 APWH RHS

S.P.I.C.E.

5 Themes of

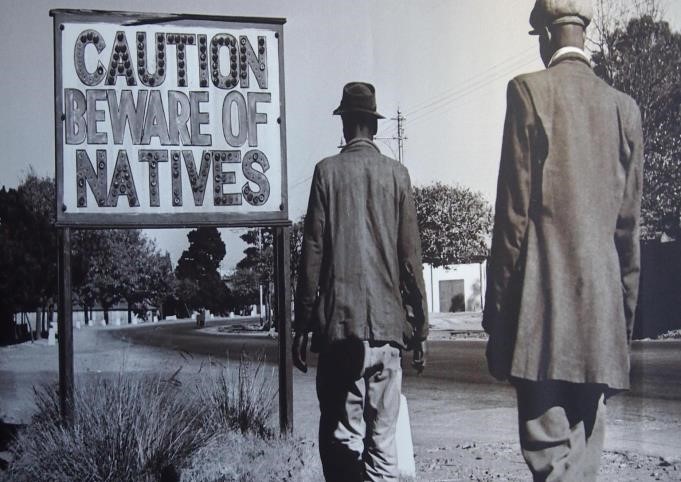
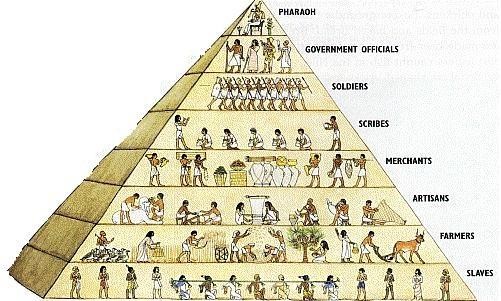
AP World History

# S.P.I.C.E. Themes

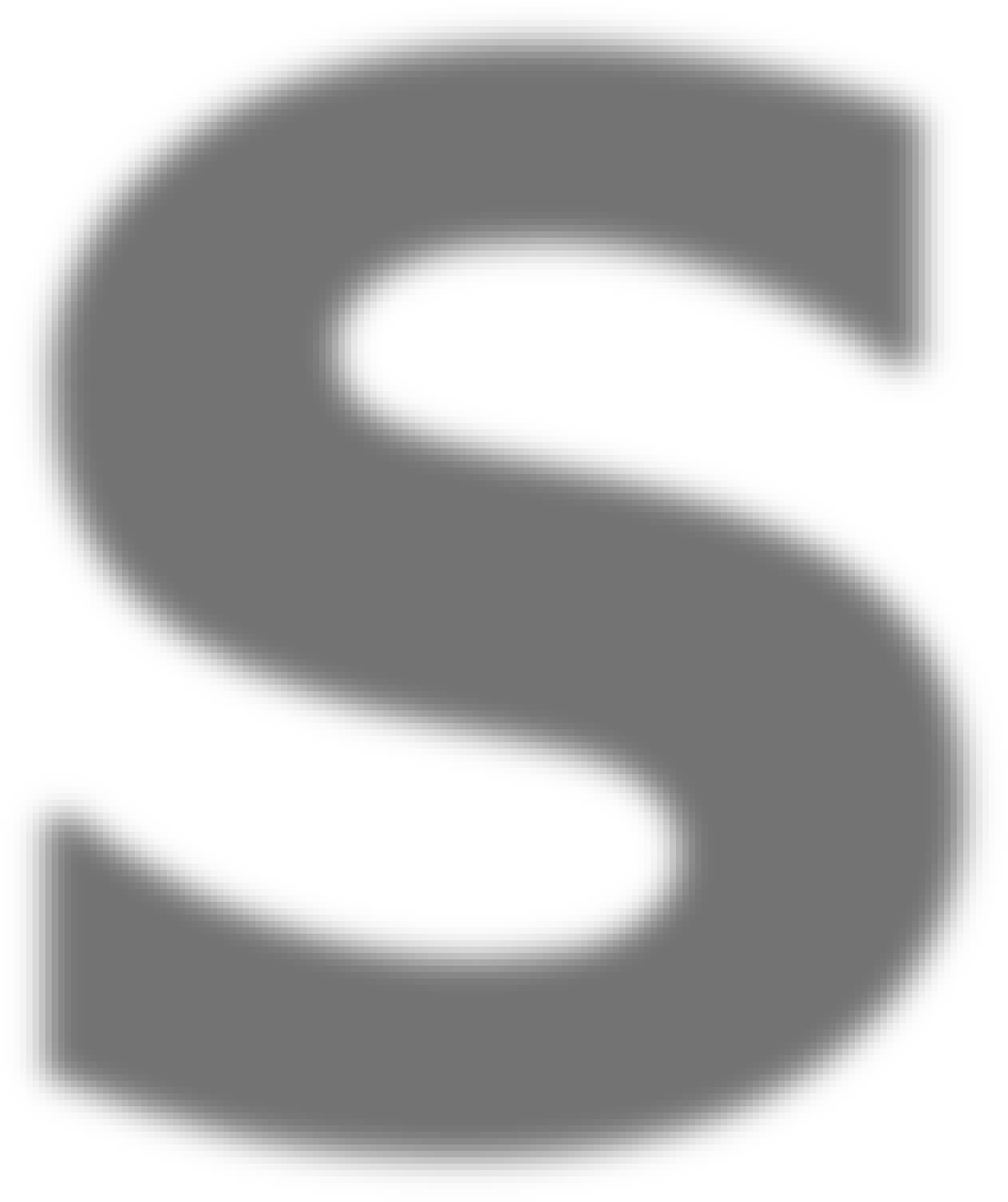
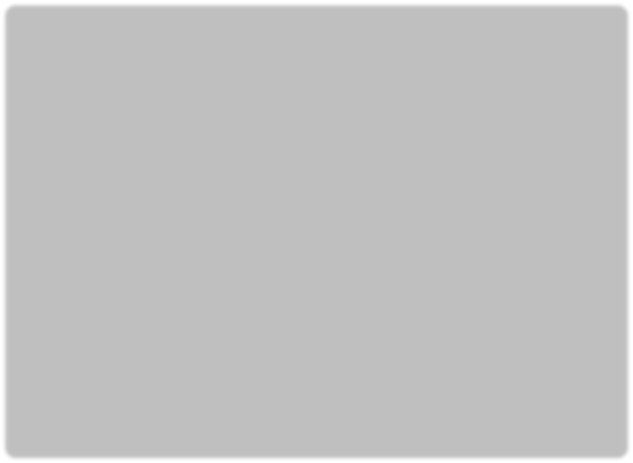
* The **Five themes of AP World History** serve as unifying threads through which you can examine broader themes throughout each period. We use the acronym **S.P.I.C.E.** [**S**ocial; **P**olitical; **I**nteractions between humans and the environment; **C**ultural; **E**conomic] to help you categorize and remember the 5 areas of analysis.
* Civilizations rarely exist in a vacuum. Think of the ‘Big Picture.’
* It is highly recommended that you have this handout with you during lectures & while reading the textbook. You can word process charts or hand-draw them.

Theme 1: Development and

## Transformation of **SOCIAL** Structures



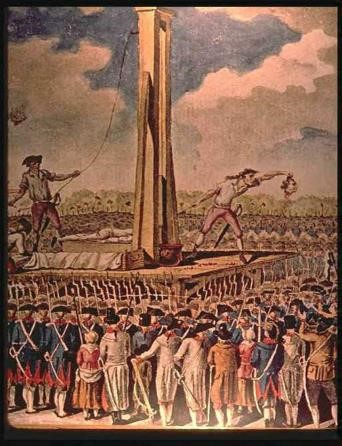
* **Gender Roles and Relations – Family and Kinship – Racial and Ethnic Constructions**
* **Social and Economic Classes –**
* World History requires **analysis** of the processes through which **social categories**, roles and practices **were created, maintained and transformed**.
* Relationships among human beings. All human societies develop ways of grouping their members, as well as norms that govern interactions between individuals and social groups.
* Social stratification based on kinship systems, ethnic associations, and **hierarchies** of gender, race, wealth, and class.
* **Social System**
* How does the group relate to one another?
* How do people communicate?
* What do people do together?
* How is the group organized (hierarchies)?
* What are the family and gender relations (patriarchal/matrilineal)?



* Are there ethnic and/or racial divisions?
* Are there social & economic classes, inequalities?

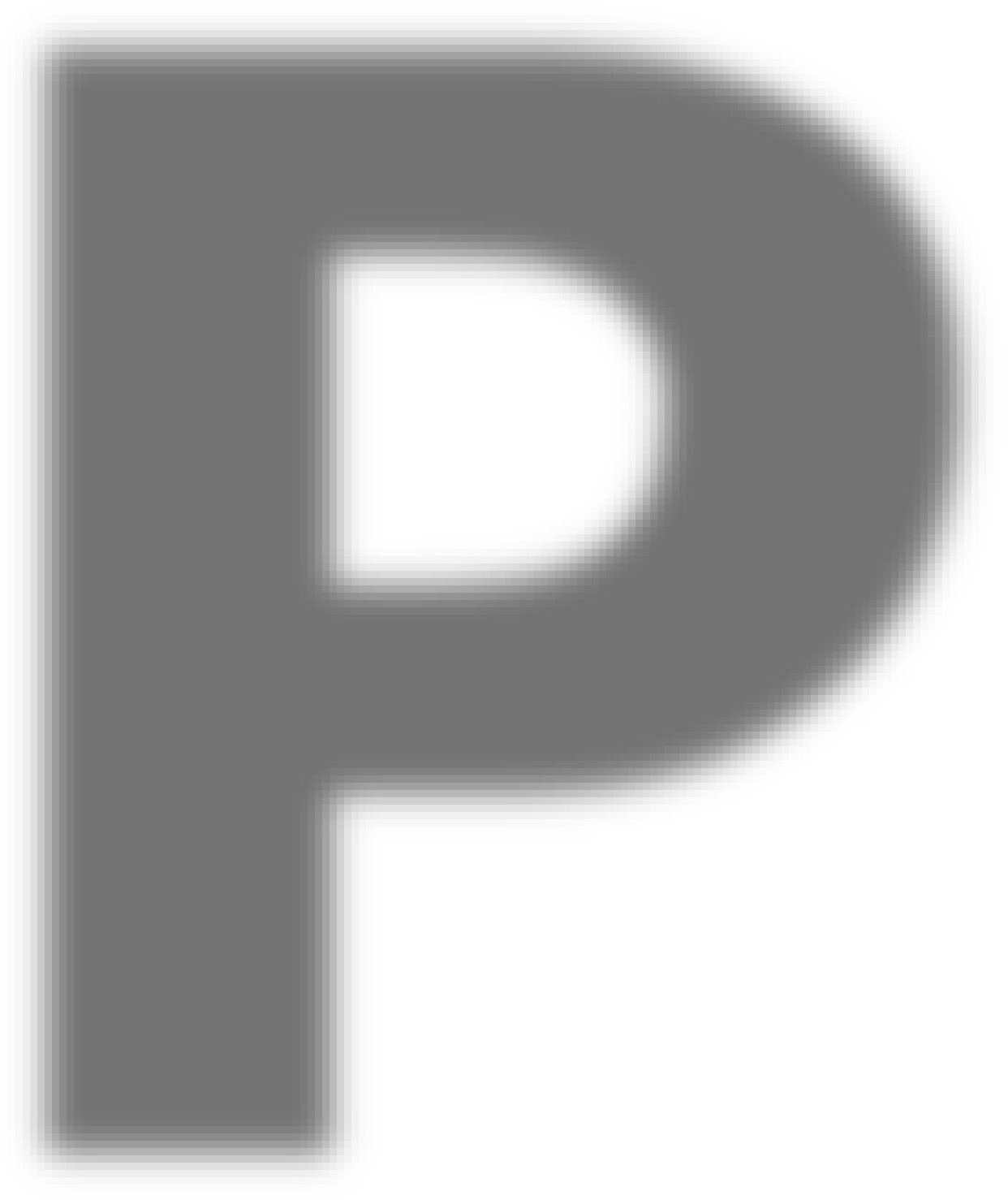
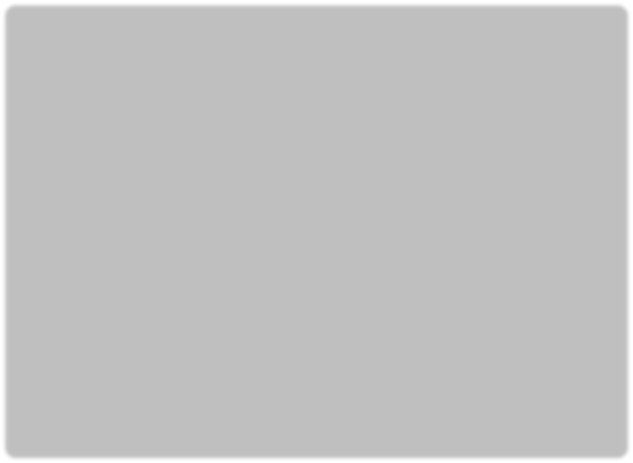
Theme 2: **POLITICAL** - State-Building,

Expansion, and Conflict



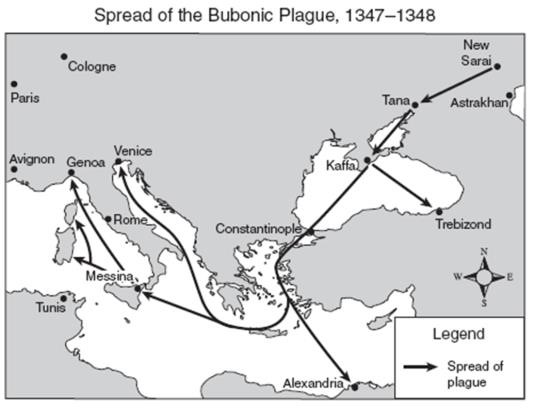
**– Political Structures and Forms of Governance – Empires – Nations and Nationalism – Revolts and Revolutions – Regional, Transregional, Global Structures and Organizations –**

* Refers to the **processes by which hierarchical systems of rule have been constructed and maintained** and to the conflicts generated through those processes.
* **Comparative study of different state forms** (kingdoms, empires, nation-states) across time and space, **and the interaction among them**.
* **Continuity and change** are also embedded in this theme through attention to the organizational and cultural foundations of long-term stability vs. internal and external causes of conflict.
* **Examine and compare various forms of state development and expansion** in various productive strategies (agrarian, pastoral, mercantile), various cultural and ideological foundations (religion, philosophies, ideas of nationalism, various social and gender structures, and in different environmental contexts.
* Discusses **different types of states**, such as autocracies and constitutional democracies
* **Explore interstate relations**, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations
* **Political Systems** Who is in charge?
* How much power do they have?
* How is power transferred?
* Is there a bureaucracy?
* Who chooses the leader/s?
* What is the structure (e.g. theocracy, absolutism, democracy, communism)?
* Are there revolts and revolutions? If so, what was the cause and the effect?



* Are there significant wars, treaties, courts or laws?
* Did the political boundaries change over time?
* Did political power shift over time?

## Theme 3: **INTERACTION** Between Humans and the **ENVIRONMENT**

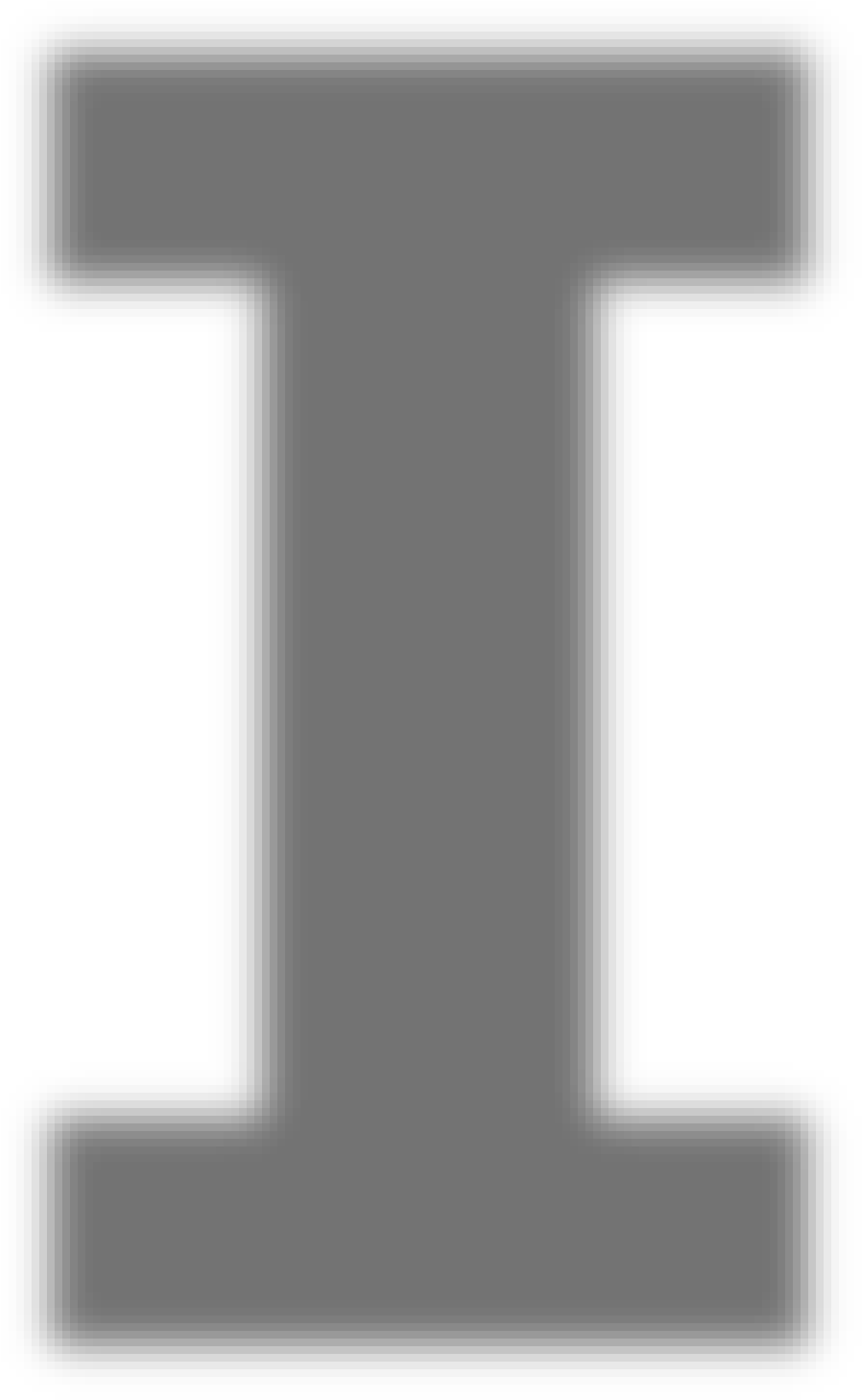
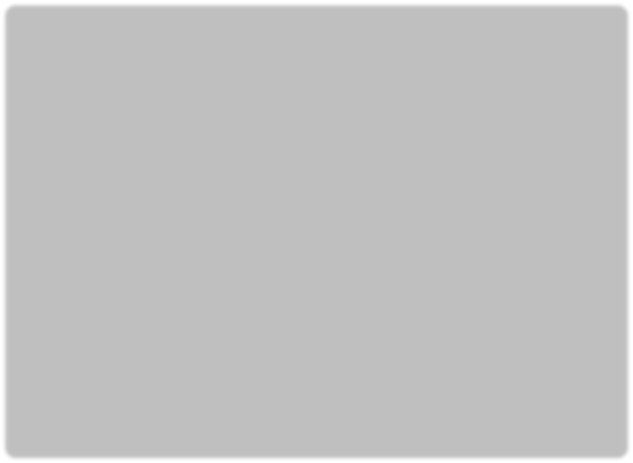


**– Geography (location, region, climate, natural barriers) – Demography and Disease – Migration – Patterns of Settlement – Technology impact –**

* Environment shaped human societies, but, increasingly, **human societies also affected the environment**
* During prehistory, humans interacted with the environment as hunters, fishers, and foragers
* As the Neolithic revolution began, humans exploited their environments either as farmers of pastoralists
* **Environmental factors** such as rainfall patterns, climate and vegetation **shaped the methods and exploitation used in different regions**
* **Exploitation of the environment intensified as populations grew**
* As people flocked into cities or established trade networks, **new diseases emerged and spread**
* In recent centuries, **human effects on the environment** – and the ability to master and exploit it – **increased with the development of more sophisticated technologies**, the **exploitation of new energy sources and a rapid increase in human population**

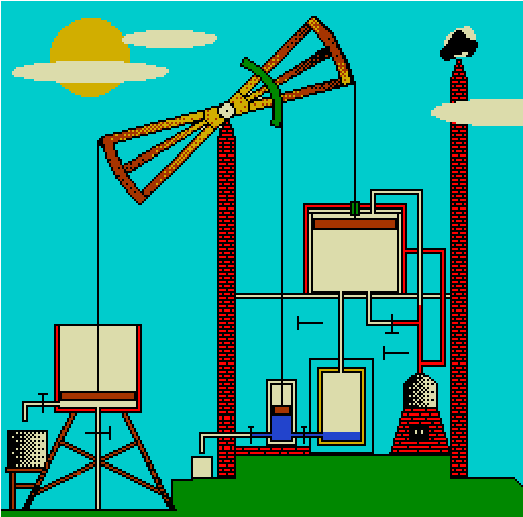
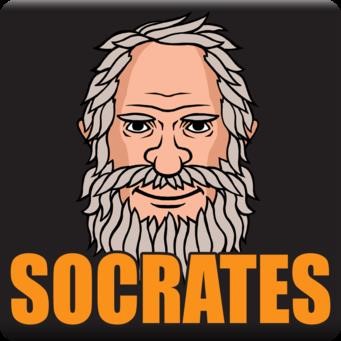
### Interaction between Humans & the Environment

* In what geographic region is this located?
* What geographic landscape makes up the region?
* How are the people/events affected by the geography?
* How do the people interact with their environment?
* How does the environment define the culture/civilization?
* What are the patterns of settlement (urban/rural)?
* How do demography, movement and migration affect the spread of disease?



## Theme 4: Development and Interaction

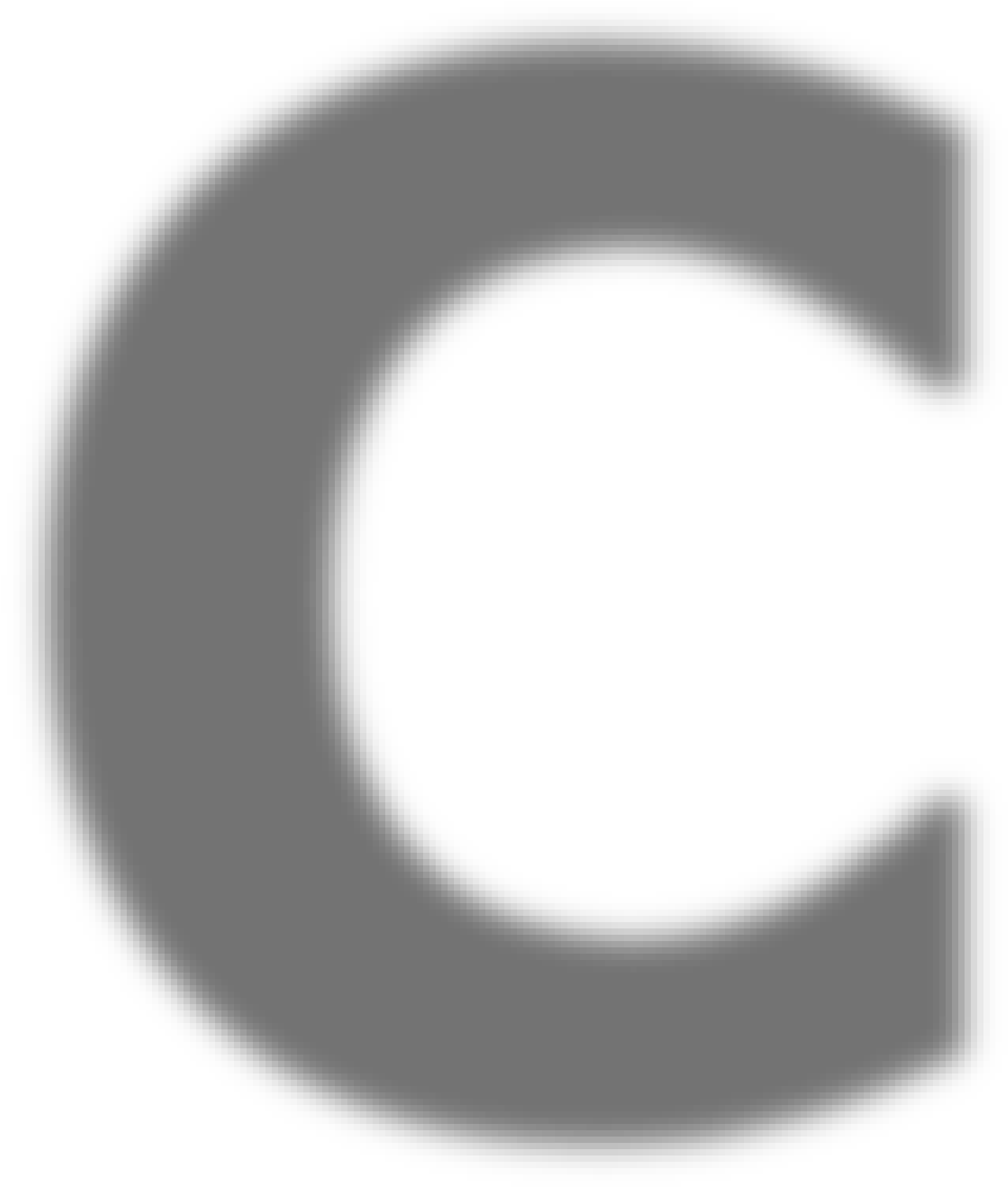
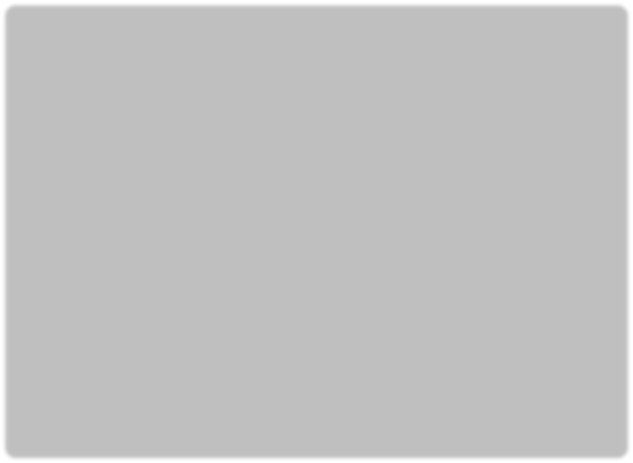
of **CULTURES**



* **Religions – Belief Systems, Philosophies, and Ideologies – Science and Technology**
* **The Arts and Architecture –**
* Cultural Development and interaction of cultures
* Explores the **origins, uses, dissemination, and adaptation of ideas, beliefs, and knowledge within and between societies**
* When people of different societies interact, the **often share components of the cultures**, deliberately or not. The process of **adopting or adapting new belief and knowledge systems** are complex and often lead to historically novel cultural blends (*Syncretism*).
* A society's culture may be **investigated and compared with other societies' cultures** as a way to reveal both what is unique to a culture and what is shares with other cultures.
* It is also possible to **analyze and trace particular cultural trends** or ideas across human societies

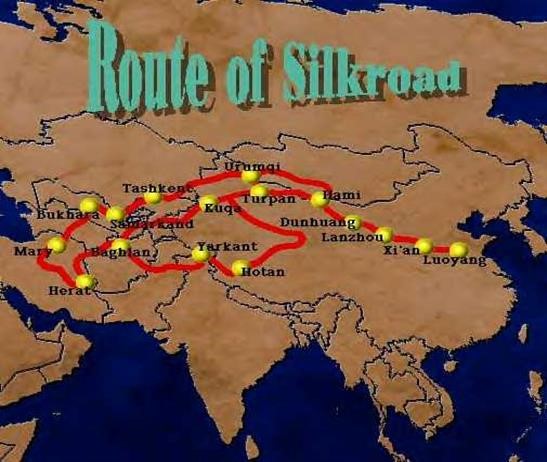
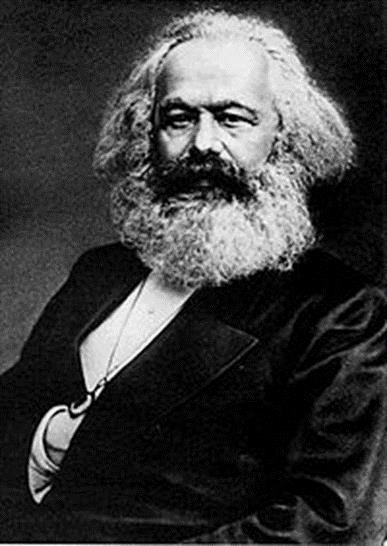
### Cultures

* What is the meaning of life?
* What is the religion (belief system) & what are the basic beliefs?



* Are there leaders or documents which define religion?
* What are the philosophies & ideologies?
* What groups are given the chance to learn?
* How do people learn & where does the knowledge come from?
* What are the developments in math & science?
* What innovations, technologies, & inventions develop?
* How do they express themselves through art, music, writing, literature?

## Theme 5: Creation, Expansion, and Interaction of **ECONOMIC** Systems

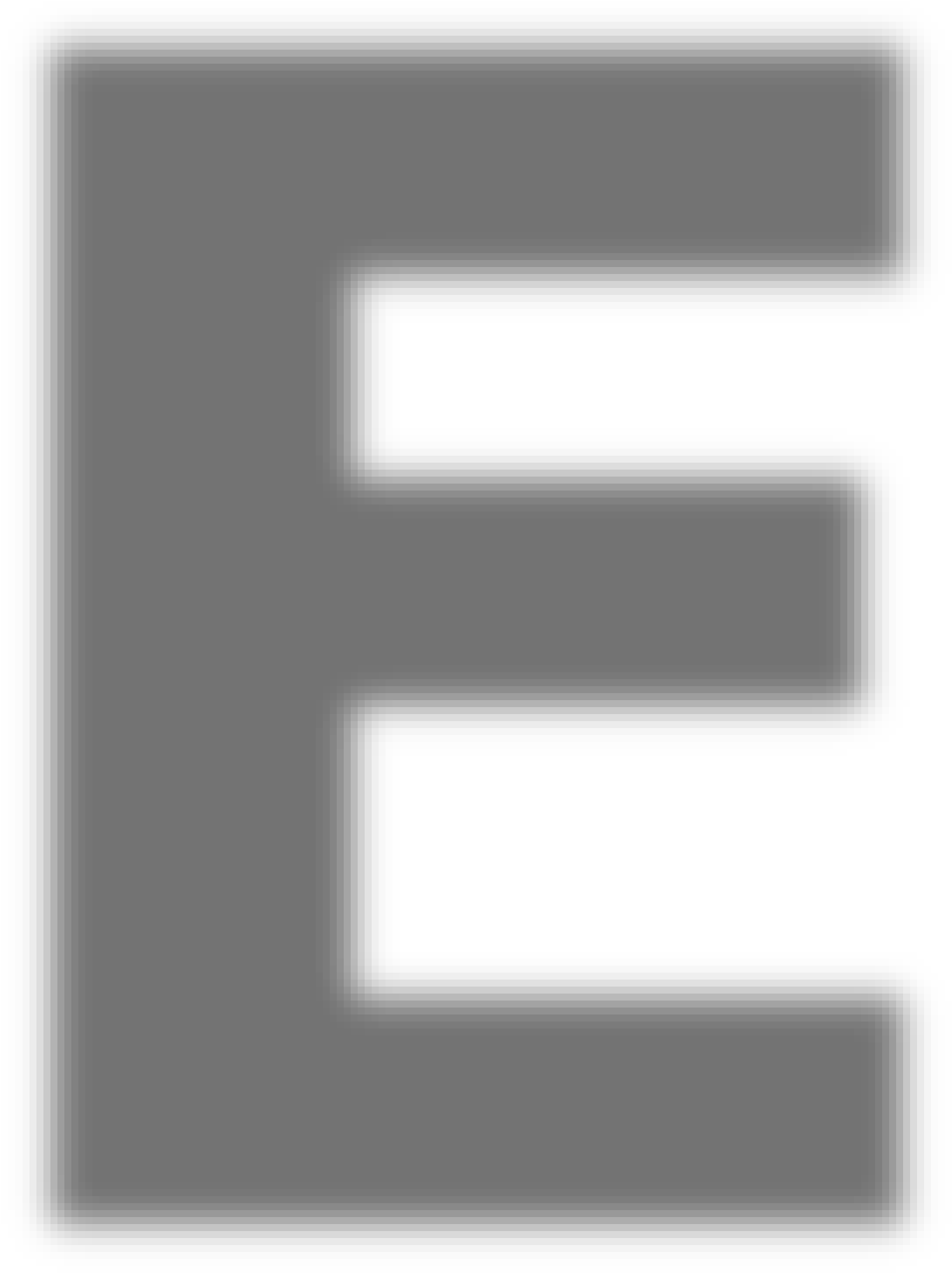
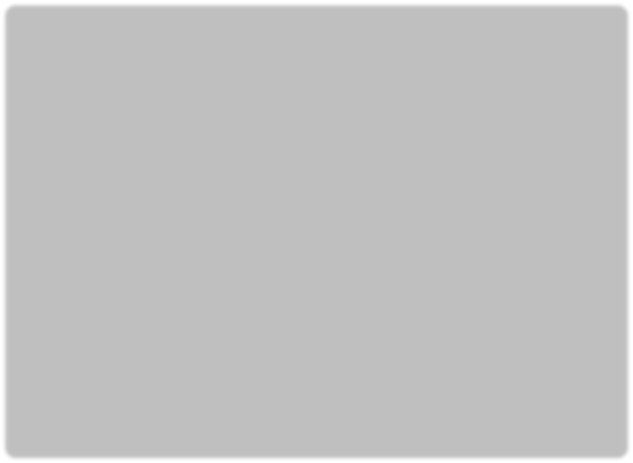


**– Agricultural and Pastoral Production – Trade and Commerce – Labor Systems – Industrialization – Capitalism and Socialism –**

* Creation, expansions and interactions of economic systems
* Surveys the diverse patterns and systems that human societies have developed as they exploit their environments to **produce, distribute, and consume desired goods and services across time and space**
* It stresses **major transitions in human economic activity**
* The **development of various labor systems** associated with these economic systems and the ideologies, values, and institutions (such as capitalism and socialism) that sustained them.
* Calls attention to **patterns of trade and commerce between various societies**, with particular attention to the **relationship between regional and global networks of communication and exchange**, and their effects on economic growth and decline

### Economic systems

* How do people earn their food?
* Is the economy based on agriculture, pastoralism, commerce, small trades or professions, or industry like manufacturing and technology?
* Where’s the money?
* What is the economic system (e.g. capitalism, socialism, communism)?
* What are the valued and traded commodities (e.g. silk, sugar, spices, cotton, consumer goods)?
* What are the patterns of trade and commerce between various societies (e.g. Silk Road, Trans-Saharan, Indian Ocean, Triangle Trade, NAFTA)?



* What is the labor system (e.g. slavery, coerced, semi-coerced, wage labor)?

