the opportunity to develop the proximate factors.
25. How does animal domestication affect plant (corn) production? (at least 2)
26. In what ways do animals affect military success?
27. Name the date and the invention that make horses a viable military option.

History’s Haves And Have Nots
28. List the three areas of the world that are the earliest “haves”.
29. List the three places of the world that are the later “haves”.
30. List the three areas of the world that borrowed the stuff of the “haves” earliest.

To Farm Or Not To Farm
31. What are the four major factors that allowed farmers to dominate hunters and gatherers?

How To Make An Almond
32. Use an example that explains how the tastier plants we have today went through the process of natural selection.
33. Give five examples of different characteristics a plant could possess to allow it to be naturally selected.
34. How did the industrial revolution affect the moth population in England?
35. How and where were the fruit trees we have today such as cherries and apples developed for agriculture?
36. Why were almond trees domesticated for consumption but oak trees were not?

Apples or Indians
37. What are the major advantages of the Fertile Crescent that predispose this region to early agricultural development?
38. What is the major key to plant success regarding pollination and how did this affect the Fertile Crescent?
39. Why are barley and emmer wheat the two best grasses to domesticate?
Zebras, Unhappy Marriages, and the *Anna Karenina* Principle
40. Why did Africans domesticate Eurasian animals when they had a food source equivalent to a modern zoo in their backyard? In other words, what’s up with those Zebras?
41. Explain the many different characteristics of the Anna Karenina principle.

Lethal Gift of Livestock
42. Give an example how the evolutionary process of natural selection has resulted in immunity to certain diseases.
43. What are the four characteristics of “epidemic” diseases that cause them to die out and not reappear for a long period of time?
44. Why does it make sense that slow developing/spreading diseases such as leprosy, polio, etc. must be the oldest diseases in the history of mankind?
45. Explain why the exchange of diseases from the old world (Europe) and the new world (America) was so one-sided (America got killed off, not Europe). In doing so, make sure to explain exactly what is a “social” animal.

Blueprints and Borrowed Letters
46. What is the importance of a writing system to a civilization?

Necessity’s Mother
47. How does Edison’s phonograph help disprove the theory of necessity as the mother of invention?
48. How does geography affect the ability to adapt and refine inventions for use?

From Egalitarianism to Kleptocracy
49. Give a brief analysis of how useful Diamond deems religion for the average Joe in society.
50. Besides maintaining the status quo of kleptocracy, how else does religion in a practical sense, serve society.

Yali’s People
51. Why were Europeans able to replace the Aboriginal Australians but not the natives of New Guinea?

How China Became Chinese
52. What major factor of unification allows for a smooth flow of technology and crops from all parts of East Asia?
53. What geographic difference in China was easier to overcome than it was in other areas such as the Americas and Africa?

Speedboat to Polynesia
54. Describe the “speedboat” that was used to get to Polynesia.
Hemispheres Colliding
55. What were the four reasons the Eurasians were able to conquer the Americans after 1492?
56. Make a small chart that shows the flow of crops that went to Europe from America and vice versa in the Columbian Exchange.
57. Why did the Vikings fail to conquer the Americas and the Spanish succeeded?

How Africa Became Black
58. Why is the American conception of race in Africa useless?
59. How did the Europeans conquer and enslave the Africans, not the other way around?
60. What major barrier divides Africa from Eurasia?

Epilogue: The Future of Human History as a Science
61. Explain why there is or is not a basis for studying individuals, inventions, and specific events in history.
62. Let’s say you disagree with Diamond’s thesis. What are the important factors in the development of civilization? Which is the most important?

2. Geographic Map Locations
For this part of the summer assignment, there will not be anything turned in. Instead you will use the maps provided (following the “Final Thoughts”) to study for the test at the beginning of school. You will be responsible for knowing the locations of many of the major geographic features of the world: rivers, bays, seas, mountain ranges, deserts and so on. The maps provided include both labeled and blank ones to help with your preparation.

Final Thoughts
All work must be ready to turn in the first day of school, without exception. You will be tested on Diamond’s Guns, Germs, and Steel and the maps. As was said on the first page, all work turned in must be handwritten.

Finally, be aware that if it is found that you have plagiarized in any way you will be immediately removed from the class and will face disciplinary action that could potentially include facing expulsion from the school.