**Foundations, ca. 8000 B.C.E–600 C.E.**

1. To what extent did the characteristics of human populations change from ca. 8000 B.C.E to ca. 600 B.C.E? (Consider size, location, and manner of accumulating food and shelter.)

2. What changes (planned or unplanned) did humans make to the natural environment resulting from the advent of agriculture and urban civilizations in this era?

3. How did the natural environments of two of the following river civilizations influence developments in technology, cultural achievements, and religious beliefs? Mesopotamian societies, Indus River valley civilizations, Chinese, Meso-American/Andean societies

4. Analyze the reasons for the increasingly-wide trade networks in either the Eastern or Western hemispheres in the period from ca. 8000 B.C.E.–600 C.E.

5. Assess and account for the changes and continuities in how humans organized their societies across the period from ca. 8000 B.C.E to ca. 600 B.C.E. Use at least two of the following analytic categories: class systems, gender systems, governmental systems, labor systems, nomadic vs. settled societies.

**Postclassical Era, 600-1450**

1. Explain the spread of science and technology across Eurasia due to the existence of Dar al-Islam.

2. Compare the political institutions of two of the following empires: Tang-Song, Dar al-Islam, Western Europe, Byzantine Empire.

3. In what ways did the Mongols contribute to the continued trends of cross-cultural interactions in Eurasia, and in what ways did they cause discontinuities in those trends?

4. In what ways did the societies of sub-Saharan Africa and Europe interact with Islamic societies in this period?

5. Compare the causes of the spread of three of the following religions: Christianity, Judaism, Buddhism, Islam, Confucianism, Hinduism.

6. Compare the technological and scientific achievements in two of the following societies: Classical China, Classical Rome, Classical India, Classical Africa. Include information about their level of technological development, the use of technology, and the societal attitude toward innovation.

7. Compare the effects of three of the nomadic migrations of the following on the settled societies into which they migrated: Aztecs, Mongols, Turks, Vikings, Bantu.

8. Evaluate the role that the conversion to the Islamic faith had on the politics, economy, and society of the West African kingdoms.

9. To what extent was the Indian Ocean region a coherent, connected “whole” in the postclassical era? Consider political, economic, social, and cultural examples.

10. How did the consolidation of political empires in the post-classical empires affect the status of women? Choose two of the following to analyze: Tang – Song; Aztec; Mali and Songhay, Dar al-Islam, Mongol Khanates.

11. Analyze the advantages and disadvantages of being a part of a tributary empire for (1) Japan, Korea, and Vietnam under the Chinese; (2) Russia under the Tartars; and (3) peoples of Central America under the Aztecs.

12. Assess the accomplishments of the institution of the Roman Catholic Church in Western Europe in reintegrating Western Europe into the Eastern hemisphere region in this period.

13. For one of the following civilizations, assess the impact of important political, economic, and social changes and continuities as it moved from the river-civilization period through the classical and post classical period: China, Indian, Mediterranean, Persian.

**Age of Transition, 1450–1750**

1. Compare the labor systems in two of the following areas: Latin America, Russia, Ottoman Empire, Western Europe.

2. Discuss the significance of the so-called Gunpowder Empires for international politics of this period.

3. Analyze the relationship of governmental/political structures to the acquisition of colonies.

4. What factors led to the creation of the first global economic network in the late 15th century?

5. Analyze the influence or importance of Islamic culture on the European Renaissance. (Consider economic, cultural, and technological topics.)

6. What was the relationship of the Reformation with European political, economic, and social developments in the 16th-17th centuries?

7. Analyze the confluence of economic, social, and technological circumstances that led to the use of “unfree labor” in North and South America by the Europeans in this era.

8. Why was sugar so profitable and why were sugar plantations so profitable for the Europeans in this period?

9. Compare the ways in which the Mongol khanates ruled and assimilated into Chinese, Persian, and Russian societies.

10. Analyze the economic, cultural, and political relationships between settled/sedentary peoples and nomads in two regions: Viking, Hungarian, Mongol, Aztec/Mexica, Bantu.

11. Compare the expansion of Russia with the expansion of the Ottoman Empire, the Western European empires, and the Chinese empires in the 16-18th centuries. Pay particular attention to the politics of inclusion/exclusion of various ethnic groups.

12. Compare European and Japanese feudal systems as social and political organizations.

13. Compare the economic, political, and cultural roles of cities in three of the following empires/regions: Inca, Byzantine, Chinese, Mali.

14. Describe the role of women within the social and political structures in two of the following regions, and assess the degree of change (or continuity) in women’s status in the post-classical period.

15. “Although there were many similarities between Sub-Saharan Africa and Western Europe around the year 1200 C.E., by 1450 C.E.they were less similar due to differences in trade problems, exposure to technological diffusion, and seafaring conditions.” Assess the validity of this statement by describing the changes each region experienced during this time period.

16. Analyze the impact of Islam on both China and Western Europe during this period.

17. Compare the two dominant civilizations of the Americas: the Aztecs and the Incas. Consider political, social, economic, and cultural features.

18. Compare Islam and Confucianism in the following areas:

-acceptance of social and political protest

-status and condition of women

-tolerance for other beliefs within their society

19. Assess the impact of the Columbian Exchange by describing two of the following regions before and after 1492: the Americas, Asia, Europe, Africa.

20. Assess the degree of change that occurred in Africa after the first wave of European contact in the 15th and early 16th centuries.

21. To what degree did Chinese society change during the Ming dynasty? (Be sure to include pieces of analysis from the beginning/middle/end of the dynasty.)

22. Describe the key similarities and difference between China’s Zheng He expeditions (1405-1423) with those of Western Europe in the late 15th and early 16th centuries.

23. Compare the European Renaissance works with Mughal artistic achievements.

24. Explain the role of the Chinese, Indian, and Islamic cultures in laying the foundations for European maritime explorations in the 15th century.

**Age of Revolutions, 1750-1914**

1. Compare two of the following colonial independence movements in terms of inspirations, goals, and counter-revolutionaries: Haitian, North America, South America, French.

2. Analyze the reasons why England and the Western Europeans were able to create industrial economies and the Chinese were not.

3. Discuss the economic and social effects of an early industrial economy on the lower classes of society: rural workers and urban workers. Be sure to include gender distinctions in your response.

4. Explain the economic relationship between the British colonial empire and the financing of the Industrial Revolution.

5. Compare the early attempts to create an industrial economy in three of the following: England, US, Japan, Russia, China, Egypt. (Consider political, economic, social, and religious categories in your analysis.)

6. Compare Russia’s interactions with the West with the interaction of one of the following other empires with the West: Ottoman Empire, China, Tokagawa, Mughal India.

7. Compare the reasons (economic, political, social, cultural) for European countries acquiring colonies in the mid- to late 19th century.

8. How did the 19th century European/Western idea of nationalism influence both ideas about imperialism and ideas about gender relations?

9. How did whether one was a settler or a non-settler colony affect the political, social, and cultural relations between colonized and colonizers?

10. Describe the political, social, and economic changes brought to sub-Saharan Africa during the period of the new imperialism (19th century).

11. Assess and explain the amount of change in women’s roles in two of these societies during the period of 1750-1914: Western European, Ottoman Empire, China, India, Sub-Saharan Africa, Latin America.

12. To what extent did the definition of “democracy” change from 1750 to 1914? Compare the colonization and development of the US with colonization and development in one of the following areas: Australia, Canada, New Zealand.

13. Compare the development of modernizing and nationalist movements in the Ottoman Empire and China in this period.

14. Analyze the interplay or interconnection of industrialization, imperialism, and global conflict in Western Europe and Africa in this period.

**Age of Consequences, 1914 to the Present**

1. To what extent did the two world wars end European global dominance?

2. To what extent did the creation of the League of Nations, United Nations, the Pan-Arab League, and the Non-Aligned Nations affect the patterns of global interactions in the 20th century?

3. Assess the political, economic, and social consequences of the world wars on two of the following: Russia, East Asia, Sub-Saharan Africa.

4. Assess the effects of rapidly changing demographic and environmental trends in the 20th century on two of the following regions: Latin America, Sub-Saharan Africa, India, USSR/Russia.

5. Discuss the extent to which the impacts of the globalization of science, technology, and culture have led to a unification of the global community in the 20th century.

6. To what extent is genocide a phenomenon of the 20th /21st century?

7. Discuss the extent to which global economic developments of the 20th century have benefited two of the following regions: the Americas, the Middle East, India.

8. Discuss the extent to which local opposition to the forces of globalization have succeeded in the second half of the 20th century.

9. To what extent did the definition of “democracy” change from 1914 to the present? (or from 1750 to the present?)

10. Discuss the extent to which two of the following movements succeeded in their quests to change the status quo in the 20th century: feminism, peasant protests, international Marxism, religious conservatives.

11. Identify and explain the important changes and continuities in the Russian empire from 1914 to the present.

12. Compare the social, economic, and political changes and continuities of Western Europe and Japan in the 20th century.

13. Compare the political, economic, and social causes and effects of two of the following revolutions: Russian, Cuban, Mexican, Chinese, Iranian.

14. Compare the effects of two the following revolutions on women’s roles, status, and rights: Russian, Cuban, Mexican, Chinese, Iranian.

15. To what extent are the categories of “First, Second, and Third World” useful terms for analyzing economic, political, and social developments in the 20th century?

16. Compare the patterns of the post-war decolonizations in Africa and Asia.

17. Compare the legacies of the post-war end of colonization or neocolonialism in Africa, Asia, and Latin America.

18. Assess the advantages and disadvantages of high-tech warfare and guerrilla warfare in the 20th century. Use three specific conflicts as examples.

19. To what extent did post-war art and culture diverge into new and different directions (different from the pre-war era) in two of the following regions: Europe, Soviet Union, US, Middle East.