**600 C.E.–1450 --- What students are expected to know**

**Major Developments**

1. Questions of periodization

* Nature and causes of changes in the world history framework leading up to 600 C.E.–1450 as a period
* Emergence of new empires and political systems (e.g., Umayyad, ‘Abbasid, Byzantium, Russia, Sudanic states, Swahili Coast, Tang, Song, and Ming China, Delhi Sultanate, Mongol, Turkish, Aztec, Inca)
* Continuities and breaks within the period (e.g., the effects of the Mongols on international contacts and on specific societies)

1. The Islamic world

* The rise and role of Dar al-Islam as a unifying cultural and economic force in Eurasia and Africa
* Islamic political structures, notably the caliphate
* Arts, sciences, and technologies

1. Interregional networks and contacts

* Development and shifts in interregional trade, technology, and cultural exchange
  + - Trans-Sahara trade
    - Indian Ocean trade
    - Silk Roads
    - Economic innovations (e.g., Tang, Song, and early Ming China, Swahili Coast trade, economic systems in the Americas)
* Missionary outreach of major religions
* Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam
* Impact of the Mongol empires

1. Political systems and cultural patterns

* East Asia
  + China’s expansion
  + Chinese influence on surrounding areas and its limits (Japan, Vietnam, and Korea)
  + Change and continuities in Confucianism
* The Americas
* Apex and decline of the Maya
* Rise of the Aztec
* Rise of the Inca
* Restructuring of Europe
  + Decentralization—medieval society
  + Division of Christianity
  + Revival of cities
* Africa
  + Sudanic empires (Mali, Ghana, Songhay)
  + Swahili coast
* South Asia and Southeast Asia
  + Delhi Sultanate
  + Vietnam
* Arts, sciences, and technologies

1. Demographic and environmental changes
   * Impact of migrations on Afro-Eurasia and the Americas (e.g., Aztecs, Mongols, Turks, Vikings, and Arabs)
   * Consequences of plague pandemics in the fourteenth century
   * Growth and role of cities (e.g., the expansion of urban commercial centers in Song China and administrative centers in Africa and the Americas)
2. Diverse interpretations
   * What are the issues involved in using cultural areas rather than states as units of analysis?
   * What are the sources of change: nomadic migrations versus urban growth?
   * Was there a world economic network in this period?
   * Were there common patterns in the new opportunities available to and constraints placed on elite women in this period?
   * To what extent was Dar al-Islam a unified cultural/political entity?

**Major Comparisons and Analyses: Examples**

Compare the role and function of cities in major societies

Analyze gender systems and changes, such as the effects of Islam

Analyze the interactions between Jews, Christians, and Muslims

Compare developments in political and social institutions in both eastern and western Europe

Compare Japanese and European feudalism

Compare European and sub-Saharan African contacts with the Islamic world

Analyze the Chinese civil service exam system and the rise of meritocracy

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

Arab caliphate, but not the transition from Umayyad to ‘Abbasid

Mamluks, but not Almohads

Feudalism, but not specific feudal monarchs such as Richard I

Land management systems, but not the European three-field system

Crusading movement and its impact, but not specific crusades

Viking exploration, expansion, and impact, but not individual explorers

Mongol expansion and its impact, but not details of specific khanates

Papacy, but not particular popes

Indian Ocean trading patterns, but not Gujarati merchants

Neoconfucianism, but not the specific contribution of Zhu Xi