

AP European History Syllabus

Advanced Placement European History class is a senior elective. The AP European History course is taught in conjunction with a dual-credit Modern World History course offered through a local university. The content material for the AP European History portion of the course is presented in the latter 2/3 of the school year. There are neither prerequisites nor qualifying criteria for admission into this course. The class meets three out of four days in a four-day rotation; class times range from 50-55 minutes depending on the day of the rotation. Final exams are in December (1-1/2 hours) and in May (three class periods—one for multiple choice questions, one for free response questions and one for a document-based question).

Text: McKay, John P., Bennett D. Hill and John Buckler. *A History of Western Society*. Boston: Houghton Mifflin, 7th edition.

The text provides new findings in historical scholarship, e.g. the justice of the enclosure movement, the re-emergence of serfdom in eastern Europe during the 18th century, interpretations of the bourgeoisie-nobility relationships in the Old Regime, whether the American Revolutionary Era was radical or conservative,

Supplementary Texts:

Boggis, Jay. Administrative Handbook and Faculty Guide for Western Tradition Videotape Set, 2nd. Ed. Vol. I and II. Upper Saddle River, New Jersey: Prentice-Hall, 1996.

Caliguire, Augustine., et al. Advanced Placement European History I: The Modern World. USA: The Center for Learning, 1988.

Caliguire, Augustine., et al. Advanced Placement European History II: Westernizing the World. USA: The Center for Learning, 1988.

Caliguire, Augustine., et al. Advanced Placement European History, Book 3. USA: The Center for Learning, 2006.

Carter, John Marshall. Instructor's Resource Manual: A History of Western Society. 6th ed. Boston: Houghton Mifflin Company, 1999.

Ralph, Philip Lee. Study Guide for Burns, Ralph, Lerner and Meacham: World Civilizations. Vols. I and II. New York: W. W. Norton & Company, 1986.

Schmiechen, James. Study Guide for a History of Western Society, 6th ed. Vols. I and II. Boston: Houghton Mifflin Company, 1999.

Sherman, Dennis, ed. Western Civilization: Images and Interpretations. Vols. I and II. 2nd ed. New York: Alfred A. Knopf, 1987.

Additional Resources:

AP Euro Electronic Resource Discussion List

AP European History CD

McKay online resource

“The Western Tradition,” videotape sets #1 and #2. Annenberg/CPB Project

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

CALENDAR and CLASS ACTIVITIES

The time allotted for each of the following topics is approximately one and one-half weeks. The students are required to keep up with the text reading. Periodic quizzes assess student compliance with the reading assignments of the course. Following are activities used in class to illustrate the text material. A great emphasis is placed on inductive learning, i.e. providing the students with data from which they can draw conclusions.

At the beginning of each unit's material, a review of previously studied material is conducted. Specifically, this review is often timeline-based with examples cited by the students for each topic presented on the timeline. An example follows:

16th century

1500s

- Important topics: Reformation; Renaissance; Development of Nation-States in England, France and Spain; Exploration
- Important people
- Important dates and events

Later Middle Ages:

- Activities:
 - S – E – C – U – L – A – R => V – E – R – N – A – C – U – L – A – R demonstration
 - 14th and 15th centuries analysis through
 - dates,
 - map of Black Death's spread and overhead of "Knight, Death, and Devil" (Durer)
 - Avignon Papacy (Petrarch's description, picture of papal residence)
 - Council of Constance ("Roll Call" and *Haec Sancta* decree)
- Primary sources: Excerpts from:
 - The Canterbury Tales, Geoffrey Chaucer
 - "Decameron" by Boccaccio

Renaissance:

- Activities: Map of Italian city-states => analysis of Renaissance's origin
- Explain hallmarks of Renaissance, (individualism, humanism, secularism) as basis for analysis of Renaissance
 - Art: "Journey of the Magi," "David," "Last Supper," "Venus" (Botticelli), Michelangelo's "Last Judgment" and "David"
 - Architecture: overhead of Rome City Hall, St. Peter's Basilica, Duomo of Florence, Brunelleschi's Dome, Ghiberti's Baptistery Doors
 - Education: Excerpts from The Courtier, The Prince, Lorenzo Valla – "False Donation of Constantine"
- Contrast Northern and Italian Renaissance
 - Art: "Giovanni Arnolfini and his Bride," Brueghel
 - Education: Excerpts from Erasmus' "The Good Prince," and Praise of Folly; also, More's Utopia
- "The Learning Center," Lesson 3: "The Renaissance: New Directions"
- Handout on the "New Monarchies" in France, England and Spain and their relationships with Catholic Church

Test on Later Middle Ages and Renaissance: 19 multiple choice questions plus one FRQ chosen from those below.

- Discuss how Renaissance ideas are expressed in the Italian art of the period, referring to specific works and artists.
- Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis. (2004)

- “The secular humanism of the Italian Renaissance reflected the modern world while the Christian humanism of the Northern Renaissance compromised between medievalism and modernity.” Defend or refute this statement.

Reformation

- Activities:
 - Map of 16th century Europe => spread of Protestantism + identification of royal families
 - Analyze “Old Order Dam” transparency and create cartoon on causes of the Reformation
 - Create Chart: Reformer/Beliefs/Locations/Important Dates/Reasons for Success/How Beliefs Were Disseminated
 - Analysis of Hapsburg Family Tree + reading from Iberia, pp. 421-443.
 - “Clues” Game of important Reformation identifications

Expansion and Religious Wars

- Activities:
 - Map of Europe + notes on Hapsburg-Valois Wars as well as Wars of Religion (France, Netherlands, HRE)
 - Analysis of Treaty of Westphalia provisions
 - World map of explorations and completion of chart: Year/Explorer/Area Explored/Claimant Country/Ruler of Claimant Country (from Historical Atlas of the World, p.14) => conclusions
 - Website: http://www.ucalgary.ca/applied_history/tutor/eurvoya/henry1.html

Test on Reformation, Religious Wars and Expansion: 10 multiple choice questions from released AP European History exams and/or course descriptions plus one FRQ from those listed below:

- “Luther was both a revolutionary and a conservative.” Evaluate this statement with respect to Luther’s responses to the political and social questions of his day.
- Compare and contrast the Lutheran Reformation and the Catholic Reformation of the sixteenth century regarding the reform of both religious doctrines and religious practices.
- Discuss the political and social consequences of the Protestant Reformation in the first half of the sixteenth century.
- Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600 to 1715.
- Explain how economic, political and religious factors promoted European explorations from about 1450 to about 1525.
- Explain why Europeans were able to achieve economic and political control over many non-European peoples between 1450 and 1750.
- “Leadership determines the fate of a country.” Evaluate this quotation in terms of Spain’s experience under Philip II.

Absolutism and Constitutionalism

- Activities
 - Handout of Hobbes’ Leviathan frontispiece and Bossuet’s “Theory of Divine Right”
 - Weber #31 – “The Age of Absolutism”
 - Learning Center Activity #16 – “The Development of Royal Absolutism”
 - Development of Constitutionalism in England: notes and excerpts from John Locke’s Two Treatises on Civil Government as well as English Bill of Rights, 1689.
 - Website on royal genealogies: <http://www.ac.wvu.edu/~stephan/Rulers/>
 - Development of Dutch Republic in 17th century Europe
 - Complete map of Europe showing Elbe River and cities in Europe circa. 1750
 - Analyze pictures from McKay “Molding the Prussian Spirit” and Olearius’s “Punishing Serf”
 - Analysis of Baroque architecture: Schonbrunn, Wurzburg Residence, St. Petersburg and Winter Palace vis a vis Eastern European Absolutism
 - Compare/contrast 17th century: Absolutism (Western and Eastern Europe) and Constitutionalism (British and Dutch)

- DBQ: 1996 DBQ on the Dutch – introduction to DBQ: grid to organize response, groups of documents

Semester Exam: 25 multiple choice questions (Later Middle Ages-17th century Absolutism and Constitutionalism), plus outline of one FRQ, plus writing the DBQ on the Dutch.

Scientific Revolution and Enlightenment

- Activities:
 - Read from Bible (Genesis) and then horoscopes for “another way of thinking” => Scientific Revolution: “a new way of thinking” + “geocentric” and “heliocentric” => world view and philosophical views of man
 - Learning Center Lesson #20 – “The Scientific Revolution: The Search for Meaning”
 - Weber #35
 - Galileo website: <http://galileo.rice.edu/galileo.html>
 - Analysis of Enlightenment thinkers and their thoughts
 - Introduce “oxymorons” as vehicle for understanding “enlightened despots”
 - DBQ: 1997 DBQ on women in sciences (17th and 18th centuries)
 - FRQs: as class review
 - Explain the development of the scientific method in the seventeenth century and the impact of scientific thinking on traditional sources of authority.
 - To what extent did the Enlightenment express optimistic ideas in eighteenth-century Europe? Illustrate your answer with references to specific individuals and their works.
 - Discuss the theory and practice of enlightened despotism.
 - Assess the impact of the Scientific Revolution on religion and philosophy in the period 1550 to 1750.

Agricultural Revolution and Changing Life of the People

- Activities
 - Supply and demand curves
 - Why was Britain so successful?
 - Compare 18th century expansion with today, e.g. sweat shops and globalization with 18th century cottage industries
 - Website: <http://www.eyewitnesstohistory.com/slaveship.htm>
 - Use Chart of “7 Deadly Sins” and “7 Virtues” to analyze capitalism
 - Learning Center Lesson #18: “The Aristocracy Plays at War”
 - Movie: Last of the Mohicans (first 45 minutes)
 - DBQ Point of View instruction: “Why did the Chicken cross the road” handout + “P-O-V = W-H-Y”
 - Learning Center Lesson #19, “Childhood: An Early Modern View” (use as DBQ instructional tool for Point of View)
 - Compare and contrast: the “elites” and the “people”

Test on “New World Views” (Scientific Revolution, Enlightenment, Agricultural Revolution and 18th c Society)

11 multiple choice questions from released AP European History exams and/or course descriptions plus one DBQ (thesis statement, what documents say and Point of View of document) from one of the following:

- 2000 DBQ on rituals and festivals
- 2004 on “the poor”
- 1997 on Women in Science

Revolutions in Politics and Industry

- Activities
 - Analysis of “Liberty and Equality” in 18th century liberal thought through analysis of “Declaration of Independence” and “Declaration of Rights of Man and Citizen”
 - Debate: “The colonists were justified in rebelling from Great Britain and declaring their independence” through worksheet detailing facts of colonists’ reactions to English laws during 18th century
 - Simulation of three estates in France
 - Cartoon causes of French Revolution

- Timeline handout on French Revolution and handout, “Rethinking the French Revolution: Political Culture and the *Cahiers de Doleances* of 1789,” Michael S. Patterson, 1992.
- History Channel video on French Revolution
- Map and chart of Napoleon’s expansion
- Compare Millet’s “The Spinner” with pictures of early factories
- Elements of Capitalism: Land, Labor, Capital, Entrepreneur, (NB—no government in laissez-faire capitalism)
- “It Takes Money to Make Money” – canals, factories, RRs
- Which revolution was more important: American/French or Industrial?
- Smith, Ricardo, Malthus, and Engels: “The Condition of the Working Class in England (1844)” excerpt
- Compare with “Japanese Capital and Jobs Flowing to China”, New York Times, February 17, 2004
- DBQ practice: Gin Act

Test on Political and Economic Revolutions: 27 multiple choice questions from released AP European History exams and/or course descriptions plus one of FRQs below:

- Identify the major social groups in France on the eve of the 1789 Revolution. Assess the extent to which their aspirations were achieved in the period from the meeting of the Estates-General (May 1789) to the declaration of the republic (September 1792).
- Identify the social and economic factors in preindustrial England that explain why England was the first country to industrialize.

19th Century Politics, Society & Economics

- Activities
 - Distribute rubber bands and repeat “Humpty Dumpty Nursery Rhyme”: apply to Congress of Vienna map
 - Apply the scientific concept of entropy to Congress of Vienna settlement
 - Introduce the “Legend of Pandora’s Box” and evaluate validity of its application to post-1815 Europe
 - 19th century “ISMs” vis a vis 18th century Rationalism: Liberalism, Conservatism, Nationalism (Valentine hearts), Utopian Socialism, Marxism, Romanticism (poetry and art)
 - Cartoons: “Gin Alley” and Walter Crane’s “Capitalism, Religious Hypocrisy and Party Politics”
 - Handout of timelines for 1830 and 1848 revolutions
 - Learning Center Advanced Placement European History II, Lesson #7, “Britain: A Case Study in the Evolution of Democracy”
 - Compare maps of Europe in 1815 with Europe in 1870
 - Weber #41 and #42 on Industrial Revolution
 - “Social Survey” to contrast late 19th and early 21st centuries => conclusions
 - Analysis of “progress” vis a vis Darwin, Spencer, Freud
 - Analysis of art during period: Realism, Impression, Post-Impressionism, Expressionism
 - FRQ practice: Discuss the extent to which nineteenth-century Romanticism was or was not a conservative cultural and intellectual movement.

Test on 19th century Urban Society and 19th century ISMs: multiple choice questions from released AP European History exams and/or course descriptions plus 2002 Industrial Revolution DBQ

Nationalism and Imperialism

- Activities
 - Nationalism <= Dual Revolution: political + economic
 - “Rope of Nationalism” Tug of War – Nationalism/Imperialism: analyze
 - “Masks” of Bismarck: nationalist, socialism, conservative (no imperialist—Berlin Conference of 1884)
 - Center for Learning, Advanced Placement European History II, Lessons #1 and #2 – “Shapers of Nationalism”
 - Motives for Imperialism: Center for Learning, Advanced Placement European History II, Lesson 5: Carnarvon, Hobson and Kipling
 - World map => imperial countries and colonies chart + Heath atlases to assess colonial resources => evaluate strengths and weaknesses of imperial powers in late 19th century.
 - Debate: “Imperialism could have been avoided in the late 19th century.” OR “The colonials were better off as a result of Western Imperialism in the late 19th century.”

Test on late 19th century Nationalism and Imperialism: multiple choice questions from released AP European History exam or course description booklet, plus one FRQ from those listed below **OR** DBQ from those listed below.

- FRQ:
 - Contrast the impact of Nationalism in Germany and the Austrian Empire from 1848 to 1914.
 - To what extent and in what ways did nationalist tensions in the Balkans between 1870- and 1914 contribute to the outbreak of the First World War?
- DBQ:
 - 1992 – “Identify and analyze the political and cultural issues in the debate over Pan-Slavism.”
 - “Analyze the pressures on Great Britain’s Liberal government during the Sudan crisis (1884-1885) and explain why the government acted as it did.”

World War I, Versailles, Bolshevik Revolution and Inner War Years

- Activities
 - Pre-WWI Skit of alliances, McKay, 7th ed., p. 888=> conclusions
 - Map of Europe in 1914: battles and conclusions
 - All Quiet on the Western Front movie, (first 45 minutes)
 - Bolshevik Revolution timeline
 - Pairs: Compare/contrast Bolshevik and French Revolution => conclusions
 - Fear of Communism DVD: excerpts on Czars and Stalin
 - Map of Europe in 1918 => compare/contrast with map of Europe in 1914=> conclusions
 - Treaty of Versailles provisions + debate: “The Treaty of Versailles was too harsh on Germany.”
 - “Age of Anxiety” – is the glass half empty or half full?
 - Power Point presentation: compare instability of radium atom with instability of Inner War period
 - Analysis of 1920s and 1930s: assign plus or minus sign for events
 - Pictures of 1923 Germany and 1921 Moscow + Lilo Linke reading: “The Mad Days of the German Inflation”
 - Handout on Great Depression: causes and remedies (by countries) => conclusions
 - “The Mind of the Nazis”, The Center for Learning, Advanced Placement European History II, Lesson #18
 - Does art imitate life or does life imitate art? - works by Van Gogh (“Starry Night”), Gauguin, Cezanne, Matisse, Picasso (Cubism), Kandinsky, Surrealism, Picasso’s “Guernica”

Test on World War I, Bolshevik Revolution and Inner War Years: multiple choice questions from released AP European History exam or course description booklet, plus one FRQ from those listed below:

- Analyze the extent to which the Russian Revolution (1917-1924) changed the status of women.
- Assess/evaluate whether the Treaty of Versailles was too harsh on Germany.
- How did new theories in physics and psychology in the period from 1900 to 1939 challenge existing ideas about the individual and society?
- Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920s and 1930s.

Dictatorships of the 1930s, World War II, and Cold War to 1985

- Activities
 - Spectrum analysis of Communism, Socialism, Capitalist-democracy, Fascism, Nazism
 - Rise and Fall of Third Reich video, (first 3 minutes)
 - Excerpt from “Peace in our Time” speech (Neville Chamberlain, on Munich Conference, 1938)
 - Map and Timeline of European Theatre and Pacific Theatre during World War
 - Weber #47 video + DVD from History Channel on Battle of Stalingrad
 - Analysis of Atlantic Charter, Cairo Declaration, Yalta Agreement, Potsdam Conference, United Nations Charter vis a vis its implementation
 - Would Hitler have won World War II had he not focused on the Holocaust? Why were the Allies able to defeat the Axis?
 - Movie: Schindler’s List (first 45 minutes)
 - Map of Europe after World War II

- Use Cliff Notes' DBQ for immediate post-World War II developments=> glean information as well as DBQ process review
- "The Cold War: Who Was Responsible," and "Soviet Suspicions and the Search of Security," Advanced Placement European History II, Lessons #22 and #16, [The Learning Center](#)
- Handout: "The Times They Are A-Changin'" or "The More Things Change, the More They Are the Same."

Test on Dictatorships of the 1930s, World War II, and Cold War to 1985: multiple choice questions from released AP European History exam or course description booklet, plus one FRQ from those listed below:

- Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920s and 1930s.
- Compare the rise to power of fascism in Italy and in Germany
- Using specific examples from Eastern and Western Europe, discuss economic development during the period 1945 to 1985, focusing on ONE of the following:
 - Economic recovery and integration
 - Development of the welfare state and its subsequent decline.

OR

2005 DBQ: Analyze various views regarding Western European unity from 1946 to 1989.

Europe after 1985

- Activities
 - [Fall of Communism](#) DVD
 - Analyze the reasons for the fall of Communism: Solidarity?, Pope John Paul II?, Bush?, Reagan?, Gorbachev?, USSR itself?
 - Map of Europe Today => Themes: European Union and Nationalism/EthnicConflicts
 - "A Solidarity Leader Speaks from Prison," McKay, 7th ed., pp. 1062-1063.
 - Analysis of art: "Recumbent Figure" by Henry Moore, "Head" by Anadeo Modigliani, "Torso" by Antoine Peusner, "Chariot" by Alberto Giacometti, "Wheel Man" by Ernest Trova => application to late 20th and early 21st centuries

Test on Europe after 1985: multiple choice questions from released AP European History exam or course description booklet, plus one FRQ from those listed below:

- Analyze the factors working for and against European unity from 1945 to 2001.
- Compare and contrast the political and economic effects of the Cold War (1945-1991) on Western Europe with the effects on Eastern Europe.
- Using specific examples from Eastern and Western Europe, discuss economic development during the period 1945 to the present, focusing on ONE of the following:
 - Economic recovery and integration
 - Development of the welfare state and its subsequent decline.

Review Activities: about 11 class days for review plus 3 class days for testing

- Utility of Review Books
- Century review handout
- [Learning Center Activities:](#) Advanced Placement European History II
 - "The Transformation of Western Civilization: 1450-1715"
 - "The Return of the Review: 1715-1870"
 - "The Finale of the Grand Review: 1870 to the Present"
 - "The Individual in History: The Person of the Age"
 - "Points of Conflict: The Focus of History"
 - "Art and Architecture: The Visible Landscape of the Past"
 - "The Flow of History" (dates)
 - "The Power of the Printed Word"
- Student-led review of "Themes," i.e. Intellectual and Cultural, Political and Diplomatic, Social and Economic: presentation and student-created handout of review points

- Treaties in Modern European History handout
- European and World Wars handout
- DBQ skills review
- Dynasty handout
- Power Point review of Art
- Website: www.historyteacher.net
- Three exam testing days:
 - Part I – Multiple choice
 - Part II – DBQ
 - Part III - FRQ