

AP European History Syllabus 2015-2016

INTRODUCTION

A student's educational success is the result of many factors; such as, ability, desire, and discipline. Equally important is an awareness of what is expected of a person in each course in which they are enrolled. Students do better in their classes when they have a clear understanding of what is expected of them. What follows are the standards that will be in effect in AP European History for the duration of the school year.

GENERAL OBJECTIVES

- To study the major five themes of European History: Interaction of Europe and the World (INT), Poverty and Prosperity (PP), Objective Knowledge and Subjective Visions (OS), States and other Institutions of Power (SP), and the Individual and Society (IS).
- To prepare students for college.
- To prepare students to be competitive for the AP European History Exam on Friday May 6, 2016

Course Description

Welcome to AP European History! This course is designed for the student who seeks a challenging academic curriculum in European History. All students who take this course are expected to develop excellent reading, essay writing and critical thinking skills.

This course is designed to challenge you. You will be expected to read the book at home to do your homework and be able to participate in class discussions. By taking this class, I will be preparing you for your AP US History class next year. I will also be preparing you to be able to succeed in college. This means you will learn how to become better readers, listeners, thinkers, and writers.

Course Overview

AP European History is a challenging, fast-paced college-level course that covers the history of Europe from the Renaissance to the present. Besides covering the relevant historical facts from these eras, the course investigates the major themes important to each time period through analysis and discussion of different types of primary and secondary sources. During the year, students will be provided with the opportunity to examine primary sources, and students will also be provided with exposure to both to factual narrative and to the interpretations of European history from the perspectives of a variety of different writers and historians. Students will be examining how people have thought about and written about historical events over the course of time. Students will also be provided with the opportunity to develop their analytical and interpretive writing skills, practicing both document-based and free response style essays on a regular basis.

Readings

This course's primary book is a college-level textbook entitled "Western Civilization" Comprehensive 5th edition, by Spielvogel, published by Thomson Wadsworth, 2003. "Using outside sources to supplement the textbook to extend to topics in the course redesign ..."

Documentary and interpretive readings are chosen from a variety of sources; such as, "Sources of the West," by Mark Kishlansky, and "Sources of the Western Tradition", By Perry, et al.

also Internet archives such as "Internet Modern History Sourcebook" and "Hanover Historical Texts Project," <http://www.fordham.edu/halsall/mod/modsbook.html>

AP Euro Curricular Requirements and Historical Thinking Skills

Curricular Requirements

CR1a -The course includes a college-level European history textbook

CR1b -The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

CR1c-The course includes multiple secondary sources written by historians or scholars interpreting the past.

CR2-Each of the course historical periods receives explicit attention.

CR3-Students are provided opportunities to apply learning objectives in each of the five themes throughout the course. CR4-The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

CR5-The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

CR6-The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence

CR7-The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

CR8-The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

CR9-The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

CR10 -The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

CR11-The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization

CR12 -The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

CR13 -The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis

Historical Thinking Skills

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.

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.

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).

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.

Assessments

Within each unit students will be asked to do a variety of writing assignments. There will also be periodic quizzes over content. The majority of formal assessment will be done at the end of each unit. At that time students will be given a unit test that consists of 20-30 multiple choice-type questions. These multiple-choice questions will be centered around images, graphs, and quotes directly connected to the unit content. They will also have 2 - 4 short-answer questions over each unit, and one long essay or DBQ over each unit.

Testing

To assess your knowledge of each part of each unit in AP European History and to prepare you for the AP Exam, you will be required to show your understanding in the following test formats: Long Essay Question Essays, Document Based Question Essays, Short Answer Questions, Standard Content-based Multiple Choice Questions, and Stimulus-based Multiple Choice Questions. When the syllabus says "multiple choice," be prepared to answer both types of multiple-choice questions.

AP Euro Units

- I. 1450–1648
Chapters 11-15(stop on page 427) Late Middle Ages up to English Civil War
- II. 1648–1815
Chapters 15 (start on page 427)-19 English Civil War through Napoleon's defeat
- III. 1815–1914
Chapters 20-24 Industrial Revolution-Imperialism
- IV. 1914–Present
Chapters 25-20 WWI-the Present

—Each of the course historical periods receives explicit attention.

2016 AP Euro Exam is Friday May 6

THIS IS A WEIGHTED CLASS. IT IS EXPECTED THAT YOU WILL TAKE THE AP EXAM. THERE IS A TERM PAPER DUE IN LIEU OF THE AP EXAM IF FOR ANY REASON YOU DO NOT TAKE THE AP TEST.

Art Assignment

For each unit students will research a work of art. Their research will include: the artist, the artistic movement, a brief history of what was happening during the decade the piece was created, and an explanation of how what was going on in society influenced the art/artist. Students will present their findings to the class.

Unit I: 1450-1648 Chapters 11-15 (pg.427)

Chapter 11-The Late Middle Ages

Background Information

- The roots of some modern political tenets are found in the late medieval period
- Late medieval economic developments changed the class structure of Europe and led to a more modern demographic arrangement.
- The breakdown of the Catholic Church, and other late medieval disasters (plague, little ice age, etc.) began to change the traditional structures of Europe.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt-Konigshofen, “The Cremation of Strasbourg Jews”
- Excerpt-*The Legal Rights of Women*
- Plague DBQ
- Modern Europe Map
- Map Black Death

Activities

APPARTS (Author, Place and Time, Prior Knowledge, Audience, Reason, The Main Idea, Significance). Students will read excerpts from *The Legal Rights of Women* and do an APPARTS analysis on the excerpts. Students will use the analysis to determine the perspective of the document and its

Writing Plague DBQ

Chapter 12- The Renaissance

Background Information

- Many factors led to the changes that together comprise the spirit of the Renaissance.
- Although similarities do exist, the Renaissance is significantly different than the late medieval period.
- The influence of the classics and growing trade broadened the views of Renaissance citizens.
- Political structures varied in form from region to region, in Renaissance Europe.
- Differences existed between medieval and Renaissance art.
- Northern Europe and Italy experienced the Renaissance in slightly different ways.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt-Letters of Isabella d’Este
- Perry-Excerpt-Machiavelli, The Prince
- Perry-Excerpt-Mirandola, Oration on the Dignity of Man

- Excerpt- Joan Kelly Did Women have a Renaissance?
- Excerpt –Boccaccio, The Decameron
- Excerpt- A Woman’s Defense of Learning
- *History Guide- Renaissance Humanism
- *Burckhardt, Jacob- The Civilization of the Renaissance
- *Burke, Peter-The Myth of the Renaissance

Activities

After reading excerpts from Jacob Burckhardt’s *Civilization of the Renaissance in Italy* and Peter Burke’s *The Myth of the Renaissance*, students hold a debate supporting or challenging the argument that the Renaissance was really a rebirth rather than a continuation of natural change.

Students engage in a small group discussion analyzing the distinctiveness of the Northern Renaissance in comparison with the Italian Renaissance.

Chapter 13- Reformation and Religious Wars

Background Information

- The Reformation was a social, political and economic movement, not just a religious one.
- There were many similarities & differences between the various Protestant reformers.
- Religious conflicts caused a century of upheaval in Early Modern Europe
- Political, social, and economic factors also motivated the outbreak of “religious” warfare.
- The Thirty Years War had long-lasting impacts.
- The development of a strong Protestant monarchy in England under Elizabeth changed the balance of power in Europe.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt-Erasmus, The Praise of Folly
- Excerpt-Luther, “Robbing and Murdering Hordes of Peasants”
- Excerpt-Luther, the Ninety-Five Theses
- Excerpt- The Marburg Colloquy, 1529
- Excerpt-A Protestant Woman
- Excerpt- Norman Davies Europe a History-Printing Press
- German Peasant Revolt DBQ-2008
- *Holborn, Hajo- A Political Interpretation of the Thirty Years’ War
- *Friedrich, Carl J.- A Religious Interpretation of the Thirty Years’ War
- *Weber, Max- An Economic Interpretation of the Reformation
- *Elton, G.R.- A Political Interpretation of the Reformation
- Map of Europe after the 30 year war

Activities

Causes and Outcomes-Students will generate a list of causes for the Thirty Years’ War and then have a small group discussion regarding how the causes changed over the “phases” of the war. After studying maps of before and after the war students will discuss what effects the Thirty Years War had on Europe.

Students will read two secondary sources reflecting on the Thirty Years' War: "A Political Interpretation of the Thirty Years' War" by Hajo Holborn and "A Religious Interpretation of the Thirty Years' War" by Carl J. Friedrich. Using all of this information, students will be asked to participate in a small group discussion to address the following question: *What impact did the Thirty Years' War have on Religious and Political Power in Europe?* After the discussion, they will be required to write an essay addressing the question.

Students will answer the following questions in small groups then write an essay: how did the Renaissance and the Reformation change the way society viewed individuality? How did the movements restructure an individual's relationship with God?

Theme 3 (OS) - Objective Knowledge and Subjective Visions

LO 2: Students will debate the difference implied by the contrasting use of "Counter Reformation" and "Catholic Reformation," choose the term they find best applies and then defend their stance in a timed writing.

Chapter 14 New Encounters

Background Information

- The age of exploration was a natural outcome of the Renaissance intellectual, economic, and political changes.
- As a result of the age of exploration, power shifted from the Mediterranean merchants to the Atlantic seaboard.
- Spain experienced a decline under Philip II from which it never really recovered.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt-The Portuguese Conquest of Malacca
- Excerpt- The Spanish Conquistador: Cortes and the Conquest of Mexico
- Excerpt- The Atlantic Slave Trade
- West Meets East: An Exchange of Royal Letters
- Attitudes Towards the Poor DBQ-2004
- *Reed, Richard- The Expansion of Europe
- *Bush, M.L-The Effects of Expansion on the Non-European World
- *Nash, Gary- Red, White, and Black: The Peoples of Early America
- Map of Colonization

Activities

Historical Causation: The Columbian Exchange—Students will write an essay addressing the following prompt: how did the exchange create economic opportunities for the Europeans and how did it lead to the subjugation and destruction of indigenous peoples, particularly in the Americas?

Students select a new world colony and find a map of trade, first person account of a native or slave, first person account of a colonizer, first person account of a political or economic figure living on the continent involved in trade, and quantitative data of overseas products, and then write an essay comparing the benefits and drawbacks of colonial exploitation.

Theme 5 (IS) - Individual and Society

LO 10: Students will engage in a debate over questions of basic human rights raised by contact with new peoples in the Americas and the Pacific.

Chapter 15 State Building

Background Information

- The disintegration and reconstruction of France had significant effects on the rest of Europe.
- Dutch cultural & commercial accomplishments were significant in the 17th century.
- Britain experienced a century of turmoil under the Stuarts in the 17th century.
- Many political, economic, social, and religious factors led to the English Civil War & the Glorious Revolution.
- Dutch & English commercial conflicts ended in disaster for the Dutch.
- Absolute monarchs used different methods to maintain their control.
- The relationship between nobility and monarchs varied from nation to nation.
- Mercantilism became the dominant economic system of absolute monarchs.
- Spain experienced a decline under Philip II from which it never really recovered.
- The disintegration and reconstruction of France had significant effects on the rest of Europe.
- Dutch cultural & commercial accomplishments were significant in the 17th century.
- Britain experienced a century of turmoil under the Stuarts in the 17th century.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- An Imperial Edict to the King of England
- Excerpt-A Witchcraft Trial in France
- Excerpt- Travel's with the King
- Excerpt- English Bill of Rights (1688)
- Excerpt-Duc de Saint-Simon, Memoirs
- Kishlansky-Excerpt-Grimmelshausen, Simplicissimus
- French Nobility DBQ-2007B

Activities

APPARTS English Bill of Rights

Unit FRQs- at the end of the unit students should be prepared to answer any of the following FRQs as part of their assessment

Evaluate the differing views of the Renaissance held by Jacob Burckhardt and Peter Burke. Do you believe that the Renaissance is a distinct period? Explain.

Choose one southern piece of art and one northern piece. Using the artwork, compare and contrast the values and ideals of the society that produced them. Be sure to make note of the artist's purpose, point of view and intended audience.

Compare and contrast the political, economic, and religious reasons for the rise of the Dutch and the decline of the Spanish in the period 1550–1650.

Evaluate Holborn and Schiller's explanations of the Thirty Years' War. Compare these with the account provided by Spielvogel in our textbook. Which arguments do you find most effective? Do you agree with one author more than the other? Explain.

Unit II: 1648-1815 Chapters 15 (pg. 427)-19

Chapter 15 State Building

Background Information

- Many political, economic, social, and religious factors led to the English Civil War & the Glorious Revolution.
- Dutch & English commercial conflicts ended in disaster for the Dutch.
- Absolute monarchs used different methods to maintain their control.
- The relationship between nobility and monarchs varied from nation to nation.
- Mercantilism became the dominant economic system of absolute monarchs.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt- English Bill of Rights (1688)
- Russian Peasants DBQ-1999
- Elizabeth I and Gender Roles DBQ-2011
- Early modern child Rearing DBQ-2007

Activities

DBQ Elizabeth I and gender roles

Chapter 16 The Scientific Revolution

Back Ground Information

- Important accomplishments of Bacon, Descartes, Harvey, Newton, Galileo, Copernicus, & Kepler forever changed mankind's conception of the universe and the world.
- The scientific revolution is a "revolution," not only because of the many new discoveries, but also because of the development of the scientific method.
- The inductive method changed traditional scientific inquiry.

Readings/Supplementals

- Excerpt- The Book of My Life
- Excerpt- The "Natural" Inferiority of Women
- Excerpt-What is a man in the Infinite?
- Perry-Excerpt- Galilei, The Starry Messenger
- Kishlansky-Excerpt-Descartes, Discourse on Method
- Science in Early Modern Society DBQ-2005 B

Activities

APPARTS The "Natural" Inferiority of Women

DBQ Science in Early Modern Society

Chapter 17 The Enlightenment

Back Ground Information

- A wide variety of Enlightenment thinkers held a wide variety of views about politics, human nature, economics, and social issues.
- Enlightened monarchs sometimes applied the ideas of the philosophes in their realms, but they often masqueraded as being much more enlightened than they really were.
- The Village was the center of life in European society prior to the 18th century.
- For most of the population life was experienced at a subsistence level.
- European population had increased at a slow and cyclical rate.
- The enclosure of land had steadily increased since 1500 A.D.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt- Benedict de Spinoza, A Political Treatise
- Excerpt- Voltaire, Attack on Religious Intolerance
- Excerpt-Montesquieu, The Spirit of the Laws
- Excerpt-Wollstonecraft, Vindication of the Rights of Women
- Kishlansky-Excerpt-Locke, Second Treatise of Government
- Kishlansky-Excerpt-Descartes, Discourse on Method
- Kishlansky-Excerpt-Beccaria, On Crimes and Punishment
- Religious toleration DBQ-2013
- *Nash, Gary-The Transformation of European Society

Activities

After reading several Enlightenment primary sources and Gary Nash The Transformation of European Society, students will have a small group discussion explaining why the Enlightenment is a distinct time period and then write an essay explaining the effects of Enlightenment ideas on European society.

Essay In what ways did Enlightenment thinkers challenge previously held notions of human nature, government, and religious beliefs?

Chapter 18- European States and International Wars and 18th Century Social Change

Background Information

- Prussia emerged as an important European power during the age of absolutism due to strong political, military, and economic leadership on the part of the Hohenzollern family.
- Austria, Prussia, France, and Russia, & England become the strongest powers during the age of absolutism

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt- Proposal of Catherine II for a New Law Code
- Excerpt-Clive, British Victory in England
- Excerpt- British Woolen Worker's Petition 1786

Activities

Students create a graphic organizer, students compare and contrast the development of absolutism in Western Europe to the development of absolutism in Eastern Europe from 1450 to 1789.

Chapter 19- The French Revolution and the Napoleonic Era

Back Ground Information

- A different social class led each phase of the revolution & each phase had different causes.
- The French revolution resulted from a combination of traditional class conflicts, economic insecurity, and Enlightenment ideals.
- The ideals of the revolution, introduced by Napoleon to conquered territories, lit the spark of freedom in many parts of Eastern Europe.
- Napoleon used a variety of methods to maintain absolute control over France while also offering a degree of freedom to the French people.
- Most European nations were threatened by Napoleon not only for political reasons, but also because he gave their populations a taste of freedom.
- The Congress of Vienna was a reaction to the liberalism of the French Revolution & set the stage for the struggle between conservatism & liberalism during the 19th century.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Spielvogel-Chapter 19
- Parisian Newspaper Account of the Fall of the Bastille
- Robespierre, Speech on Revolutionary Government
- Excerpts- Napoleon
- Perry-Excerpt- Declaration of the Rights of Man and Citizen
- Excerpt- Declaration of the Rights of Women and the Female Citizen
- Perry-Excerpt-Young, Plight of the French Peasant
- Map Europe under Napoleon
- Map Europe after the Congress of Vienna
- Pearson Education Viewpoints
 - Two views of French Revolution
 - Two views of Napoleon
- French Revolutionary Calendar DBQ -2008 B
- *Rude, George- Napoleon as Preserver of the Revolution
- *Roberts,John- The Ancien Regime: Ideals and Realities
- *Lefebvre, Georges- The Coming of the French Revolution
- *Sutherland, Donald-The Revolution of the Notables

Activities

Students write an essay analyzing both internal and external forces, to account for the transformation of the course of the French Revolution between 1789 and 1806.

Students create a graphic organizer to identify the multiple causes and consequences of the French Revolution.

Unit FRQs- at the end of the unit students should be prepared to answer any of the following FRQs as part of their assessment

Evaluate the changing roles of the nobility in European society (1450–1789) using a combination of primary and secondary sources.

Analyze the political, economic, and social causes for the French Revolution of 1789.

Using the French Revolution documents above, analyze the influence of Enlightenment theory on the Moderate phase of the French Revolution.

Compare and contrast the accounts of the French Revolution provided by Lefebvre and Sutherland.

To what extent did the French Revolution amount to a “Revolution” in economic terms for each of the following groups: nobility, middle class, average person, and women?

Unit III: 1815-1914 Chapters 20-24

Chapter 20 Industrial Revolution

Background Information

- Britain was the leader in the industrial revolution due to its political & economic stability, intellectual freedom, geographical location, & available work force.
- The industrial revolution created important demographic, political, and social changes, including the eventual death of the cottage industries.
- The first industrial revolution is different in its causes, products, and effects than the 2nd industrial revolution.
- The industrial revolution built upon and advanced the commercial capitalism of the early modern centuries.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt- The Great Irish Famine
- Excerpt- Factory Rules...Royal Overseas Trading Company
- Excerpt-Mitchel, The Last Conquest of Ireland
- Excerpts- Child Labor
- Manchester and the Industrial Revolution DBQ-2002
- Rituals and Festivals DBQ-2000
- *Krieger, Leonard- The Resurgent Aristocracy
- *Wiesner, Merry- Women’s Work in Preindustrial Europe
- Map of Industrialization

Activities

Students create a timeline of the Industrial Revolution in which they define the period separately and appropriately for various European nations or regions.

Essay-Analyze the extent to which the Industrial Revolution altered the lives of England’s working class.

Theme 4 (SP-14) - States and other Institutions of Power

Students will examine the Concert of Europe and, using a debate format, evaluate its strengths and weaknesses.

Chapter 21-Reaction-Romanticism

Background Information

- Many different “isms” emerged in response to the industrial revolution and its human costs.
- The clash between liberalism and conservatism culminated in the revolutions of 1848.
- Many common objectives motivated the revolutions of 1848, and the degree to which these were achieved varied by region.
- Marxism had many roots, such as the writings of the utopian socialists, German philosophers, and contemporary scientists, as well as personal observations, and historical studies.
- Marxism was not adopted immediately in any nation of Europe.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt- Political Demands of the Chartist Movement
- Kishlansky-Excerpt-Engels, The Condition of the Working Class in England
- Excerpt- Dickens Hard Times
- Excerpt-Marx, The Communist Manifesto
- Improve Workers Lives DBQ-2012

Activities

Create a graphic organizer to define and give examples of the “isms”

APPARTS Communist Manifesto

Theme 5 (IS) - Individual and Society

LO 10: Students will engage in a debate over questions of basic human rights raised by contact with new peoples in the Americas and the Pacific.

Chapter 22 Nationalism and Realism Chapter 23 An Age of Progress

Background Information

- Although many leaders tried to secure the unification of Italy, Count Camillo Cavour was successful due to his political power, his growing network of alliances, & his diplomatic savvy.
- Political, economic, and social differences between Northern & Southern Italy combined with international interference made it difficult to unify Italy.
- Nationalism was a major factor in the unification of both Italy & Germany.
- Separatism dating from the 16th century and competition for control between Austria and Prussia thwarted many efforts at German unification.
- Germany was unified due to the Machiavellian policies of Otto von Bismarck.
- The Prussian military tradition dominated the new German government and its policies.

- Following unification, Germany was one of the first nations to adopt widespread social welfare programs.
- Although many leaders tried to secure the unification of Italy, Count Camillo Cavour was successful due to his political power, his growing network of alliances, & his diplomatic savvy.
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- Nationalism was a major factor in the unification of both Italy & Germany.
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- Germany was unified due to the Machiavellian policies of Otto von Bismarck.
- The Prussian military tradition dominated the new German government and its policies.
- Following unification, Germany was one of the first nations to adopt widespread social welfare programs.
- The second industrial revolution differed greatly from the first industrial revolution in terms of living & working conditions, political control, and production.
- The second industrial revolution reorganized capital in Europe and transformed Western European methods of investment and distribution.
- Economic changes of the late 19th century had far-reaching social and political impacts.
- Growing political power of the working class in England led to the growth of the labor movement and the demands for greater reform.
- Late 19th and early 20th century discoveries in the sciences once again shattered the traditional view of the world & caused citizens to question their political, social, economic, and religious beliefs.
- The images portrayed by the Victorian media often ignored the problems of society.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt- Metternich, Memoirs
- Excerpt- Mill, On Liberty
- Excerpt-Mazzini, The Young Italy Oath
- Tsar Alexander II, Imperial Decree
- Excerpt-Louis Napoleon, Proclamation to the People
- Greek Independence and Nationalism DBQ
- Excerpt-Dickens, The Old Curiosity Shop
- Excerpt-Bernstein, Evolutionary Socialism
- Kishlansky-Excerpt-Darwin, The Descent of Man
- Ideas of Great Political Philosophers Vol. 2- Excerpt-Utilitarianism
- Greek Independence DBQ-2001
- Italian Unification DBQ-2010 B
- Map of German Unification
- Map of Italian Unification

Activities

Compare and Contrast the unifications of Italy and Germany
DBQ Greek Independence

Chapter 24 Age of Anxiety-Imperialism

Background Information

- New Imperialism had many political and economic motives.
- New Imperialism differed in many ways from 16th century imperialism.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Kipling, “The White Man’s Burden” With a political cartoon on Imperialism
- Excerpt-Morel, The Black Man’s Burden
- Pearson Education viewpoints- Impact of British Rule on India
- Map Africa 1885
- Imperialism in Africa DBQ-2009
- *Hobsbawm, E.J.- The Age of Empire
- Map of Imperialism in Asia

Activities

After reading The White man’s Burden and analyzing the political cartoon, students discuss the question, What was the white man’s burden? Then Students read The Black Man’s Burden and discuss the effects of European Imperialism on Africa.

Theme 1 (INT) - Interaction of Europe and the World

LO 7: Students will engage in classroom discussion on the impact of European colonial expansion on indigenous peoples in Africa and the Americas.

Unit FRQs- at the end of the unit students should be prepared to answer any of the following FRQs as part of their assessment

In the battle to control Europe between 1815–30, assess which side (the Old Order or the New Order) won.

Research an article on modern 21st century liberalism in Europe. Compare and contrast these views with the early 19th century of classic liberalism.

In the period 1815–1848, western European powers sacrificed the interests of the working classes to please the middle class. To what extent do you agree or disagree with that statement?

Analyze the reasons why late nineteenth century Europeans argued for and against imperialism.

Using one Impressionist piece of art from this period and one piece of art from any prior period, explain why the Impressionist period was the turning point for modern art.

Compare and contrast the nature of European colonialism in the sixteenth and seventeenth centuries to European imperialism in the nineteenth century.

Discuss the views of Hobsbawm on the short and long term effects of imperialism compare and contrast those views with the primary sources we read and your textbook.

Assess the ways in which the following individuals challenged the established social/intellectual order in the period 1871–1914: Freud, Nietzsche, Einstein, Pankhursts, Herzl, Bernstein, Social Democratic Parties in GER and GBR.

UNIT IV: 1914-Present chapters 25-29

Chapter 25-WWI-Russian Revolution

Background Information

- Although the immediate cause of WWI was the shooting of the Archduke, nationalism, militarism, imperialism, and alliance systems were important underlying causes.
- Military technology changed considerably during WWI.
- Although the Treaty of Versailles ended WWI, flaws in the treaty set the stage for the coming of WWII.
- The Russian Revolution was the culmination of many centuries of oppression and poverty of the peasant class.
- A variety of social, economic, and political problems caused the Russian Revolution.
- There were two revolutions in 1917—the first led by Kerensky and the second led by Lenin.
- The Russian Revolution had significant and long-range effects for the entire world.
- The Russian Revolution provided the world with its first experiment in the use of Marxism.
- Marxism, Leninism, and Stalinism differed from one another in some significant ways.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt-Communications Between Berlin and Saint Petersburg
- Excerpt-Zweig, The World of Yesterday
- Excerpt-Remarque, All Quiet on the Western Front
- Excerpt- Reed, Ten Days that Shook the World
- Kishlansky-Excerpt-Wilson, Fourteen Points
- Kishlansky-Excerpt-Lenin, What is to be Done?
- Maps Europe before and after WWI
- Propaganda posters
- Germany during WWI DBQ -2003
- Alsace Lorraine DBQ-2006 B
- *Keynes, John-The Economic Consequences of The Peace
- Map of the Balkans

Activities

Small group discussion- Were Fascism and Communism inevitable forms of government following World War I? Sources drawn from the following: excerpts from Hitler; Churchill; Mussolini; Stalin; Franco; Lenin.

Analyzing political propaganda in terms of cartoons and posters, as well as charts of WWI

Chapter 26-Europe Between the Wars

Background Information

- Although the Allies had won WWI, their economies were in shambles and most were faced with political instability.
- The isolation of the US forced Europeans to solve their own political & economic problems in the 1920's & 1930's.

- The eschewing of the USSR by W. European allies led to resentment and distrust of the Western powers by Stalin.
- Communism and Fascism are vastly different systems, even though they appear alike at first glance.
- Differing motives led some Europeans to favor the appeasement of Hitler while others favored the popular front movement.
- Worldwide economic problems hastened the rise of totalitarian regimes in Germany and Italy during the mid-war years.
- Anti-Semitism threatened the security & lives of German Jews by the mid-1930s, eventually culminating in the Holocaust.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt-Mussolini, ‘The Political and Social Doctrine of Fascism’
- Excerpt-Hitler, Mein Kampf
- Perry-Excerpt-Dolot, Execution by Hunger
- Perry-Excerpt-Khrushchev’s Secret Speech
- Perry-Excerpt-Graf, Heredity and Racial Biology for Students
- Perry- Excerpt- Lochner, Book Burning
- Italian Fascism and Birth Rate DBQ -2002 B
- Weimer Republic DBQ -2010
- *Kennan, George- Appeasement at Munich Attacked
- *Taylor, A.J.P- The Origins of the Second World War: Appeasement Defended
- Map of German Expansion

Activities

Compare and contrast the views of Kennan and Taylor on appeasement.

APPARTS Mein Kampf

Chapter 27- WWII

Background Information

- There were two main theaters of WWII, each with differing causes.
- The various steps in the appeasement of Hitler were actually steps toward the outbreak of war.
- Although the US, W. Europe, and the USSR were allies during the war, there was a great deal of distrust among them.
- Important decisions made at Yalta and Potsdam and the use of the atomic bomb had important impacts on the development of cold war tensions.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt-Hitler’s Secret Book
- Excerpt- Churchill Speeches
- Excerpt-Chamberlin Speeches
- Excerpt-Stalin Speeches
- Kishlansky-Excerpt-Memories of the Holocaust
- Kishlansky-Excerpt-Eichmann Testimony
- Perry-Excerpts-Munich Agreement
- Political cartoons
- Propaganda posters
- Map Europe after WWII

- Marshall Petain and Vichy France DBQ2003 B
- Map of WWII in Europe
- Map of Final Solution

Activities

Students write an essay in which they assess the changing economic and political roles of women in Western Europe from the Reformation to WW II.

Analyzing political propaganda in terms of cartoons and posters, as well as charts of WWII

Chapter 28 Cold War

Background Information

- The Cold War resulted from a variety of conflicts between the US and USSR which began even before WWII was finished.
- The existence of nuclear weapons added a new dimension to post-war conflicts and diplomacy.
- The Cold War created cultural and social turbulence in Europe.
- Cold War tensions eventually led both Eastern and Western Europeans to seek ways to separate themselves from the influence of the superpowers.

Primary and Secondary Readings/ Supplementals to be drawn from the following(*denotes a secondary source):

- Excerpt-Truman Doctrine
- Excerpt-Khrushchev address to the Twentieth Party Congress
- Krishlansky-Excerpt-Churchill, “The Iron Curtain”
- McGraw Hill Taking Sides- Was Stalin responsible for the Cold War
- French National Identity DBQ 2015
- Communism in Poland DBQ-2014
- Political Cartoon Marshall Plan
- Map of the Cold War

Activities

Small group discussion Who caused the Cold War?

DBQ Communism in Poland

Essay students explain the cultural and political characteristics that have led historians to define The Cold War as a unique period in European

Chapter 29

Background Information

- De-colonization and the rise of the Third World also complicated international affairs.
- Eastern and Western Europeans were often unhappy with domination by the superpowers but were politically and economically forced to submit to their wishes.
- Cold War tensions eventually led both Eastern and Western Europeans to seek ways to separate themselves from the influence of the superpowers.
- Growing discontent with Soviet influence in E. Europe, coupled with growing economic and political problems in the Soviet Union led to a series of revolts against the USSR which culminated in not only the autonomy of E. European nations, but also the breakup of the USSR.
- Gorbachev’s policies of glasnost and perestroika played an important role in the E. European and Soviet changes.

- Western European nations reorganized the Common Market into the EEC, and many have adopted the Euro, in an attempt to become autonomous and competitive economically and politically.
- Ethnic nationalism, among other causes, led to war and the breakup of Yugoslavia.
- The collapse of the USSR has created new political, economic, cultural, and social relationships in the world.
- NATO has had to reexamine its purpose and membership.

Readings/Supplementals

- Excerpt-Beauvoir, The Second Sex
- EU post WWII DBQ- 2005
- 20th Century immigration DBQ-2011 B
- *Lukacs, John- The Short Century-It's Over
- *Garthoff, Raymond L. –The End of the Cold War
- *Heilbroner, Robert- After Communism: Causes for the Collapse
- *Huntington, Samuel- Terrorism and the Clash of Civilizations
- *Ferguson, Niall- The Future after 9-11-01
- *Juergensmeyer, Mark-Religious Terrorism
- *Friedman, Thomas-Globalization
- *McNeil, J.R.-Ecological Threats

Activities

Students will use quantitative data to create a series of graphs showing the changes in demography from circa 1900 to 1968 in France, including age distribution, gender distribution, and percentage of immigrants living in France as permanent residents or citizens.

Students research an article on modern 21st- century liberalism in Europe and compare the essential qualities of this outlook to the characteristic values of classic liberalism of the early 19th century.

Theme 1 (INT-11) - Interaction of Europe and the World

Students will debate the strengths and weaknesses of the United Nations as opposed to the European Union since 1989.

Theme 2 (PP-15) - Poverty and Prosperity

Students will research the impact of the welfare state on individual prosperity in various European states between 1945 and 2010 and present their findings to the class in PowerPoint presentations.

Unit FRQs- at the end of the unit students should be prepared to answer any of the following FRQs as part of their assessment

To what extent did the artistic movements of the 1920s reflect the mood of European society? Use three pieces of art in your discussion.

Using both primary and secondary sources, analyze the various reasons for the coming of the First World War in 1914.

Analyze the various views on the wisdom of appeasement and how it contributed to WWII.

Assess the reasons that Europeans began to decolonize in the period after 1945.

Compare and contrast appeasement on the eve of WWII with Western European responses to the annexation of Crimea by Russian in 2014

Assess the negative and positive impacts of European interactions with African and Asia. (1870–1970)

Unit V: AP Review

The following essays ask information from multiple periods. They will be used for both writing and discussion purposes.

Compare and contrast the extent to which the French Revolution (1789–1815) and the Russian Revolution (1917–24) changed the status of women.

Compare the ways in which two pieces of art from two different time periods express the artistic and intellectual concerns of the eras in which the works were created, with respect to each artist's intended audience, purpose, and point of view.

Compare and contrast the ways in which 17th century absolute monarchs and 20th century dictators gained and maintained their power.

Compare and contrast the relationship between the artist and the society in the Renaissance/Reformation period to the relationship between the artist and society in the late 19th century.

Compare and contrast the social and economic roles of the state in 17th and 18th century Europe (pre–1789) to the social and economic roles of the state after WWII.

Contrast late nineteenth century European attitudes and policies about race to those after 1950.

Compare and contrast the crisis in state authority that precipitated the French Revolution in 1789 and the February and October Revolutions in 1917.

Analyze how the political and economic problems of the English and French monarchies led to the English Civil War and the French Revolution.

Assess the ways in which women participated in and influenced two of the following: The Renaissance, The Reformation, The French Revolution ,and WWI.

Analyze the differences between the political ideals expressed in the visual arts of the Renaissance (fifteenth-sixteenth century) and the political ideals expressed in the visual arts of the Neoclassical/Romantic period (eighteenth and nineteenth centuries).

Analyze the differences between the motives that shaped European colonial expansion in the period 1450–1750 and the motives that shaped European colonial expansion in the period 1850–1914.

Analyze the factors that led to the expansion of women's participation in the paid workforce in Europe over the course of the twentieth century.

There will be review assignments given over Thanksgiving Break, Winter Break, and Spring Break!!!

POST EXAM ACTIVITIES

May/June

- Geography unit
- There will be no homework other than studying for this unit
- There will be an exam for this unit

HOW TO SUCCEED IN THIS COURSE

- Come to class every day.
- Take thorough notes on lectures and discussions.
- Keep up with reading.
- Turn in your work on time.
- Follow instructions and listen to your instructor's advice. *I want you to succeed.*
- Attitude is everything. Stay positive!
- Participate in the discussion. You will learn more.
- Do not cram for tests. Studying a little at a time is better than an all-night session all at once.

You *must* do the reading and you *must* come to class ready and willing to listen actively—that is, not just take notes but also to think about, and examine what is being said. You must also always be prepared to actively participate. Your active participation does not mean that you should talk all the time (you should not), but rather that you are both prepared and intellectually present during class time. After all, *listening* is as much an active, acquired, and practiced skill as is discussing. Additionally, if you are shy or uncomfortable about speaking up in class, please consider letting me know. Together, we can develop a strategy to facilitate your participation.

Writing Assignments

Writing history will force you to understand history to a much greater degree. As you write, you will learn to take a stand and back up your opinion with evidence. You will learn to produce a logical argument.

Writing history gives you the chance to state your opinion. Since the interpretation of history is always subjective, writing allows you to persuade the reader of your argument. For instance, many historians have interpreted the Thirty Years' War as an example of what would later be called a world war and therefore a modern war. There are other historians who disagree. They say that the Thirty Years' War is an example of a medieval war, or even the last medieval war. This is where you step in. Having read a variety of interpretations, you are now prepared to voice your own opinion. You may agree or disagree, that much is clear. But the real issue at stake here is how you support your opinion with evidence.

Writing history gets you in the habit of synthesizing large quantities of material. Evidence must be gathered and prioritized. Thesis statements must be created from the evidence you have. You begin to learn about the general topic upon which you are writing as well as specific events.

Writing history will help you to better organize your thoughts. The historian must exhibit some kind of logic or the analysis falls apart. Studying history, thinking history, writing history--in a word, doing history--is not easy. It is difficult and requires much sustained effort.

There will be at least one writing assignment per unit.

Quizzes

Quizzes will be given periodically on the reading and class assignments and are designed to review material that needs to be mastered in order for the student to succeed on the AP exam.

Finals

The finals are cumulative and worth at 15% of your grade. Your semester two final will be a multiple day event just before the AP test. It is cumulative for the whole year and worth 15% of your grade. During the June finals you will be taking a geography exam.

Homework

- Assignments and readings are to be completed before coming to class and are due at the end of each unit.
- If you are tardy the day work is due the highest grade you can earn is 50%.
- No work will be accepted for unexcused absences.
- Homework assignments **WILL BE DUE** on time, at the beginning of the class period-not the end.
- Make up work will only be allowed in the case of an **excused** absence.
- Make up work will be due the following school day, upon student's return to class.
- Class Participation is counted towards your academic and citizenship grades.

Why is Homework Important?

- Homework improves thinking and memory
- Homework helps develop positive study skills and habits
- Homework encourages students to develop time management skills.
- Homework teaches students to work independently
- Homework teaches students to take responsibility for their work
- Homework allows students to review and practice what has been covered in class
- Homework helps students to get ready for the next day's class
- Homework helps students integrate learning by applying many different skills to a single task
- Homework helps parents learn more about what their students are learning in school
- Homework prepares students for what will be expected from them in college

Current Events

In order to see what is currently taking place in Europe, students will be required to complete current event write ups.. Here is a list of acceptable internet sites for current events:

Nytimes.com

Washingtonpost.com
Cnn.com
Bbc.com

EXPECTATIONS FOR CLASS ASSIGNMENTS

Considerably more is expected of students enrolled in Advanced Placement classes than is the norm in other levels of an equivalent course. Assignments in this course will mirror those found in a similar college survey class. Therefore students can anticipate not only more homework than their non AP peers, but assignments that require greater mastery of content, more in-depth analysis, and a great deal more thinking and writing. Assignments written in pencil will not be accepted. Handwritten work that is illegible will not be graded. Students will receive a grade of zero on those assignments. No name assignments will be thrown out.

GRADING SCALE

AP European History is a standards based class that satisfies the expectations set by both the State of California and the College Board. Grades in this course will be assigned on a percentage basis. The following scale will be in effect for all assignments:

A= 95-100%, A- = 90-94%
B+=88-89%, B=84-87%, B- =80-83
C+=78-79%, C=75-77%, C-=70-74%
D+=69%, D=65-68%, D- =60-64%
F=0-59%

*The highest citizenship grade you can earn with a failing grade is a S.

READING A TEXTBOOK

AP history, like most history classes, uses a textbook to help students gain an understanding of the subject. The course requires a substantial amount of reading. The following suggestions may help you to better use your text and to master material: **First** – Keep up with all your reading assignments. Many students put off their readings until just before an exam. This deprives them of the background information that is crucial to their understanding of what is being presented in class or that which they may find in supplementary assignments. **Second** – Read and reread. If you are not sure you understand what the book presented the first time through, read it again. It also is helpful to take reading notes. Be mindful to read for the author's point of view, and note the passages about which you have questions, or with which you disagree. At the end of each section or chapter, write a brief summary of what was presented

Suggested Supplies

1 **large (multi subject)** notebook (for this class only)
2"-3"ring binder with dividers for all units (for this class only)
Highlighters- 5 different colors
Blue or black pens
Pencils
Eraser

Classroom Materials

Being prepared for class, which includes, having all materials that are necessary will be factored into both your academic and citizenship grades.

Academic Honesty

Each student must do their **own** work.

The following is considered Cheating

- Copying someone else's work for this or any other class
- Allowing someone to copy your work for this or any other class
- Looking at someone else's work during a quiz or test
- Plagiarism

Anyone caught cheating will face dire consequences.

- 1st offense –will result in a “U” in the Citizenship grade on the progress report and an F on the 6 week progress report
- 2nd time- will result in an “F” on semester Report card and a “U” in citizenship

Attendance

- No make-up work for unexcused absences
- Unexcused absences affect both your citizenship and academic grade
- Each period absence **MUST** be excused.
- **More than ten absences from any class may result in a failing grade for that class.**
- **This includes CONTRACTS!**

Tardy Policy

- Tardies affect both your citizenship and academic grade. If you are late you may not turn in any assignments that were being collected that day.
- It is important that you are in class on time. In order to be considered on time to class you must be ready to work when the bell rings.
- **If you are tardy on a day where there is a quiz you will earn a zero. If you are tardy the day homework is due you will earn 50% at the most**
- Starting with the third tardy and with each subsequent tardy the student's citizenship grade is lowered by one letter. At each 6 week grading period the student's tardies will be reset to zero.

Citizenship grade

Citizenship grades will be based on the following: following the school and classroom rules; over all behavior; tardies; academic honesty; adherence to dress code and electronics policy. The highest citizenship grade you can earn with a failing academic grade is a S.

Electronics Policy

- NO electronic devices will be allowed in class (i.e., cell phones, I-pods, other portable music or game devices).
- Those brought to class will be confiscated and turned in to the administration.
- **You may not record (sound or images) or photograph your teacher.**
- **You may not record (sound or images) or photograph other students**

Behavior

Students will be ready to work when the bell rings and remain in their for the entire class period.

Students wishing to speak must raise their hands. Students must show respect and use appropriate language at all times. No sales of any kind are allowed in class. Sleeping is forbidden in class and will result in an F for the day. Behaving in a manner that keeps me from teaching and others from learning

will not be tolerated. While in my class you will not work on any assignments from other classes. If you do, your work will be taken away. Eating, drinking and gum chewing are forbidden, except for water. Radios, CD players, cell phones, MP3 players, and other electronic devices are not allowed in class and will be confiscated and turned over to administration if seen in the classroom.

Attendance Policy

You are responsible for all material presented in class. If you are absent it is **YOUR RESPONSIBILITY** to find out what assignments were missed. If you are truant you may **NOT** make up any missed work. No make-up work for unexcused absences each period absence **MUST** be excused. I hand out agendas every two months. The day the agenda is received I go over all of the due dates for quizzes, tests, homework, timed writings and current events. Since students are aware of all due dates ahead of time, being absent during a unit does not give students more time before they take a test. – More than ten absences from any one class may result in a failing grade in that class. This includes contracts.

Tutoring Time

After school by appointment.

I have read and understand the syllabus for AP European History.

Student Name _____

Signature _____

Parent Name _____

Signature _____

E-Mail Address _____