AP EUROPEAN HISTORY

**Course Purpose:**

AP European History is the equivalent of a college level survey course and exists as a joint venture between the College Board, high schools and colleges from both this nation and around the globe. Highly motivated students will have the opportunity to earn college credit while still in high school by passing the national AP Examination which will be administered in early May. The curriculum, materials and methods used in this course are of college level and have been selected to prepare the student for success on this three hour examination. My goal in this course also includes helping prepare students for a college environment and develop college level reading and writing skills.

**Course Objective:**

While the course is labeled AP European History, and certainly one aim of this endeavor is to enable students to understand European intellectual, political, social, economic and cultural history, this course goes beyond the mere content. Hopefully, students will learn to love history for its sheer joy and along the way develop the skills of:

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

I. Chronological Reasoning

- Historical Causation: Identifying the short term and long term causes and effects.

- Patterns of Continuity and Change over Time: Recognizing how continuity and change may both be present in any era.

- Periodization: Evaluating various models of periodization and recognizing relevant turning points.

II. Comparison and Contextualization ◦

- Comparison: Understanding the similarities and differences between different accounts and periods.

- Contextualization: Understanding the larger context of a document or individual’s actions.

III. Crafting Historical Arguments from Historical Evidence

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

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

IV. Historical Interpretation and Synthesis

- Interpretation: Analyzing diverse historical interpretations and understanding how historian’s interpretations change over time.

- Synthesis: Creating an understanding of the past from a wide variety of evidence, while applying insights about the past to other contexts and circumstances

**Course Scope:** This course divides the material into four sections which will be examined evenly, the specific units will be explained later in the document . These four sections are:

- 1450-1648

- 1648-1815

- 1815-1914

- 1914 - Present

**Course Themes:**

This course will explore the five themes set forth by the College Board as a means of understanding Modern European History from 1450 to the present. The five major themes are:

- Interaction of Europe and the World (INT)

- Poverty and Prosperity (PP)

- Objective Knowledge and Subjective Visions (OS)

- States and Other Institutions of Power (SP)

- Individual and Society (IS)

**Instructional Procedures:**

The course will be built around the lecture/discussion format with occasional collaboration. Many class periods will include a powerpoint presentation which will utilize primary sources as teaching tools as well as discussion topics that will be used to both teach, and assess whether the students are maintaining their outside reading schedule. From studying the “evidence” of history (and their daily readings) students will be expected to explain the “why” of history and not merely recite a list of events.

Each weekend will feature an essay (either an AP FRQ or DBQ question) which will provide opportunity for the student to demonstrate mastery of the concepts covered during the week. At the conclusion of each unit students will take a rigorous timed, multiple choice test containing 40-60 questions which will cover both current and previously covered materials. Pop quizzes may be used as a means to keep students focused and prevent procrastination.

**Resources:**

Textbook**:**

Merriman, John *A History of Modern Europe Third Edition*, ISBN 978-0-393-93433-5

Source Readings:

Kishlansky, Mark *Sources of the West: Readings in Western Civilization*, Vol 1 & 2

Historiography Readings From

Sherman, Dennis *Western Civilization: Sources, Images and Interpretation* Vol 1&2

Churchill, Winston, *A History of the English Speaking Peoples* (For use during imperialism and to demonstrate the English-centric point of view

**Grade Categories:**

Essays: 30%

Multiple Choice Tests: 25%

Homework: 10%

Quizzes: 15%

Final: 20%

**Units**

**Unit 1: Middle Ages to Renaissance**

Merriman Pg: 1-89

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source | Secondary Source |
| Dark Ages to Renaissance | Plague Dr. Contract | Compare and contrast the arguments made by Millard Meiss in “The Black Death: A Socioeconomic Perspective” with those made by William L Langer in “A Psychological Perspective of the Black Death” |
| Politics, Economics, Culture, and Religion of the Renaissance | Excerpts from Petrarch, Valla and the Donation of Constantine, Castiglione, what is a Renaissance gentleman | Map Creation, using cartography to make late medieval Europe |
| Renaissance Art | Power Point Presentation with a variety of artists including Da Vinci, Michelangelo, and Donatello |  |
| End of the Renaissance | Machiavelli Excerpts |  |
| Assessment | Take Home FRQ |  |

**Unit 2 The Reformation and the Wars of Religion**

Merriman Pg: 89-161

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source | Secondary Source |
| The roots of the Reformation, Humanism, and Luther | Luther's 95 Thesis |  |
| The Spread of the Reformation and Calvanism | Readings from Zwingli and Calvin (the TULIP) | Map work, the spread of the reformation |
| The English Reformation and the Counter-reformation | Readings from the Council of Trent, Wosley's Account of Henry VIII | Contrast the arguments made in Euan Cameron’s “What was the Reformation?” with those in G.R. Elton’s “A Political Interpretation of the Reformation.” |
| The Wars of Religion in France and the beginning of the 30 Years War | The Edict of Nantes, Witchcraft Reading |  |
| End and Results of the 30 Years War | Excerpts from the Treaty of Westphalia, a Feminine Perspective |  |
| Assessment | In class multiple choice and a take home FRQ | -Compare and contrast the religious and political views of Luther and Calvin,  -2008 DBQ: Analyze the causes of and the responses to the peasants’ revolts in the German states, 1524 – 1526 |

**Unit 3: The Atlantic World**

Merriman Pg: 164-241

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source | Secondary Source |
| The Rise and Fall of Spain | A Description of Phillip II |  |
| The Rise of England | Elizabeth's Speech to the Troops | Excerpt from *A History of the English Speaking Peoples* |
| The English Civil War | James I on the Power of a Monarch |  |
| The Glorious Revolution and the Dutch Republic | Two Views of Charles II, a Dutch version of the Glorious Revolution | Excerpt from *Charles II and his Kingdoms* by Tim Harris |
| Assessment | In Class Multiple Choice and Take Home DBQ |  |

**Unit 4 The Age of Absolutism**

Merriman Pg: 242-283

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source | Secondary Source |
| French Absolutism | Baroque vs Rococo Art | Excerpt from *The Great Cat Massacre* by Darnton |
| Hapsburg and Eastern Europe | Neoclassicism Art |  |
| Dynastic Wars in Europe |  | The Ever Changing Map of Europe |
| Assessment | In class Multiple Choice test | 2007 Form B DBQ: Describe and analyze the concept of nobility in France over the period from the late 16th century to the late 18th century |

**Unit 5 The Scientific Revolution and Enlightenment**

Merriman Pg: 287-345

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source | Secondary Source |
| New Scientific Theory | Readings from Voltaire | Did the Scientific Revolution Occur? Excerpts from Steven Shapin |
| Voltaire, Diderot, and Rousseau | Readings from Rousseau |  |
| Spread of the Enlightenment | Readings from Montesquieu | Spread of Enlightenment map work |
| Enlightened Absolutism and the Legacy of the Enlightenment | Punishment for a Crime and a Portrait of Frederick the Great |  |
|  | In class DBQ |  |

**Unit 6: The Eighteenth Century**

Merriman Pg: 349-431

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source | Secondary Source |
| The Social Order | Mozart and Hayden Presentation |  |
| Town and Country |  | Map on the growth of towns |
| The State System and the Wars they caused | Reading from the Wealth of Nations |  |
| England in the Eighteenth Century | Thomas Paine *Deism* | Compare and contrast the Eastern and Western European states Politically and Socially |
| Partition of Poland |  | Readings from *The Partitions of Poland* by Jerzy Lukowski |
| Assessment | In class FRQ and short answer |  |

**Unit 7: The Revolutionary Period**

Merriman Pg: 433-512

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source | Secondary Source |
| French Revolution Stage I | Art of the Revolution Presentation | Compare and contrast Churchill's description of the French revolution with |
| French Revolution Stage II | Writings of the Assembly, Declaration of the Rights of Man |  |
| French Revolution Stage III | Writings of Robespierre | Contrast the arguments presented in George Lefebvre’s “The Coming of the French Revolution” with those made in Donald M.G. Sutherland’s “The Revolution of the Notables” |
| Napoleon Takes Command | The Napoleonic Code |  |
| The Decline and Fall of Napoleon | Bonaparte's Diary Reading | Contrast the arguments presented in Louis Bergeron’s “France Under Napoleon: Napoleon as Enlightened Despot” with those in Martyn Lyons’s “Napoleon Bonaparte and the Legacy of the French Revolution” |
|  | In Class FRQ Compare and contrast the ways in which women participated in and influenced two of the following: The Renaissance, the Reformation, and/or the French Revolution |  |

**Unit 8 The Restoration Period**

Merriman Pg: 569-643

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source | Secondary Source |
| Ideologies | Readings from Metternich and the Congress of Vienna |  |
| Revolutions and Nationalism in Europe | Romantic Art Presentation |  |
| Revolutions of 1848 | The First Chartist Petition | Volume IV Chapter 3 of *A History of the English Speaking Peoples* |
| Counter Revolutions | The British Reform Bill |  |
|  | In Class DBQ |  |

**Unit 9: The Industrial Revolution**

Merriman Pg: 513-568

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source | Secondary Source |
| Population and Transportation | Discipline in the New Factories; Rules for the Royal Overseas Trading Company Factory |  |
| The Spread of Industrialization | The Urbanization Game and map study |  |
| The Middle Class | English Liberalism- Bentham |  |
| The Laborers | Art Study, Hogart |  |
| The Rise of Socialism | Readings from Marx Assignment: Identify the philosophies and the major figures involved with each that developed in the wake of, and in contrast to, the Industrial Revolution and Classical Liberalism |  |
| Assessment | Multiple Choice and take home essay: FRQ: Discuss how the Arch of Triumph and the Crystal Palace reflect the societies and cultures that produced them |  |

**Unit 10 National Unification**

Merriman Pg: 645-741

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source | Secondary Source |
| Italian Unification | Map Analysis, Garibaldi Reading |  |
| German Unification | Map Analysis, Bismark Reading |  |
| Nationalism in Hapsburg Europe |  |  |
| Victorian Britain | Victorian Art Show, A Day in the Park |  |
| Tsarist Russia | Why the Russians Lost (New York Times Editorial) |  |
| The Third Republic | Impressionism Art Show |  |
| Assessments | In Class DBQ, and take home question, In the period 1815 – 1900, political liberalization progressed much further in Western Europe than in Russia Analyze the social and economic reasons for this difference |  |

**Unit 11: Mass Politics, Imperialism and Nationalism**

Merriman Pg: 783-859

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source | Secondary Source |
| Social Reform and Popular Art | Expressionism and Surrealism Art Show, Freud Reading (take home) |  |
| Scramble for Africa and Asia | Map Analysis | Excerpt from Thomas Pakenham's *The Scramble for Africa*, Question: What reason does Pakenham give for the scramble, do you believe the analyzed primary sources confirm or refute his reasons. |
| Colonial Administration | White Man's Burden |  |
| Assessment | Multiple Choice Test, take home question, Students write a comparison essay, analyzing the distinctiveness of the African way of life before and after the European acquisition from 1880 to 1914 |  |

**Unit 12 The Great War**

Merriman Pg: 861-951

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source |  |
| Causes | Men in Arms Chart | The Great War: Episode 2 |
| The Jolly Little War | Charge of the Light Brigade (in reference to Nationalism and Militarism) | The Great War: Episode 3 |
| The End of the War | Delce et Decorum Est, Wilfred Owens |  |
| Russian Revolution | Lenin Readings |  |
| Assessment | In Class FRQ, and take home question Compare and Contrast the tone of the Charge of the Light Brigade and Delce et Decorum Est, why do you believe this change took place. |  |

**Unit 13: The Interwar Years**

Merriman Pg: 955-1057

|  |  |  |
| --- | --- | --- |
| Subject | Primary Source | Secondary Source |
| Settling the Questions of WWI | Sections of the Treaty of Versailles |  |
| Political and Economic Instability | Surrealism Presentation | Excerpt from *The Dark Valley* by Piers Brendon |
| Rise of Fascism | Readings from Mussolini |  |
| Fascism in Eastern Europe | Readings from Mein Kampf |  |
| Spanish Civil War and build up to WWII | Children's Spanish Civil War Paintings |  |
| Assessment | 2010 DBQ: Analyze the factors that contributed to the instability of the Weimar Republic in the period 1918 – 1933 |  |

**Unit 14: WWII**

Merriman Pg: 1057-1103

|  |  |
| --- | --- |
| Subject | Primary Source |
| German Invasion and the Final Solution | Photos from the Holocaust, Churchill's Speech |
| The Tide Turns | Readings from Eisenhower and Montgomery |
| The Aftermath of the War | The U.N. Charter |
| Assessment | Take home question, pick 3 separate European wars, compare and contrast the causes. Do you believe the U.N will be able to succeed in preventing future European conflicts? |

**Unit 15 Post War and Modern Europe**

Merriman Pg: 1105-1175

|  |  |
| --- | --- |
| Subject | Primary Source |
| Post War Europe | Truman and Stalin on Potsdam |
| A Changing Europe | Rock and Roll Presentation |
| Cold War Europe | The NATO Charter, Khrushchev We Will Bury You |
| Decolonization | Map Analysis |
|  | None |