**1450–1750 --- What students are expected to know-**

**Major Developments**

1. Questions of periodization

* Continuities and breaks, causes of changes from the previous period and within this period

1. Changes in trade, technology, and global interactions; e.g., the Columbian Exchange, the impact of guns, changes in ship building, and navigational devices
2. Knowledge of major empires and other political units and social systems

* Aztec, Inca, Ottoman, China, Portugal, Spain, Russia, France, Britain, Tokugawa, Mughal
* Characteristics of African kingdoms in general but knowing one (Kongo, Benin, Oyo, Dahomey, Ashanti, or Songhay) as illustrative
* Gender and empire (including the role of women in households and in politics)

1. Slave systems and slave trade
2. Demographic and environmental changes: diseases, animals, new crops, and comparative population trends
3. Cultural and intellectual developments

* Scientific Revolution and the Enlightenment
* Comparative global causes and impacts of cultural change (e.g., African contributions to cultures in the Americas)
* Major developments and exchanges in the arts (e.g., Mughal, the Americas)
* Creation of new religions (Vodun, Zen, Sikhism, Protestantism)

1. Diverse interpretations

* What are the debates about the timing and extent of European predominance in the world economy?
* How does the world economic system of this period compare with patterns of interregional trade in the previous period?

**Major Comparisons and Analyses: Examples**

Compare colonial administrations

Compare coercive labor systems: slavery and other coercive labor systems in the Americas

Analyze the development of empire (i.e., general empire building in Asia, Africa, Europe, and the Americas)

Analyze imperial systems: a European seaborne empire compared with a land based Asian empire

Compare Russia’s interaction with two of the following (Ottoman Empire, China, western Europe, and eastern Europe)

Compare Mesoamerican and Andean systems of economic exchange

**Examples of the types of information students are expected to know contrasted with examples of those things students are not expected to know for the multiple-choice section:**

Extent of Ottoman expansion, but not individual states

Slave plantation systems, but not Jamaica’s specific slave system

Institution of the harem, but not Hurrem Sultan

Relations between the Kongo and Portugal, but not individual rulers

Tokugawa Japan’s foreign policy, but not Hideyoshi

Importance of European exploration, but not individual explorers

Characteristics of European absolutism, but not specific rulers

Protestant Reformation, but not Anabaptism or the Huguenots