

Welcome to Advanced Placement World History (APWH). You have chosen to embark on a challenging but rewarding academic journey and I look forward to helping you reach your goals. As we are required to cover the whole of human history in one academic year, the completion of summer pre-course work is an essential next step. The pre-course work serves the dual purposes of both reviewing material learned last year in World History I, and previewing material that will be learned in the AP World History course. It is essential that all students complete the assignment, and do so in a thorough and punctual manner.

The goal is not perfection; the goal is learning! While you may not have the perfect answer to every question, you do have the ability to meet the guidelines for each part.

Avoid the temptation to procrastinate or “over think” the summer assignment.

Reading should be an enjoyable activity – even when it is assigned. To that end, I recommend reading the books once through without considering the questions – just soak it in. Then, go back and read for further understanding with the questions in mind. I am looking forward to hearing your thoughts in August!

A Special Note About Plagiarism: Plagiarism, the act of taking credit for the academic work of someone else, will not be tolerated. Whenever you are asked to write in this course it is under the expectation that the work you do is your own. Paraphrasing, with the inclusion of proper citation, is acceptable. All direct quotes must be properly cited using [MLA guidelines](#). Failure to honor these academic standards will result in disciplinary action, which may include dismissal from the course.

SUMMER PRE-COURSE WORK

ORGANIZATION & SUBMISSION OF SUMMER WORK

You will need to maintain a 3-ring binder (1.5” or 2”) for this course. Your binder should be divided into 8 sections (Summer Work, Foundations, Period 1, Period 2, Period 3, Period 4, Warm-ups, Written Assessments). While you are free to annotate your books, notes must be handwritten and each assignment should be clearly labeled in your binder. You will submit your binder, with your completed summer work, on the first day of class.

PART I: WHY STUDY HISTORY?

Below is collection of essays from prominent historians or historical groups from the last 30 years discussing the purpose of history:

1. Bentley, Jerry – Why Study History? (<http://worldhistoryconnected.press.uiillinois.edu/5.1/bentley.html>)
2. McNeill, William – Why Study History? ([https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1985\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1985)))
3. Schlabach, Gerald – A Sense of History (<http://www.geraldshlabach.net/about/relationships/benedictine/courses/handouts/sense-of-history/>)
4. Stearns, Peter – Why Study History ([https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1998\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998)))

Your assignment:

1. Read TWO of the essays. You may choose whichever.
2. Take notes (save your chosen articles in Notability so that you can easily annotate and access for discussion) and **write** a response to the following questions:
 - a. What is the author’s view of history? What evidence is used?
 - b. What are the differences and similarities between the two authors?
 - c. What should be the purpose of history?
 - d. Do you believe history has relevancy in your life?

PART II: FOUNDATIONS OF HUMAN HISTORY

To get an understanding of the textbook reading level and the notes required, and to review early history, you will read [chapter 1, Ways of the World, 2nd ed.](#), by Robert Strayer. After reading and annotating (recommend downloading to Notability) you will complete the [chapter packet](#) questions created for this assignment. **You can only access the pdf version of the reading and the chapter packet through Google using your @tampaprep.org account.**

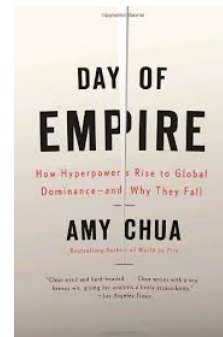
PART III: DAY OF EMPIRE

Book Purchase Details:

Day of Empire: How Hyperpowers Rise to Global Dominance—and Why They Fall, Amy Chua is available on Amazon.com in paperback or electronic format and on iBooks.

Publisher: Anchor; Reprint edition (January 6, 2009)

ISBN-13: 978-1400077410



Assignment:

As you read the preface, introduction and each chapter, you are to keep a Cornell-style notebook. Make sure you follow directions.

1. On the **left side** of the notebook, you are to take **reading notes on each chapter**. For each chapter, these must include:
 1. The main idea(s) of the chapter
 2. Specifics on tolerance
 3. Specifics on “glue”
 4. Specifics on requirements
 5. Specifics on survival, rise issues, and fall issues.Numbers 1-5 above are the bare minimum that I should see for each chapter.
2. On the **right side**, you are to write your thoughts about what you are reading, in context to history and geography, and you are to write the key vocabulary words (with definitions), and the key people in each chapter (with a brief explanation of who they are). For the right side, you will need to create a specific pattern that you want to follow as you read each chapter.

Cornell-style Notes:

<u>Chapter 1: The First Hegemon</u> Your reading notes will go on these pages. You should have the one or two main ideas of each chapter, specifics on tolerance, specifics on “glue”, specifics on requirements, specifics on survival, rise issues, and fall issues. This is NOT a conclusive list of all that you will need here; rather it is a minimum list.	Thoughts and Reflections on Ch. 1: <ol style="list-style-type: none">1. Your thoughts based on the context of world history and geography.2. Vocabulary with definitions3. Key individuals with explanations4. Hand drawn mini-maps (As needed)
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Once you have finished reading the book, and taking reading notes, you are to go back and answer the following questions. You will submit your responses to turnitin.com by the end of the 2nd day of classes. Responses must be typed (12-pt Times New Roman font and standard MLA formatting of header and margins). Include textual references and parenthetical citations appropriately.

- A. What is Amy Chua’s thesis?
- B. Do you agree with her thesis? Explain your answer in some detail.
- C. What is a “hyperpower”?
- D. What is the problem of “glue”?
- E. Why did Chua select these empires and not others?
- F. How does a society come to be a world-dominant power?
- G. What can bring a world-dominant power down?
- H. What requirements does Chua set for a society to be considered world-dominant? Why?
- I. What does Chua mean by “tolerance”? How does her definition differ from our general view of tolerance? Explain.
- J. According to Chua, how can hyperpowers survive?
- K. Chua states that she has tried to avoid selection bias in this work. Has she accomplished this, or not? Explain.

Once all of the above is complete, go back and [complete a separate map for each of the major empires](#) the book covered: Persian Empire, Roman Empire, Tang Dynasty, Mongol Dynasty, Spanish Empire, Dutch Empire, Ottoman Empire, Ming Dynasty, Mughal Empire, British Empire, American “Empire”, Nazi German Empire, Japanese Empire. Label each empire’s boundaries, neighboring states, all major geographic features, and all major trade routes. Develop a coloring system and a map key for your maps.

ASSESSMENT GUIDELINES

Summer coursework is not “busy work”. Everything assigned is relevant to the required course content as well as the building of skills you will need to be successful in this class and on your AP exam. With that in mind, it is important that you complete the work, in its entirety, thoughtfully and thoroughly. “A” quality work will meet the following criteria:

- Content is complete, major points are thoroughly explained, defended, or proven with evidence from the text.
- Work is very neatly printed or typed and correctly formatted. Complete headings are correctly formatted. Presentation demonstrates thoughtfulness and preparation.
- Rules of grammar, usage, and punctuation are followed. Language is exceptionally clear and precise. The assignment is without spelling errors.

Your summer assignment will be due the first day of class. Any assignments not completed on time will be subject to a 10% grade deduction per day, up to three days, after which no late assignments will be accepted. Failure to submit all parts of the assignment by the end of the third day of classes may result in dismissal from the course.

Finally, while I have tried to be detailed and clear in my instructions, please do not hesitate to email me (ienglenton@tampaprep.org) should you have any questions. It may take me a couple of days to reply but I will get back to you. I look forward to a challenging but exciting and fun class with you in the fall.

Sincerely,

Enaye Englenton
History and the Social Sciences
ienglenton@tampaprep.org