

AP World History Summer Reading Assignment

Salam World Historians!

Our google classroom access code is tbrlfa

First, A) a bit about AP World as designed by the College Board, then B) about our assignment.

A) AP World Modern, covering the 13th CE century through present day, is divided into 9 units, arranged across 4 time periods, so that there is overlap from at least two perspectives on each time period, as follows:

Unit 1: The Global Tapestry, and Unit 2: Networks of Exchange, both cover 1200 – 1450;

Unit 3: Land-Based Empires, and Unit 4: Transoceanic Interconnections, both cover 1450 – 1750;

Unit 5: Revolutions (my fave obviously), and Unit 6: Consequences of Industrialization, both cover 1750 - 1900; and

Unit 7: Global Conflict, Unit 8: Cold War and Decolonization, and Unit 9: Globalization cover 1900 – present day.

The course also guides in six historical thinking skills:

1. identifying and explaining historical developments and processes
2. analyzing sourcing and situation of primary and secondary sources
3. analyzing argument in primary and secondary sources
4. analyzing the context of historical events, developments, or processes
5. using historical reasoning processes (comparison, causation, continuity and change) to analyze patterns and connections between and among historical developments and processes
6. developing an argument (yazzzz)

And because it is we in particular who are working on these skills and content, we are doing so with a greater purpose, to build our skills of empathy in radical ways. Radical because this purpose is so rarely defined in accurate terms, and because of how it can change the world when people activate it well. To face 2019 – 2020, all of its climatic and sociopolitical challenges, with serious learning and open-heartedness, to walk a bit in the shoes of others no matter how far in space or time, how off-putting on first impression – this our *why*.

Just setting these down for you is thrilling for me, one hundred percent. And I will do everything I can to inspire you to feel the same way. We will read and think *great* things together, and we will fall forward from our mistakes. We are unstoppable!

B) So what do we *do*?

1. Preview *Sugar Changed the World* by Aronson and Budhos; take notes on three main comparisons, three main causations, and three main elements that either change or stay the same over time from their presentation.
2. Formulate a one-sentence, three-part thesis statement, true to the authors' thesis (take care not to choose any three terms the authors cover, but the ones *most representative* of the authors' overall argument), and then choose a graphic organizer (Venn 2- or 3-way, T-chart, pro/con, or other you devise), to fill in according to the this thesis.

3. Read the table of contents, intro, and p. 1-8 from chapter 1 of the pdf of Sydney Mintz's *Sweetness and Power* and answer the following:
 - a. How is the design of this text different from the Aronson/Budhos?
 - b. How is sociocultural anthropology different from history?
 - c. How does Levi-Strauss mean that good food must be good to think before it is good to eat?
 - d. Do Aronson/Budhos answer the questions Mintz asks on p. 6, and how/how not?
 - e. Come up with four questions you think would be good to discuss about Aronson/Budhos's text when we meet in class.

4. Extra credit: read as much of Mintz's text as you like. Take a few notes on the insights you find are most interesting, so you will be ready to share.