

Advanced Placement European History: Syllabus

Class Description

This class introduces students to the political, economic, religious, social, intellectual, and artistic trends that shaped Europe from 1450 to the present. Students should acquire knowledge of the basic chronology of events and movements from this period as well as develop the ability to analyze historical documents and express historical understanding in writing. As part of the Advanced Placement program, the course prepares students for the AP European History exam. All students are expected to take the exam.

Course Materials and Resources

J. Spielvogel. *Western Civilization*, 8th ed. Since 1300, AP Edition (2012)

Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present, ed. D. Sherman. 3rd ed. (2010).

Documents Set: *Documents in Western Civilization*, Prentice Hall (Supplemental Primary Source Material)

AP European History simultaneously:

1. Divides the material into four sections

1450–1648

1648–1815

1815–1914

1914–Present

2. Explores Five Major Themes:

Interaction of Europe and the World (INT)

Poverty and Prosperity (PP)

Objective Knowledge and Subjective Visions (OS)

States and Other Institutions of Power (SP)

Individual and Society (IS)

3. Develops Nine Historical Thinking Skills (within four major categories):

I. Chronological Reasoning

- *Historical Causation*: Identifying the short term and long term causes and effects.
- *Patterns of Continuity and Change over Time*: Recognizing how continuity and change may both be present in any era.
- *Periodization*: Evaluating various models of periodization and recognizing relevant turning points.

II. Comparison and Contextualization

- *Comparison*: Understanding the similarities and differences between different accounts and periods.
- *Contextualization*: Understanding the larger context of a document or individual's actions.

III. Crafting Historical Arguments from Historical Evidence

- *Historical Argumentation*: Assembling various explanations of an event and constructing interpretations of the event (especially as it applies to conflicting historical evidence).

- *Appropriate Use of Historical Evidence*: Extracting useful evidence from sources and evaluating the features of the evidence (including point of view, format, purpose, limitations, context).

IV. Historical Interpretation and Synthesis

- *Interpretation*: Analyzing diverse historical interpretations and understanding how historian's interpretations change over time.
- *Synthesis*: Creating an understanding of the past from a wide variety of evidence, while applying insights about the past to other contexts and circumstances.

Unit Information

Unit Name or Timeframe:

Unit I: Europe Before the Renaissance

Content and/or Skills Taught:

1. The feudal system: economics, politics, and social structure.
2. The medieval Church and its role.
3. The influence of Islam and the Crusades.
4. The Norman invasion, Magna Carta, and the origins of English government.
5. The Late Middle Ages: the Hundred Years War and the Black Death.
6. The Mind of the Middle Ages: How did people view their world during the late Middle Ages?

Major Assignments and/or Assessments:

Textbook Reading Assignment: Spielvogel, Chapter 11

Primary Source Readings:

1. The Rule of St. Benedict (excerpts)
2. Magna Carta

Assignment: Map identification & labeling - Europe on the eve of the Renaissance

Class Discussion Question: SP 13

1. How did the changing style of warfare in the 14th century contribute to the centralization of power, the demise of feudalism, and the emergence of the New Monarchs?

Unit Name or Timeframe:

Unit II: The Renaissance and the Age of Discovery (1450 – 1600)

Content and/or Skills Taught:

1. Italy and the origins of the Renaissance
2. Humanism and a more secular worldview.
3. Art of the Renaissance (Key literary & visual artists)
4. The High Renaissance. (Key literary & visual artists)
5. The role of the Church.
6. The Northern Renaissance. (Key literary & visual artists)
7. Exploration and the Age of Discovery. (Key explorers)
8. The Columbian Exchange.

Major Assignments and/or Assessments:

Textbook Reading Assignment: Spielvogel, Chapters 12 & 14

Supplemental Reading: *A World Lit Only By Fire* by William Manchester

Assignment: Students will produce a paper on the transition from medieval to modern Europe based on the examples in Manchester's book.

Primary Source Readings:

1. Petrarch, *A Letter to Boccaccio: Literary Humanism* (Sherman)
2. Machiavelli, excerpts from *The Prince*
3. Erasmus, excerpts from *In Praise of Folly*
4. Baldesar Castiglione, *The Book of the Courtier* (Sherman)

Secondary Source Readings:

1. Compare the interpretations of Burckhardt and Burke
Burckhardt, *The Civilization of the Renaissance in Italy* (Sherman)
Burke, *The Myth of the Renaissance* (Sherman)
2. Two Views of Christopher Columbus
S.E. Morison, *Admiral of the Ocean Sea: A Life of Christopher Columbus* (Excerpt)
Kirkpatrick Sale, *The Conquest of Paradise* (Excerpt)

Assignment: Visual Art Quiz- students identify key works and artists of the Renaissance

FRQ: Pick two figures of the European Renaissance, one from the visual arts and one from the literary arts, and explain how their work reflects the values or spirit of the Renaissance. Be sure to mention specific examples of their work.

Map Assignment 1: Italian States in 1450

Map Assignment 2: Europe in 1500

Class Discussion Questions: INT 1,2,3,4,5,6,9,11

1. What were the primary motives for the Age of Discovery?
1. What technological advances contributed to the Era of Discovery for Europe?
2. Explain the impact of the Columbian Exchange on global trade networks, diets, and demographics.
3. How did colonization and global trade shape the theory and practice of mercantilism and expand the practice of slavery?

Unit Name or Timeframe:

Unit III: The Reformation

Content and/or Skills Taught:

1. The Church on the eve of Reformation.
2. Martin Luther.
3. The Growth of Protestantism: Zwingli, Calvin, Knox, Henry VIII.
4. Social Impact of the Reformation: family life, education, women.
5. The Catholic Counter-reformation.
6. Politics and Wars of Religion.
7. Spain of Philip II / French Civil War / Elizabethan England
8. European politiquies: William the Silent, Elizabeth I, Henry of Navarre

Major Assignments and/or Assessments:

Textbook Reading Assignment: Spielvogel, Chapter 13

Primary Source Readings:

1. Luther, excerpts from various writings
2. Calvin, excerpts from various writings
3. Loyola, excerpts from *Spiritual Exercises*
4. Teresa of Avila, *The Life of St. Teresa*

Secondary Source Readings:

1. Geoffrey Elton, *Political Interpretation of the Reformation* (Sherman)
2. Max Weber, *An Economic Interpretation of the Reformation* (From: The Protestant Work Ethic and the Spirit of Capitalism)
3. Boxer and Quatert, *Women in the Reformation* (Sherman)

Class Discussion Question: OS 11

1. Over the long term, how did the Reformation help shift religion from the realm of public concern to a matter of private belief?

Map Assignment – Impact of the Reformation: Identify the countries of Europe according to religious denominations in the early 17th century.

FRQs – Students will respond to one of the following:

- A) Historians are fond of saying, "Erasmus laid the egg that Luther hatched". Explain the meaning of this phrase and discuss the similarities and differences between these two important figures of the Reformation.
- B) "Politique" is a term used in the 16th century to describe either a head of state who puts politics before their religion, or individuals who sought political accommodation between Protestants and Catholics in the interest of peace. Explain why Henry of Navarre (Henry IV), Elizabeth I and William of Nassau (The Silent) are all considered politiques.
- C) Compare the causes and results of Luther's Reformation in Saxony with the Reformation in England under Henry VIII.

Unit Name or Timeframe:

Unit IV: The Rise of Modern States

Content and/or Skills Taught:

1. The Witchcraft Craze
2. The Thirty Years War
3. France and the rise of Absolutism: Age of Louis XIV
4. England and Constitutional Government: Stuart Dynasty, English Civil War, Glorious Revolution
5. Russia and Peter the Great
6. Art- The Baroque Period (Key artists and examples from the visual arts)

Major Assignments and/or Assessments:

Textbook Reading Assignments: Spielvogel, Chapter 15

Primary Source Readings:

1. James I, *True Law of a Free Monarchy*
2. Thomas Hobbes, excerpts from *Leviathan*
3. John Locke, excerpts from the *Second Treatise of Government*

Secondary Source Readings:

1. Holborn, *A Political Interpretation of the Thirty Years' War*
2. Friedrich, *A Religious Interpretation of the Thirty Years' War*

Class Discussion Questions: SP 2,4,7,11

1. Explain the theory of absolutism. Compare the policies of Louis XIV of France and Peter the Great of Russia in their attempts to create absolute monarchies.

2. How did the traditions of English government and the theories of John Locke present various obstacles to absolutism in England during the 17th century?

FRQs – 1) Compare and contrast the policies of Louis XIV and Peter the Great in their attempts to achieve absolute monarchy.

2) How would Thomas Hobbes view the Glorious Revolution in England? Include a brief description of the political philosophy of Hobbes and the key events of the Glorious Revolution. Now explain how John Locke would view the same events. Include a brief description of his political philosophy.

Unit Name or Timeframe:

Unit V: The Scientific Revolution and the Enlightenment

Content and/or Skills Taught:

1. Advances and revolution in Astronomy.
2. Advances and revolution in anatomy/medicine.
3. The scientific method and a new world-view.
4. Science and religion.
5. Women in science.
6. Scientific societies.
7. The Enlightenment.
8. The Philosophes.
9. Society and Culture in the Enlightenment.
10. Art - Rococo and Neoclassicism (Key artists and examples from the visual arts).

Major Assignments and/or Assessments:

Reading Assignment: Spielvogel, Chapters 16 & 17

Primary Source Readings:

1. Voltaire, selections from the Philosophical Dictionary
2. Thomas Paine, *The Age of Reason: Deism*
3. Mary Wollstonecraft, *A Vindication of the Rights of Women*
4. Galileo, *Letter to Christina of Tuscany: Science and Scripture*
5. Adam Smith, selections from *Wealth of Nations*

Secondary Source Readings

1. Poston, *Why was Science Backward in the Middle Ages?*
2. Clark, *Early Modern Europe: Motives for the Scientific Revolution*

Class Discussion Questions: OS 5,7,9

1. How did the Scientific Revolution contribute to a new theory of knowledge and change humanity's conception of the universe and its place in the universe?
2. How did the Enlightenment change ideas about economics, political systems, and human behavior?

FRQ - Explain how the work of Copernicus, Kepler, Galileo, and Newton contributed to a "clockwork" concept of the universe. How did this clockwork concept influence the development of deism during the Enlightenment?

Unit Name or Timeframe:

Unit VI: European States in the 18th Century

Content and/or Skills Taught:

1. 18th Century Social Order: Peasants, Nobility, the Urban Environment
2. Demographics and population in Europe
3. Family and Marriage
4. European Industry - The Domestic System
5. War of the Austrian Succession
6. Seven Years War
7. The Rise of Prussia
8. Russia / Catherine the Great
9. European states and the ancien regime

Major Assignments and/or Assessments:

Textbook Reading Assignment: Spielvogel, Chapter 18

Primary Source Readings:

1. Catherine the Great, Memoirs
2. Maria Theresa, Testament
3. Jean-Jacques Rousseau, selections from the Social Contract

Map Assignment: Europe and European colonies on the eve of the French Revolution

Secondary Source Readings:

1. Roberts, *The Ancien Regime: Ideals and Realities*

DBQ Practice – 2013 DBQ: Religious Toleration from the 16th to the 18th Centuries

Unit Name or Timeframe:

Unit VII: The French Revolution and the Age of Napoleon

Content and/or Skills Taught:

1. The American Revolution
2. Origins of the French Revolution
3. Radicalism and the Terror
4. Reaction to the French Revolution and the Rise of Napoleon
5. Domestic program of Napoleon
6. The Napoleonic Wars and Napoleon's defeat

Major Assignments and/or Assessments:

Textbook Reading Assignment: Spielvogel, Chapter 19

Supplemental Reading: Anatole France, *The Gods Will Have Blood*

Paper: Analysis of the *The Gods Will Have Blood* as a perspective on the French Revolution

Primary Source Readings:

1. Abbe De Sieyes, *What is the Third Estate?*
2. *The Declaration of the Rights of Man and Citizen*
3. *The Declaration of the Rights of Women*
4. Edmund Burke, *Reflections on the Revolution in France*
5. Robespierre, *Speech to the National Convention – The Terror Justified*

6. Pie Graph – *Classes in France*, Sherman p.174

7. Pie Graph – *Executions During the Reign of Terror*, Sherman p.175

Secondary Source Readings: Compare the interpretations of Lefebvre and Sutherland

1. Lefebvre, *The Coming of the French Revolution*
2. Sutherland, *The Revolution of the Notables*
3. Remusat, *Napoleon's Appeal*

Class Discussion Question: SP 17

1. How did the French Revolution contribute to the birth and growth of nationalism in Europe?

FRQs- 1) Compare the American Revolution and the French Revolution. Discuss two important similarities and two important differences.

2) Napoleon I is sometimes called the greatest enlightened despot. Evaluate this assessment in terms of Napoleon's policies and accomplishments. Be sure to include a definition of enlightened despotism in your answer.

Unit Name or Timeframe:

Unit VIII: The Early 19th Century

Content and/or Skills Taught:

1. The Congress of Vienna and the Concert of Europe
2. The forces of change: liberalism, nationalism, socialism
3. The revolutions of 1830
4. The revolutions of 1848
5. The Agricultural Revolution
6. The Industrial Revolution
7. European society: working class/middle class/standards of living
8. Family life in the Industrial Revolution
9. Women in the Industrial Revolution
10. Art - Romanticism (Powerpoint presentation)

Major Assignments and/or Assessments:

Textbook Reading Assignment: Spielvogel, Chapters 20 & 21

Supplemental Reading: Emile Zola, *Germinal*

Paper: *Germinal* as a critique of European society during the Industrial Revolution

Primary Source Readings:

1. Marx and Engels, selections from *The Communist Manifesto*
2. *The Great Charter*
3. Various sources concerning working conditions in factories / mines
4. Chart – *Population Density in England, 1801* Sherman p.210
5. Chart – *Population Density in England, 1851* Sherman p.211
6. Chart – *Concentration of Industry in England, 1851* Sherman p.212

Secondary Source Readings:

1. Heilbroner, *The Making of Economic Society: England the First to Industrialize*
2. Stearns and Chapman, *Early Industrial Society: Progress or Decline?*

Class Discussion Questions – PP 2,3,6,7

1. Explain the economic effects of the Agricultural Revolution.
2. Explain the social, economic, political, and geographic factors which contributed to the Industrial Revolution.
3. How did industrialization impact work habits, family life, population growth / demographics, and standards of living?

FRQ - Compare the domestic system of production to the factory system. Briefly describe each system and explain how each affected the following: family life, working hours / scheduling, and wages.

DBQ Practice – 2004 DBQ: Attitudes Towards and Responses to the Poor

Unit Name or Timeframe:

Unit IX: The Late 19th Century

Content and/or Skills Taught:

1. France and the Second Empire
2. The Crimean War
3. Italian Unification
4. German Unification
5. Marxism / Communism
6. Autocracy in Russia
7. Britain and the Victorian Era
8. The Hapsburgh Empire
9. The Second Industrial Revolution
10. Science in the 19th Century
11. Mass Society and the Urban Environment
12. The Role of Women in Society
13. Art - Realism and Impressionism (Powerpoint presentation)

Major Assignments and/or Assessments:

Textbook Reading Assignments: Spielvogel, Chapters 22 & 23

Primary Source Readings:

1. J.S. Mill, *On Liberty*
2. Darwin, selections from *The Descent of Man*
3. Freud, selections from *The Interpretation of Dreams*

Secondary Source Readings:

1. Grew, *A Serner Plan for Italian Unity: Nationalism, Liberalism, and Conservatism*
2. Holborn, *German Unification*

Class Discussion Questions: IS 3,6, 9

1. What technological innovations differentiate the Second Industrial Revolution from the earlier era of industrialization?
2. Explain the impact of the Second Industrial Revolution on standards of living.
3. How did the Second Industrial Revolution create more opportunities for women and contribute to new roles for women in society?

FRQ- When historians discuss Italian unification, they sometimes refer to three different men as the “heart”, “brain”, and “sword” of the unification process. Explain who is meant by each nickname and their role in the unification process.

DBQ Practice: (2001 DBQ) Opinions Concerning the Greeks during the Greek Independence Movement

Unit Name or Timeframe:

Unit X: Imperialism and World War I

Content and/or Skills Taught:

1. Science at the turn of the century
2. The New Imperialism
3. Origins of WWI
4. WWI and its Effects
5. The Russian Revolution
6. The Versailles Treaty

Major Assignments and/or Assessments:

Textbook Reading Assignment: Spielvogel, Chapters 24 & 25

Primary Source Readings:

1. Kipling, *The White Man’s Burden*
2. E. Sylvia Pankhurst, *History of the Suffrage Movement*
3. Wilson, *The Fourteen Points*
4. Various sources concerning combat / trench warfare
5. Chart – *Women in the Labor Force, Great Britain, 1914-1918* Sherman p.310
6. Chart – *Women in Industry, Great Britain, 1914-1918* Sherman p.311

Secondary Source Readings: Compare the interpretations of Hobsbawn and Hayes

1. Hobsbawn, *The Age of Empire*
2. Hayes. *Imperialism as a Nationalistic Phenomenon*

Map Assignment: Europe After WWI

FRQ- Explain how the theories of Copernicus in the 16th century and the theories of Darwin and Freud in the 19th century, challenged some of humanity’s fundamental perceptions of itself.

DBQ Practice: (2009 DBQ) Attitudes and Motivations for European Imperialism in Africa

Unit Name or Timeframe:

Unit XI: The Interwar Period and World War II

Content and/or Skills Taught:

1. The Locarno Era: Hopes for Peace
2. Events of the 1920s
3. Italian Fascism
4. The Great Depression
5. Hitler and Nazi Germany
6. Russia under Stalin
7. Spanish Civil War
8. Appeasement and the origins of WWII
9. WWII - Key Battles and Turning Points

10. The Holocaust
11. Wartime Diplomacy
12. Total War / the Homefront / the role of women

Major Assignments and/or Assessments:

Textbook Reading Assignments: Spielvogel, Chapters 26 & 27

Supplemental Reading: Stefan Zweig, *The World of Yesterday*

Paper: Using Zweig's autobiography, compare European culture and society in the decade preceding WWI to the period after WWI.

Map Assignment: Europe after WWII

Primary Source Readings:

1. Keynes, *The Economic Consequences of the Peace*
2. Hitler, selections from *Mein Kampf*
3. Various sources concerning the Holocaust
4. Chart – *Elections to the German Reichstag, 1924-1932* Sherman p.333
5. Chart – *Unemployment in Germany, 1924-1932* Sherman p.333

Class Discussion Questions: PP 8, 11, 16

1. How did the economic crisis of the Great Depression contribute to the rise of fascist, communist and socialist ideologies / regimes?
2. How did these different ideologies respond to the Great Depression?

Secondary Source Readings:

1. Wohl, *The Generation of 1914: Disillusionment*
2. Crossman, *Government and the Governed: The Interwar Years*
3. Laux, *The Great Depression in Europe*

FRQ- Compare international diplomacy in Europe before WWI (1890-1914) to international diplomacy before WWII (1918-1939). Be sure to discuss goals, practices, and results of diplomacy during these periods.

Unit Name or Timeframe:

Unit XII: The Cold War and Contemporary Europe

Content and/or Skills Taught:

1. Emergence of the Cold War
2. Key events of the Cold War: Marshall Plan, United Nations, Eastern Europe, Berlin Blockade, NATO, Korean War, Missile Crisis, Berlin Wall, Space Race.
3. The End of Colonialism
4. Modern European Society
5. The Fall of Communism
6. The European Union
7. Philosophy, Science, and Art in the Modern Era (Art presentation on powerpoint)

Major Assignments and/or Assessments:

Textbook Reading Assignment: Spielvogel, Chapters 28 & 29

Primary Source Readings:

1. Churchill, *Iron Curtain Speech*
2. Gorbachev, *Perestroika*

Secondary Source Readings:

1. Gormly, *Origins of the Cold War*
2. Hammarskjold, *The Positive Role of the United Nations in a Split World*

DBQ Practice: (2005 DBQ) Opinions of European Unity

