

AP EUROPEAN HISTORY

SYLLABUS: B

INTRODUCTION:

The A.P. European History course is, by the College Board's definition, "*a learning experience equivalent to that of an introductory college course in European history or Western civilization (1450 to the present).*" Teachers are required to present "*students with the analytic skills and factual knowledge necessary to deal critically with the topics and materials in European history.*" We use a college-level text with a high reading level. In addition, you will use a primary source reader and other scholarly reference materials throughout the year.

According to the College Board the course will include:

- "Relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social and economic developments."
- [the teaching of students] "to analyze evidence and interpretations presented in historical scholarship."
- "extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art and pictorial and graphic materials."
- "frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays."

The class is organized in a year-long curriculum around a chapter-by-chapter / Unit schedule. Please treat all course material as a cumulative, progressive narrative wherein everything is "testable." Required AP European History topics and use of "Essential Course Themes" are fully integrated throughout the year's in-class and out-of-class activities.

COURSE OBJECTIVES:

This course is taught at the college level. The major difference between a regular high school history course and a college-level history course is the greater amount of reading and the depth of focus that is found in the college-level course. Moreover, the AP curriculum demands higher-order thinking skills within a rigorous academic context. Thus, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts.

TEXTBOOK & SUPPLEMENTAL MATERIALS:

- McKay, J.P., Hill, B.D. and Buckler, J. *A History of Western Society*, 8th Edition, (2006).
Houghton Mifflin Company.
- Perry, M., Peden, J.R. and Von Laue, T.H. (Editors) *Sources of the Western Tradition*, Volume II, 4th Edition, (1999). Houghton Mifflin Company.
- Tansey, Richard G. and Fred S. Kleiner. *Gardner's Art Through the Ages*. 10th Edition, (1996),
Harcourt Brace College Publishing. (used as a supplement for “Major trends in literature and the arts” theme)

Jackdaws primary source units

Mindsparks units (featuring primary source editorial cartoons, illustrations, etc.)

Teachers Curriculum Institute modules

Collegeboard.com/ap website

Various test preparation books will be shared at year-end for your review and use.

COURSE OUTLINE

FIRST SEMESTER

- Introduction and the Late Middle Ages (Summer Reading)
- The Renaissance
- The Reformation and the Age of Religious Warfare
- Absolutism: Western and Eastern Europe
- Scientific Revolution, the Enlightenment and 18th Century Society
- The Age of Revolution

SECOND SEMESTER

- Industrial Revolution, Ideology and Reaction
- Nationalism and Imperialism
- World War I and the Age of Anxiety
- Totalitarianism, World War II and the Cold War
- The Post War World and Today
- AP Review
- Selected Topics

UNIT I: COURSE INTRODUCTION/THE LATER MEDIEVAL ERA AND THE RENAISSANCE (2 WEEKS)

McKay (8th Edition), Chapter 13

Major Topics

- Life in the Middle Ages
- The dawn of the Renaissance
- Art of the Renaissance
- The changing role of women
- The New Monarchs

Homework Assignments: Study Guide and Reading Guide for Chapter 13

Paper: “Machiavelli’s The Prince: Praiseworthy or Condemnable?” followed by an in-class debate on the subject

Exam: Multiple-Choice

Outside Readings (excerpts from...)

- Petrarch: Father of Humanism
- Mirandola: Oration on the Dignity of Man
- Castiglione: The Courtier
- Machiaveli: The Prince

UNIT II: THE REFORMATION AND THE WARS OF RELIGION (3 WEEKS)

McKay (8th Edition), Chapters 14 and 15

Major Topics

- The state of the Catholic Church in the early 16th Century
- The Protestant Reformation (Luther, Calvin, etc.)
- The English Reformation
- The Catholic Counter-Reformation
- Baroque Art
- The Thirty Years War and the Peace of Augsburg
- The Age of Exploration

Homework Assignments: Study Guides and Reading Guides for Chapters 14 and 15

DBQ: Witch DBQ (1980) with accompanying quiz for understanding of documents

Exam: Part Multiple-Choice and part Essay: Topic/TBD (All essay questions require students to either analyze, evaluate or defend a position.)

Potential Movies: Biography on Elizabeth I, Sister Wendy on Ren/Ref Art

Outside Readings (excerpts from...)

- Erasmus: In Praise of Folly
- Luther: On Papal Power and other readings
- Montaigne: On Cannibals

UNIT III: ABSOLUTISM AND CONSTITUTIONALISM (3 WEEKS)

McKay (8th Edition), Chapters 16 and 17

Major Topics

- French Absolutism
- English Constitutionalism
- Peter the Great and Russia
- Absolutism in Austria and Prussia

Homework Assignments: Study Guides and Reading Guides for Chapters 16 and 17

DBQs: Dutch Trade DBQ (1996) and The Old Regime: France (1987)

Potential Movie: 20 minute film about Versailles (interior/exterior design), short film about Peter the Great

Exam: All Essay: Topic/TBD (All essay questions require students to either analyze, evaluate or defend a position.)

Outside Readings (excerpts from...)

- Locke: Second Treatise on Government
- Hobbes: Leviathan
- James I: True Law of Free Monarchies...

UNIT IV: THE AGE OF ENLIGHTENMENT (4 WEEKS)

McKay (8th Edition), Chapters 18 and 19

Major Topics

- The Scientific Revolution
- The Enlightenment and the Philosophes
- The Enlightened Rulers
- The Agricultural Revolution

Homework Assignments: Study Guides and Reading Guides for Chapters 18 and 19

DBQ: Women in Science DBQ (1997)

Paper: “The Enlightened Rulers on Trial,” followed by a three-day class simulation in which the students portray historical personages from the 18th century debating on whether Maria Theresa, Frederick the Great, and Catherine the Great deserve to be known for posterity as truly enlightened rulers.

Exam: Part Multiple-Choice and part Essay: Topic/TBD (All essay questions require students to either analyze, evaluate or defend a position.)

Outside Readings (excerpts from...)

- 12. Nicolaus Copernicus: On the Revolutions of Heavenly Spheres
- Galileo: Letter to the Grand Duchess...
- Francis Bacon: Attack on the Authority Advocacy of Experimental Science
- Rene Descartes: Discourse on Method
- Isaac Newton: Principia Mathematica
- Voltaire: Candide and other selections
- Diderot: Encyclopedia
- Rousseau: Social Contract
- Marquis de Condorcet: Progress of the Human Mind

UNIT V: THE FRENCH REVOLUTION (3 WEEKS)

McKay (8th Edition), Chapter 21

Major Topics

- The American Revolution
- The French Revolution
- The Reign of Terror
- Napoleonic Europe
- Neoclassical Art

Homework Assignments: Study Guide and Reading Guide for Chapter 21

Activity: Experiencing the Fervor of the French Revolution (TCI) – Students portray different members of French Society (ranging from the King down to the peasants) in this 2 ½ day simulation that re-enacts the events of the French Revolution (including the calling of the Estates General, the Oath of the Tennis Court, and the Reign of Terror)

Potential Movies: Biographies on Marie Antoinette and Napoleon

Exam: All Essay: Topic/TBD (All essay questions require students to either analyze, evaluate or defend a position.)

Outside Readings (excerpts from...)

- Abbe Emmanuel Sieyes: What is the Third Estate
- Burke: Reflections on the French Revolution
- Robespierre: Republic of Virtue
- Mary Wollstonecraft: Vindication of the Rights of Woman

UNIT VI: THE INDUSTRIAL REVOLUTION AND THE 18TH CENTURY (3 WEEKS)

McKay (8th Edition), Chapters 20 and 22

Major Topics

- Proto-Industrialization and the Cottage Industry
- The Industrial Revolution

- Effects of the Industrial Revolution on Society
- Economic Liberalism
- Topics in Social History of the 18th c.

Homework Assignments: Study Guides and Reading Guides for Chapters 20 and 22

DBQ: Attitudes towards the Poor (2004)

Exam: Part Multiple-Choice and part Essay: Topic/TBD (All essay questions require students to either analyze, evaluate or defend a position.)

Potential Movie: The Day the Universe Changed (program on the Ind. Rev.)

Outside Readings (excerpts from...)

- Adam Smith: Wealth of Nations
- Sadler Commission: Report On Child Labor
- Thomas R. Malthus: On the Principles of Population
- Charles Dickens: Hard Times

UNIT VII: THE 19TH CENTURY AND THE AGE OF ISMS (4 WEEKS)

McKay (8th Edition), Chapters 23, 24, and 25

Major Topics

- The Congress of Vienna and the Restructuring of Europe
- Nationalism
- Liberalism
- Romanticism
- French Utopian Socialism
- Communism

Homework Assignments: Study Guides and Reading Guides for Chapters 23, 24, and 25 (Chapter 24 is completed over Winter Break and discussed upon the students' return).

DBQ: Sports DBQ (2006)

Exam: All Essay on Chapters 23 and 25; Multiple-Choice Quiz on Chapter 24 (All essay questions require students to either analyze, evaluate or defend a position.)

Potential Movie: Sister Wendy on Romanticism

Outside Readings (excerpts from...)

- Marx/Engles: The Communist Manifesto
- Charles Darwin
- Mazzini, Young Italy

UNIT VIII: THE AGE OF IMPERIALISM AND THE GREAT WAR (4 WEEKS)

McKay (8th Edition), Chapters 26 and 27

Major Topics

- African Imperialism
- Asian Imperialism
- The Great War: Origins, Course, and Resolution (incl. Treaty of Versailles)
- The Russian Revolution

Homework Assignments: Study Guides and Reading Guides for Chapters 26 and 27

DBQs: German Aircraft Development: WWI (1984) and Pan-Slavism (1992)

Exam: All Essay on Chapters 26 and 27: Topic/TBD (All essay questions require students to either analyze, evaluate or defend a position.)

Potential Movies: The Great War (PBS), That Magnificent African Cake

Outside Readings (excerpts from...)

- Gandhi
- Herzl
- Rhodes
- Chamberlain
- Hobson
- Treitschke
- Remarque
- War Poets of WWI (Sassoon, etc.)
- Woodrow Wilson

UNIT IX: THE POSTWAR ERA AND WWII (4 WEEKS)

McKay (8th Edition), Chapters 28 and 29

Major Topics

- The “Age of Uncertainty”
- Impressionism and Expressionism
- WWI Art
- The Rise of Stalin, Hitler, and Mussolini
- World War II: Origins, Course, and Resolution
- The Holocaust

Homework Assignments: Study Guides and Reading Guides for Chapters 28 and 29

DBQ: German Unity During WWI (2005)

Paper: “A Gathering of Shades” wherein students portray the ghosts of Hitler, Stalin, and Mussolini having a conversation in Hell regarding their careers as dictators.

Exam: All Essay on Chapters 28 and 29: Topic/TBD (All essay questions require students to either analyze, evaluate or defend a position.)

Potential Movies: Sister Wendy on Postwar Art, Age of Uncertainty

Outside Readings (excerpts from...)

- Freud
- Nietzsche
- Sartre
- Camus
- Hitler
- Hoess
- Wiesel

UNIT X: THE COLD WAR AND MODERN ERA (3 WEEKS)

McKay (8th Edition), Chapters 30 and 31

Major Topics

- The Division of Germany
- The Korean and Vietnam War inasmuch as they relate to the Soviet/US Struggle
- The Fall of the Soviet Union
- Northern Ireland
- The Establishment of Israel
- European Unification

Homework Assignments: Study Guides and Reading Guides for Chapters 30 and 31

Paper: Cold War Assignment; students are assigned a topic between 1945-1991 and must make a Power Point and oral presentation on that topic.

Exam: All Essay on Chapters 30 and 31: Topic/TBD (All essay questions require students to either analyze, evaluate or defend a position.)

Potential Movie: CNN Cold War Series

Outside Readings (excerpts from...)

- Churchill
- Khrushchev
- Gorbachev
- Havel

UNIT XI: AP REVIEW AND SELECTED TOPICS

Final dates to be determined

In-class exercise: AP released exam multiple choice with immediate discussion and feedback regarding “why this answer?” This will establish a diagnostic baseline for ongoing AP exam review.

DBQ

80 Question released M/C

Free Response essay

Selected Topics: 1450 - Present

TEACHING STRATEGIES

This is a large lecture course and, as such, the teaching strategies used focus on giving students opportunities to analyze and respond in class, to write mini-essays of 50 words or so reacting to provocative statements, and to do short role-play simulations.

Students must complete a summer reading assignment on before the course begins. They also receive maps to familiarize themselves with European geography, history and nation states.

Instructions are given throughout the course on the following:

- Essay organization diagram for free-response questions
- Essay tasks for AP Exam free-response questions
- List of directive terms used in free-response questions
- Reminders for answering timed essay questions
- Essay frame
- Generic free-response scoring guidelines
- Generic core-structure scoring guidelines
- Guidelines for responding to a DBQ
- Test packet for a DBQ (excerpted from an AP Released Exam)
- Generic DBQ core-scoring guidelines

STUDENT EVALUATION

Quizzes are given on the reading assignments. Occasional outside-of-class assignments may also count as daily grades.

Test formats are objective (multiple choice), free-response questions (called essay tests in the Course Syllabus), and DBQs

Most objective tests consist of 80 to 85 multiple-choice questions and a 35-minute essay question, and are timed to approximate the time allowed on the AP Exam.

The DBQ part of each test is composed of a 10-minute planning period and a 40-minute writing period. During the planning period students must (1) respond to all of the tasks specified by the essay prompt, (2) include at least three to four groupings of documents, and (3) identify the point of view for most of the documents. This process helps students focus on “answering the question rather than writing what they know.

Homework is accepted before students begin to take the unit exam. The homework consists of unit terms and/or outlines; questions about readings, notations, and/or assigned primary and secondary sources; charts that pertain to the unit (e.g., characteristics, similarities, and differences between absolute monarchs, schools of art, etc.) and applicable historical maps. Well-completed terms and course themes demonstrate a student’s effort and most students find this to be indispensable in maintaining a high grade point average.

The semester exam is a requirement of the European History course. It is comprehensive for all material covered during the first semester.

The final exam is a performance-based evaluation that helps students synthesize their learning from the entire year. It consists of a variety of written exercises and cooperative group activities that also help students prepare for the AP European History Exam.

The AP European History Exam is comprehensive, covering material from the entire school year. Students who are enrolled in the AP European History course are expected to take the AP European History Exam. Class time and after school reviews are held prior to the AP Exam. In addition, many students participate in informal study group review sessions.