

# AP<sup>®</sup> European History

The course is divided into four quarters. The course consists of 15 units. Each unit is concluded with a 80 item multiple-choice test and a thematic essay. I use items and essay prompts from released AP Exams as well as original items and prompts. In each quarter students write at least one DBQ.

Text: Spielvogel, Jackson, J. **Western Civilization**, 5<sup>th</sup> ed. Belmont: Wadsworth/Thompson Learning, 2003.

Primary sources from various readers and internet sources including:

<http://www.fordham.edu/halsall/mod/modsbook.html>

<http://john-leech-archive.org.uk/archive.htm>

## Course Objective

This course will aim to heighten students' ability to see relationships and distinctions in European political, social, economic, and intellectual history. The study of history goes far beyond the mastery of content. The study of history is about developing critical skills that will serve students in college and as a lifelong learners.

Objectively, this course will help students improve on the following skills:

1. time management, organization, and study skills
2. critical reading of primary and secondary sources
3. constructing and evaluating historical interpretations
4. essay writing and oral communication
5. cause and effect relationships
6. comparative analysis
7. making historical analogies
8. inductive and deductive reasoning

## I. Course Purpose

AP<sup>®</sup> European History course is a college-level survey course that introduces students to the rich political, cultural, social, and intellectual heritage of Europe. It is part of a cooperative endeavor by high schools, colleges, and the College Board to provide highly motivated students the challenge and opportunity to earn college credit during their high school years. Performance on the AP European History Exam determines a student's eligibility to earn college credit. Course curriculum, materials, and expectations are designed to prepare students for success with this three-hour exam. The overall purpose of this course, however, extends beyond the possibility of earning college credit by providing students the opportunity to develop skills and knowledge that will form a foundation for their continuing educational endeavors.

## II. Course Description and Course Themes

AP European History develops an understanding of the main themes in modern European history including political and diplomatic, intellectual and cultural, and social and economic history. Analyzing historical evidence and reading critical literary narratives is integrated into the chronologically ordered whole picture of the modern history of Europe. Using a college-level textbook, this course begins with the Late Middle Ages and the Renaissance and concludes with the demise of communism in Eastern Europe, the reunification of Germany, and the crisis of global terrorism.

## **Unit 1: The Late Middle Ages:**

**Text:** Spielvogel Chapters 9-11 (pages 217-301)

**Primary Source Documents / Topics:** Treatment of Jews; Giovanni Boccaccio - The Decameron; Jean Froissart – Chronicles

- ✦ Feudalism – Economic, Social, Political Structures
- ✦ Hundred Years’ War
- ✦ The Medieval Church
  - Investiture Controversy
  - Avignon Papacy
  - Great Schism
  - Conciliar Movement
  - Heresies
  - Council of Constance
- ✦ The Plague
- ✦ Revival of Trade, Growth of Towns, & Bourgeoisie

### Assessment:

80 Multiple Choice Question Test

DBQ: The Plague

## **Unit 2: The Renaissance**

**Text:** Spielvogel Chapter 12 pages 302-335

**Primary Source Documents / Topics:** The Letters of Isabella d’Este; Nicollo Machiavelli – The Prince; Pico della Mirandola – Oration on the Dignity of Man

- ✦ Why does it happen in Italy first?
- ✦ Generic description of the Renaissance
- ✦ Individualism and Humanism
  - Development to civic humanism in the south and Christian humanism in the north
  - Development of vernacular languages (Boccaccio, Petrarch, Chaucer, & Rabalais)
- ✦ Important figures in art, architecture, literature, and science
- ✦ Burckhardt Thesis
- ✦ What was new and what was “reborn” in the Renaissance?
- ✦ The New Monarchs in Western Europe

### Assessment

80 Multiple Choice Questions

FRQ: Compare and contrast: Renaissance in the south versus Renaissance in the north.

## **Unit 3: Reformation**

**Text:** Chapter 13 pages 336-366

**Primary Source Documents / Topics:** Desiderius Erasmus – In Praise of Folly; Martin Luther – The Ninety-Five Theses and On the Robbing and Murdering Hordes of Peasants; A Reformation Debate: The Marburg Colloquy; Queen Elizabeth’s Address to Parliament 1601; Henry IV – The Edict of Nantes

- ✦ Causes of the Reformation (religious and political especially)
- ✦ Political, economic and religious consequences of Reformation
  - Weber Thesis
- ✦ English Reformation
- ✦ Doctrines of Luther and Calvin compared to the Roman Catholic Church
- ✦ Catholic Reformation and Council of Trent
- ✦ Peace of Augsburg
- ✦ French Wars of Religion / War of the Three Henry's
  - Politiques (Bodin)
- ✦ The Goals of Philip II
  - Militant Catholicism
  - Revolt in the Netherlands
  - The Spanish Armada

Assessment:

80 Multiple Choice Questions

FRQ: Compare and contrast the doctrine and practices of Martin Luther and John Calvin.

**Unit 4: Exploration and State Building**

**Text:** Chapters 14 and 15 pages 358-437

**Primary Source Documents / Topics:** Bart. de Las Cases – The Treatment of the American Natives; Jakob von Grimmelshausen - Simplicius Simplicissimus; Louis de Rouvroy, Duke of Saint-Simon – Memoirs; The English Bill of Rights 1689, and Tsar Peter I – Letters to His Son Alexei

- ✦ Political, economic and technological causes for exploration of the New World
- ✦ Commercial Revolution and mercantilism
- ✦ Causes and effects of the 30 Years War
  - Motives and Stages of the Thirty Years' War
- ✦ Peace of Westphalia
- ✦ Richelieu and Balance of Power
- ✦ Louis XIV's domestic policy
  - Definition and examples of absolutism under Louis XIV
- ✦ Wars of Louis XIV
- ✦ Role of Mazarin, the Fronde, and the nobles
- ✦ Social and economic problems of Louis XIV
- ✦ War of Spanish Succession, role of William III, and Treaty of Utrecht
- ✦ Peter the Great, reforms from above, and westernization
- ✦ Partitions of Poland
- ✦ Rise of Prussia from the Great Elector to Frederick the Great
- ✦ Political, economic and religious problems of James I and Charles I
- ✦ Oliver Cromwell and English Civil War
- ✦ Domestic and foreign policy in Stuart Restoration
- ✦ Glorious Revolution
- ✦ Changes in religious toleration in England
- ✦ Movement towards constitutionalism in England
- ✦ Ideology of Absolutism, James I, and Bossuet
- ✦ The characteristics and 3 major applications of Baroque Art
  - Aristocratic Baroque

- Bourgeoise Baroque (Dutch)
- Religious Baroque (Counter-Reformation)

Assessment:

80 Multiple Choice Questions

DBQ: The Dutch Wars

FRQ: Analyze and give examples of what Louis XIV meant when stating, “One King, One Law, One Religion.” or Compare and contrast the reasons for the success of the Tudors and the failure of the Stuarts in dealing with English Parliament.

**Unit 5: The Scientific Revolution, The Enlightenment, and Enlightened Despots**

**Text:** Pages 438-503

**Primary Source Documents / Topics:** Nicolaus Copernicus – ON the Revolution of the Heavenly Spheres; Galileo Galilei – The Starry Messenger; Benedict de Spinoza – A Political Treatise (The Natural Inferiority of Women); Voltaire – The Ignorant Philosopher and Candide; Mary Wollstonecraft – Vindication of the Rights of Woman; John Wesley – From the Works of the Reverend John Wesley

- ✦ Causes and effects of Scientific Revolution
- ✦ Important people and ideas of the Scientific Revolution
- ✦ Define the Enlightenment/Age of Reason
- ✦ Philosophes: Who were they and what did they say?
- ✦ New ideas in political and social theory
  - Compare and contrast Hobbes, Locke, Montesquieu and Rousseau
- ✦ Religion in the Enlightenment
  - Deism
  - Methodism
  - Quakers
- ✦ New economic theories, end of mercantilism, laissez-faire, Adam Smith
- ✦ Enlightened Despots: Catherine the Great, Frederick the Great, Maria Theresa, and Joseph II. What were their goals and results?

Assessments:

80 Multiple Choice Questions

DBQ: The Gin Act or Women in the Sciences

FRQ: Select 1 of the following: Catherine the Great, Frederick the Great, and Joseph II and assess whether they were an Enlightened Despot or Monarch. or Discuss ways in which the ideas of the Scientific Revolution are manifested in Enlightenment political theory and religious developments.

**Unit 6: England, France and the Wars in the 18th Century**

**Text:** Chapter 18 – pages 501-521

- ✦ Cause and Effect of the wars
  - Austrian Succession
  - Seven Years’
  - American Revolution
  - Partitioning of Poland
- ✦ Economic and Demographic changes in the 18th century
- ✦ Special economic characteristics of Eastern Europe
- ✦ English and French domestic and foreign policy after Utrecht

- ✦ Bubbles
  - The Prime Minister

### Assessment

80 Multiple Choice Questions

FRQ: Was it wise for the French to aid the colonists in the American Revolution? Why or Why Not? Use specific examples.

### **Unit 7: The French Revolution and Napoleon**

**Text:** Chapters 19 & 21- Pages 522-551 and 579-581

**Primary Source Documents / Topics:** A Parisian Newspaper Account of the fall of the Bastille; Declaration of the Rights of man and the Citizen; Declaration of the Rights of Woman and the Female Citizen; J.G. Milligen – The Revolutionary Tribunal (Paris, October 1793); Robespierre – Speech on Revolutionary Government;

- ✦ Distant, Intermediate and Immediate Causes (social, economic, and political)
- ✦ French society before the Revolution and the Calling of the Estates General
- ✦ Chronology of events from 1789-1799
- ✦ Committee on Public Safety and Reign of Terror
- ✦ Enduring consequences of the Revolution
- ✦ Key artistic figures of Neoclassical art and architecture
- ✦ Rise of Napoleon: causes and consequences
- ✦ Napoleon's foreign and domestic policy
- ✦ Birth of nationalism
- ✦ Congress of Vienna

### Assessment:

80 Multiple choice Questions

DBQ: French Literacy

FRQ: Was Napoleon the son of the Revolution? Support with evidence.

### **Unit 8: Liberalism and the Industrial Revolution 1760-1850**

**Text:** Chapters 20 & 21 pages 552-577 & 581-583

**Primary Source Documents / Topics:** political cartoons; The Report of the Sadler Committee; National Petition of 1839; John Stuart Mill – On Liberty

- ✦ Agricultural Revolution
- ✦ Industrial Revolution: Causes and development
- ✦ Inventions and inventors
- ✦ Development of Capitalism
- ✦ The rise of the Industrial Classes
- ✦ Riccardo and Malthus
- ✦ Utopian Socialists
  - Robert Owen
- ✦ Liberalism and how it changed over the course of the 19th century. John Stuart Mill and Jeremy Bentham
- ✦ Suffrage Reform, Corn Laws and Chartist movement
- ✦ Labor and factory legislation

Assessment:

80 multiple choice question test

DBQ: Manchester

FRQ: Discuss why the continent of Europe lagged behind Great Britain in achieving industrialization.

**Unit 9: Romanticism, Reaction, Revolution & Unification 1815–1871**

**Text:** Chapter 21 - 24 Pages 579 - 690

**Primary Source Documents / Topics:** Giuseppe Mazzini – The Young Italy Oath; Louis Napoleon – proclamation to the People 1851; Garibaldi and Romantic nationalism; Bismarck – The Ems Telegraph; Tsar Alexander II – Imperial Decree; Karl Marx and Friedrich Engels – The Communist Manifesto; Charles Darwin – The Descent of Man; Eduard Bernstein – Evolutionary Socialism; Heinrich von Gagern – Letter to His Father; political cartoons;

- ✦ Age of Metternich
- ✦ Romantic art / literary movement
- ✦ Nationalism
- ✦ The Revolutions of the 1820's and 1830's
  - Belgium and Greece
- ✦ Marxism
- ✦ Political and social upheaval in France 1815–1852
- ✦ Social and Political Republicans
- ✦ Revolutions of 1848, especially in Prussia and Austria
  - Brinton Theory of Revolutions
- ✦ Frankfort Assembly
- ✦ Rule of Napoleon III and his domestic and foreign policies
- ✦ Jews: from emancipation to anti-Semitism
- ✦ Italian & German Unification (key figures & events)
  - Cavour, Garibaldi, Mazzini
  - Bismarck
    - domestic policy, especially re: suffrage, kulturkampf, and socialism
    - foreign policy before and after 1871
- ✦ Franco-Prussian War, Paris Commune, and formation of the Third Republic
- ✦ English Reform Bill of 1832 & 1867
- ✦ Democratization of England (Gladstone and Disraeli)
- ✦ Cultural relativism and other cultural and intellectual changes in the late 19th century: science, psychology, anthropology (Freud & Darwin)
- ✦ Social and political changes in Russia 1848–1881 – Alexander II
- ✦ Social and cultural changes in England, France, and Germany from 1871–1914 : Belle Epoque, Fin de Siecle, bras and bicycles
- ✦ History of feminism/Arguments for woman suffrage
- ✦ Compare and contrast the women's movements of England, France, and Germany
- ✦ Class differences in the women's movement
- ✦ Jewish Zionist Movement
- ✦ Key figures in the Modern Art Movements

Assessment:

2 - 80 Question Multiple Choice Test

Test 1: Age of Metternich through German & Italian Unification

Test 2: England, Russia, and the Social/Cultural History

**DBQ:** Greek Nationalism or Sports (2006 AP Test) or Freud / Darwin

**FRQ:** How did the Romantic Movement in art, music, and literature manifest itself in the revolutions of the first half of the 1800's? or Compare and contrast the unification of Italy and Germany and analyze which movement is more successful.

### **UNIT 10— Imperialism and World War I**

**Text:** Chapter 24 and 25 Pages 690 - 738

*Primary Source Documents / Topics:* Rudyard Kipling – *The White Man's Burden*; Edward Morel – *The Black Man's Burden*; *Communications Between Berlin and Saint Petersburg on the Eve of World War I*; Naomi Loughnan – *Munition Work*; Remarque "All Quiet on the Western Front," V.I. Lenin "What is to be Done?"; Maps of Europe (pre and post Treaty of Versailles)

- ✦ Alliance Systems
- ✦ Armenian Genocide
- ✦ Arms Race
- ✦ Scramble for Africa and other imperialist rivalries
- ✦ Russo Japanese War
- ✦ Role of nationalism in provoking the war, especially in the Balkans
- ✦ Economics of the "New Imperialism" and how it was different from the old imperialism
- ✦ Goals and expectations of each combatant in 1914 (also Schlieffen Plan and Plan 17)
- ✦ Goals and expectations of U.S.A., Woodrow Wilson's War Wishes, self-determination, 14 Points
- ✦ How the war was fought and won
- ✦ Relative importance of the different causes of the war
- ✦ Versailles Treaty
- ✦ Consequences of the Versailles Treaty (also evaluation of Versailles Treaty)
- ✦ What happened to Russia in the war (Russian Revolution)

#### Assessment

80 Question Multiple Choice Test

\*2004 RELEASED EXAM (55 MIN.)

**FRQ:** Assess the effectiveness of the Treaty of Versailles as compared to the Congress of Vienna.

### **UNIT 12—DEPRESSION AND DICTATORSHIPS**

**Text:** Chapter 26 pages 739-770

- ✦ **Primary Source Documents / Topics:** Heinrich Hauser – *With Germany's Unemployed*; Benito Mussolini – *The Political and Social Doctrine of Fascism*; Hitler "Mein Kampf" and other documents; Max Belov – *The History of a Collective farm and Reports of the SOPADE*
- ✦ Failure of the Weimar Republic
- ✦ Great Depression
- ✦ Rise of Dictators (Fascism and Nazism)
- ✦ Stalin's USSR
- ✦ Modern Art and Architecture
- ✦ New Physics
- ✦ New Psychology (Jung)

#### Assessment

80 Question Multiple Choice Test

FRQ: Analyze the appeal of Fascism/Nazism to people living in Europe in the 1930s.

**UNIT 13—WORLD WAR II Text:** Chapter 27 Pages 771-797

Primary Source Documents / Topics: Archived pictures from the war; Political Maps; Hitler's Secret Book, 1928; Winston Churchill Speech to the House of Commons, October 5, 1938; Commandant Hoss Describes the Equipment; and The Bombing of Civilians, CH 28 Emergence of the Cold War, Churchill vs. Stalin,

- ✦ Hitler's Steps to War and appeasement
- ✦ War in Europe (include Africa)
- ✦ War in Asia (Pearl Harbor)
- ✦ Nazi Empire and the Holocaust in Europe and Asia (Nanking)
- ✦ U.S. Entrance/Arsenal of Defense
- ✦ Victory in Europe and in Japan

Assessment

80 Question Multiple Choice Test

FRQ: Compare and contrast the treatment of "sub-species" (treatment of Jews and other "nondesirables and treatment of the Chinese) in Europe and Asia during WWII.

**UNIT 14—THE COLD WAR**

*Text Chapter 27 and 28 (pg 797-834)*

*Primary Source Documents:* CH 28 Truman Doctrine, Khrushchev Remembers, Soviet Repression in Eastern Europe, Simone de Beauviour The Second Sex, 1968 Student Revolt documents

- ✦ Conferences at Tehran, Yalta, Potsdam
- ✦ UN and NATO
- ✦ Superpowers Unite!
- ✦ Marshall Plan
- ✦ Truman Doctrine
- ✦ Berlin Airlift
- ✦ Korean War
- ✦ Mao Zedong Victory in China and Chinese Civil War
- ✦ Vietnam/American War
- ✦ Africa: Break of Colonies
- ✦ Era of Khrushchev
  - Aborted Revolutions in Satellite States
- ✦ Cuban Missile Crisis
- ✦ France: Charles deGualle
- ✦ Great Britain: Welfare State
- ✦ Success of Germany
- ✦ Women and Student Movements

Assessment

80 Question Multiple Choice Test

FRQ: How did Stalin's view of free election change the map of Europe?

*\*1984 RELEASED EXAM(69 MIN.)*

**UNIT 15—POST COLD WAR**

*Text Chapter 29 pgs. 835-867*

*REQUIRED READING:* CH 29, Handouts: Gorbachev "Perestroika", Vaclav Havel Address to the People, Bosnia: Two Faces of War, World Affairs Council documents (online)

**REVIEW-- RENAISSANCE-PRESENT (10 days)**

- ✦ Gorbachev
  - Perestroika and Glasnost
- ✦ Breakup of the Soviet Union
- ✦ Collapse of the Eastern Bloc
- ✦ New German Unification (1989)
- ✦ Disintegration of Yugoslavia
- ✦ Kosovo and Bosnia and other genocides (Rwanda, Cambodian)
- ✦ Margaret Thatcher and End of the Welfare State
- ✦ From Mitterrand to Chirac
- ✦ Guest Worker Policy
- ✦ Green Movement
- ✦ 9/11 and Terrorism

Assessment

80 Question Multiple Choice Test

*\*2004 RELEASED EXAM (55 MIN.)*

FRQ: Assess the effectiveness of the Treaty of Versailles as compared to the Congress of Vienna.

**AP EXAM-- FRIDAY MAY 11<sup>TH</sup> AT 12P.M.!!**