

AP® European History: Approved Syllabus, 10/05/2015

Text Reading List (Including Embedded Primary Sources & Compare/Connect Analysis) First Quarter – Unit 1, 1450-1648

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- Chapter 9 The Late Middle Ages: Social and Political Breakdown (1300-1450)
 - Chapter 10 Renaissance and Discovery
 - Chapter 11 The Age of Reformation
 - Chapter 12 The Age of Religious Wars
 - Chapter 13 European State Consolidation in the 17th and 18th Centuries (portions on Religious Wars)

Second Quarter – Unit 2, 1648-1815

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- Chapter 13 European State Consolidation in the 17th and 18th Centuries (Absolutism and Constitutional Monarchy)
 - Chapter 14 New Directions in Thought and Culture in the 16th and 17th Centuries
 - Chapter 15 Society and Economy in the 18th Century
 - Chapter 16 The Transatlantic Economy, Trade Wars and Colonial Rebellion
 - Chapter 17 The Age of Enlightenment: 18th Century Thought
 - Chapter 18 The French Revolution
 - Chapter 19 The Age of Napoleon and the Triumph of Romanticism
 - Chapter 20 The Conservative Order and the Challenges of Reform

First Semester Cumulative

Third Quarter – Unit 3, 1815-1914

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- Chapter 21 Economic Advance and Social Unrest (1830-1850)
 - Chapter 22 The Age of Nation-States
 - Chapter 23 The Building of European Supremacy: Society and Politics to World War I
 - Chapter 24 The Birth of Modern European Thought
 - Chapter 25 The Age of Western Imperialism

Fourth Quarter – Unit 4, 1914-Present

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- Chapter 26 Alliance, War and a Troubled Peace
 - Chapter 27 The Interwar Years: The Challenge of Dictators and Depression
 - Chapter 28 World War II
 - Chapter 29 The Cold War Era, Decolonization, and the Emergence of a New Europe
 - Chapter 30 The West at the Dawn of the 21st Century
 - **Cumulative Course Exam**
 - **AP European History Exam – May 8 (Noon to 4:00 PM)**
***All Students Sit for AP Exam**
 - Following the AP exam, students will engage in an independent writing project which will include a research paper and presentation of a pre-approved topic of their choosing.

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**

AP EUROPEAN HISTORY SYLLABUS

Course Overview

AP European History is a challenging college-level course that is structured around the investigation of five course themes and 19 key concepts in four different chronological periods from the Renaissance to the present. Besides covering the relevant historical facts from these eras and linking these facts to the analysis of the themes, the course requires you to master nine historical thinking skills. During the year, you will be provided with the opportunity to examine primary sources, such as documentary material, pictorial and graphic materials, maps, political cartoons, statistical tables, and works of art. In addition, you will be provided with exposure to both factual narrative and to the interpretations of European history from the perspectives of a variety of different writers and historians. Historiography is the history of history. You will be examining how people have thought about and written about historical events over the course of time. You will also be provided with the opportunity to develop your analytical and interpretive writing skills, practicing short answer questions as well as document-based and long essay question essays. Besides the short answer questions, you will be writing at least one essay in every unit.

Readings

Course Materials

Text/Web Site:

Kagan, Donald M., Steven Ozment, and Frank M. Turner. *The Western Heritage Since 1300*. New Jersey: Prentice Hall, 2010. 10th edition. ISBN: 10:0-13-136761-7
www.myhistorylab.com (digital textbook and additional resources) [CR1a]

[CR1a]—The course includes a college-level European history textbook

Documentary and other types of primary evidence, and scholarly/interpretive readings have been chosen from a variety of resources, including the following:

Internet archives such as *Internet Modern History Sourcebook* and *Hanover Historical Texts Project*.

Primary Source Readers:

Perry, Jonathan S., Sara E. Chapman, and Derek Hastings. *Primary Source Documents in Western Civilization, Volume Two: Since 1400*. New Jersey: Pearson, 2009. ISBN 10:0-13-175584-6.

<http://www.fordham.edu/halsall/mod/modsbook.html>
www.myhistorylab.com (online library with specific assigned readings)

Note: Reading assignments listed in the syllabus are taken from the Kagan text or Pearson online supplemental site, unless otherwise noted.

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Course Themes

- 1 Interaction of Europe and the World (INT)
- 2 Poverty and Prosperity (PP)
- 3 Objective Knowledge and Subjective Visions (OS)
- 4 States and other Institutions of Power (SP)
- 5 Individual and Society (IS)

Embedded Historical Thinking Skills (Organized by Skill Type)

- I. Chronological Reasoning
 - a. Historical Causation
 - b. Patterns of Continuity and Change over Time
 - c. Periodization
- II. Comparison and Contextualization
 - a. Comparison
 - b. Contextualization
- III. Crafting Historical Arguments from Historical Evidence
 - a. Historical Argumentation
 - b. Appropriate Use of Relevant Historical Evidence
- IV. Historical Interpretation and Synthesis
 - a. Interpretation
 - b. Synthesis

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.

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Thematic Essential Questions for All Units

1. Why have Europeans sought contact and interaction with other parts of the world?
2. What political, technological, and intellectual developments enabled European contact and interaction with other parts of the world?
3. How have encounters between Europe and the world shaped European culture, politics, and society?
4. What impact has contact with Europe had on non-European societies?
5. How has capitalism developed as an economic system?
6. How has the organization of society changed as a result or in response to the development and spread of capitalism?
7. What were the causes and consequences of economic and social inequality?
8. How did individuals, groups, and the state respond to economic and social inequality?
9. What roles have traditional sources of authority (church and classical antiquity) played in the creation and transmission of knowledge?
10. How and why did Europeans come to rely on the scientific method and reason in place of traditional authorities?
11. How and why did Europeans come to value subjective interpretations of reality?
12. What forms have European governments taken, and how have these changed over time?
13. In what ways and why have European governments moved toward or reacted against representative how did civil institutions develop apart from governments, and what impact have they had upon European states?
14. How and why did civil institutions develop apart from governments, and what impact have they had?
15. How and why did changes in warfare affect diplomacy, the European state system and the
16. How and why did the concept of a balance of power emerge, develop, and eventually become institutionalized?
17. What forms have family, class, and social groups taken in European history, and how have they changed over time?
18. How and why have tensions arisen between the individual and society over the course of European history?
19. How and why has the status of specific groups within society changed over time?

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SEMESTER 1

Unit 1: 1450-1648 [CR2]

Key Concepts:

- 1.1 The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world.
- 1.2 The struggle for sovereignty within and among states resulted in varying degrees of political centralization.
- 1.3 Religious pluralism challenged the concept of a unified Europe.
- 1.4 Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.
- 1.5 European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.

Unit 1: Part 1, The Late Middle Ages: Social and Political Breakdown (1300-1450)

A. Review of Late Medieval Europe

Topics/Activities/Assignments:

- Overview of Medieval Europe
- **Theme: States and Other Institutions of Power:** Student examination of medieval social, religious, and political structures—Levels of Questions “Discovery Discussion”
- 14th century Crises/Medieval Crises
- Medieval art/art tour
- How to read a document - APPARTS (Author, Place and Time, Prior Knowledge, Audience, Reason, The Main Idea, Significance). Students will read excerpts from the Magna Carta and do an APPARTS analysis on the excerpts. Students will use the analysis to determine the perspective of the document and its purpose – Appropriate Use of Relevant Historical Evidence [CR6]
- How to attack a DBQ and work on thesis writing—group examination of how to write a DBQ (AP Workshop materials) Skills – Appropriate Use of Relevant Historical Evidence and Synthesis • **Exam:** Multiple Choice (both kinds) and Document Analysis

Readings and Other Resources: [CR1b][CR1c]

- Text Chapter 9
- Medieval Sources (Oath of Fealty, Magna Carta, Unam Sanctam)
- Interactive Map, Spread of Black Death (Discussion of economic and social impact over time)
- + Cause and effect chart of the Black Death based on source materials.
- Joan of Arc Refuses to Recant Her Beliefs (Excerpt from her self-defense.)
- Who Runs the World: Priests or Princes? Giles of Rome, *On Ecclesiastical Power* (1301) vs. John of Paris, *Treatise on Royal and Papal Power* (1302-1303) (Compare and Contrast activity)
- + Timeline Review of the Period’s major events
- 1995 DBQ Plague Documents
- Film: *Beckett* (optional to students)

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B. Renaissance

Topics/Activities/Assignments:

- **Theme: Objective Knowledge and Subjective Visions:** The Shifting World View—the development of the age of inquiry and observation and the reduction of power of the Church. Students will analyze how the growth of writing in the vernacular and the expansion of printing challenged the control of the church over the creation and dissemination of knowledge in a Socratic Seminar
- Political, social, economic, religious, intellectual, artistic characteristics of Renaissance society, renaissance scientific investigation, national monarchies vs. city states.
- Humanist revival of classical texts, Neo-Platonism
- Renaissance Art: The changing visual arts and their incorporation of Renaissance ideas/techniques/ promotion of personal, political, and religious goals (works by Michelangelo, Leonardo da Vinci, Raphael, Botticelli, Donatello, Titian, Ghiberti, and Tintoretto)
- **Theme: States and Other Institutions of Power:** Analysis of Machiavelli’s writings—connection to renaissance and modern day politics—application journal assignment and subsequent discussion
- Renaissance Writers (jigsaw)
- Debate: Was the Renaissance really a rebirth or is it overrated? Historiography, historical argumentation, interpretation, comparison, periodization. Following the debate, students will use the Burckhardt, Ferguson, and Thorndike articles along with knowledge learned from the debate to write an essay on the debate question **[CR5]**
- How to write a Long Essay Question Essay—Evaluating evidence and thesis writing; Essay Topic—“The Renaissance: Continuity or Change” – Crafting Historical Arguments from Historical Evidence, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Patterns of Continuity and Change over Time
- Short Answer Practice
- Exam: Multiple Choice and Long Essay Question

Readings and Other Resources: [CR1b][CR1c]

- Text pp Chapter 10
- Renaissance Sources (Castiglione, Pico della Mirandola, Petrarch, Erasmus, Isabella d’Este)
- Machiavelli—excerpts from *The Prince*
- Excerpts from articles by Burckhardt, Thorndike, and Ferguson for debate (Burckhardt’s “Civilization of the Renaissance in Italy,” Thorndike’s “Renaissance or Prenaissance,” and Ferguson’s “The Renaissance in Historical Thought”)
- Film: *The Agony and the Ecstasy* (optional)

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Unit 1: Part 2

A. Europe Expands and Divides - Overseas Discoveries, Economic Change, and the Protestant Reformation

Topics/Activities/Assignments:

- The Reformation in the Holy Roman Empire, The English Reformation, The Reformation in France, The Catholic Reformation, and the Ottoman Empire
- Comparison of the ideas of the Reformers (Luther, Calvin, Zwingli, Anglican)
- Socratic Seminar: examination of the multiple political, economic, social, intellectual, and religious causes of the Reformation and its short-term and long-term impact on politics and society – Historical Causation [CR7]
- **Theme: Individual and Society:** Students will examine the ways in which the gender roles and family characteristics were affected by the Reformation in Germany, Geneva, England, and Scotland by researching and presenting their findings to the class in a one-page project.
- Class examination of the 2008 DBQ documents and instruction on how to write a DBQ that meets the requirements of the rubric. Individual writing of the DBQ after classroom instruction and document analysis
- Baroque Art vs the Art of the Dutch Masters—Analysis and Art Tour (Rubens, Rembrandt, Van Eyck, Bernini, Caravaggio, Artemisia Gentileschi, Velázquez, Pieter Brueghel) – Interpretation [CR1b]
- Students will compare and contrast the works of art and analyze the social, political, and religious reasons for the differing styles
- **Theme: Interaction of Europe and the World:** Age of Exploration/Colonization: Historical Causation—Class discussion of the multiple reasons for 15th and 16th century colonization
- **Theme: Interaction of Europe and the World:** Historical Argumentation/comparison/contextualization—Aztec Account vs Cortez' Account of the Conquest of America; students examine competing views of the Conquest of America and write a comparison essay describing the key differences of each view point [CR12]
- **Historical Causation:** The Columbian Exchange—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? (INT-7) [CR3]
- How did colonial expansion shift the center of economic power in Europe from the Mediterranean to the Atlantic and what were the short-term and long-term impacts of this shift? – Historical Causation and Patterns of Continuity and Change over Time
- Student Jigsaw tracing the economic and social changes of the early modern period with emphasis on the tension between the growth of capitalism and the persistence of medieval social and economic structures. The changing characteristics of eastern and western Europe – Patterns of Continuity and Change over Time
- **Theme: Individual and Society:** Women and Children in the Reformation Era, witchcraft, folk ideas, the role of community and the analysis of 2000 DBQ documents and discussion of the role of rituals and festivals in early modern society (IS-1) [CR3]
- Short Answer Practice
- Exam: Multiple Choice (both kinds) and Long Essay Question Essay

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Readings and Other Resources: [CR1b][CR1c]

- Text pp Chapter 10 (Discovery), Chapter 11
- Luther, *Address to the Christian Nobility of the German Nation* and *95 Theses*; Calvin, *Institutes of the Christian Religion*; Twelve Articles Of the Swabian Peasants
- Revolting Peasants: Comparison of Viewpoints, Martin Luther, *An Admonition to Peace* (1525) “On Stopping the War”, Martin Luther, Against the Robbing and Murdering Peasants (1525), “Final Words”, An Open Letter Concerning the Hard Book Against the Peasants (1525), Final Words, Albrecht Dürer, *Memorial to the Peasant’s Revolt* (1527)
- Zwingli Lists the Errors of the Roman Church
- Caricature of John Tetzel
- Martin Luther, *95 Theses* (Excerpts)
- 2008 DBQ Documents
- Treaty of Augsburg
- Film: *A Man for All Seasons*(optional)
- *Aztec Account of the Spanish Conquest of America*
- Cortez’ *2nd Letter to Charles V*
- Bartolome de Las Casas *On the Five Kings of Hispaniola*
- 2000 DBQ: Rituals and Festivals
- “Conquista de México por Cortés,” Unknown Artist
- Depiction of the Spanish defeat at Metztitlan from the History of Tlaxcala (Lienzo de Tlaxcala), a sixteenth century codex
- Maps of the Columbian Exchange; Aztec and Inca Empires; Triangular Trade and the African slave trade; global Age of Exploration
- Chart of Indian, White, and Black populations of the New World, 1500-1800
- Film: *1492: The Conquest of Paradise*

B. Overview of the Age of Religious Wars & European States Consolidation Topics/Activities/Assignments:

- **Theme: States and Other Institutions of Power:** Simulation—the Treaty of Westphalia: how does the treaty connect to the political and religious issues of the HRE of the 16th century? How does the treaty connect to the regional, national, and international political, social, and economic trends? (SP-3) – Contextualization [CR3]
- Long Essay Question: “The Thirty Years’ War: Religious Progress or Meaningless Conflict?” – Historical Argumentation and Appropriate Use of Historical Evidence [CR4]
- Students will compare and contrast the cultural values of Protestants and Catholics in France during the 16th century in France
- International Affairs: Spain’s golden age and decline, the England of Elizabeth, the Dutch Republic
- Stuart England Jigsaw—the English Civil War and the Glorious Revolution
- Debate: Roundheads vs Cavaliers: “Should the king be above the law?”
- Essay: Following the debate, students will write an essay on the debate topic using documents, research, and information learned from the debate [CR4]

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- **Themes: Individual and Society; and Objective Knowledge and Subjective Visions:** Students will read excerpts from Locke's *Two Treatises on Government*, Hobbes' *Leviathan*, Frederick the Great's *Antimachiavel*, and James I's *On the True Law of Free Monarchies*. Students will then do a SOAPSTone on each document to prepare for a Socratic Seminar on the role of government and the rights of man **[CR6]**
- Socratic Seminar: The Political Philosophers on Government, Rights, and the Nature of Man – Interpretation, Synthesis, Comparison, and Contextualization
- Short Answer Practice and Analysis of Charts, Graphs, and Data
- Exam: Multiple Choice and Short Answer

Readings and Other Resources: **[CR1b][CR1c]**

- Text pp Chapter 11, 12 and 13
- Queen Elizabeth I—excerpts from speeches
- Excerpts from Locke's *Two Treatises on Government*, Hobbes' *Leviathan*, Frederick the Great's *Anti-Machiavel*, James I's *On the True Law of Free Monarchies*
- Cromwell, *Instruments of Government* (1655)
- Treaty of Westphalia
- Maps of the invasion route of the Spanish Armada; Thirty Years' War, and the English Civil War
- Portraits of James I and Charles II
- Movie: *Cromwell* (optional)

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Unit 2: 1648-1815 [CR2]

Key Concepts:

- 2.1 Different models of political sovereignty affected the relationship among states and between states and individuals
- 2.2 The expansion of European commerce accelerated the growth of a worldwide economic network
- 2.3 The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture
- 2.4 The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes

Unit 2: Part 1 The Age of Absolutism

Topics/Activities/Assignments:

- **Themes: Poverty and Prosperity; States and Other Institutions of Power; and Individual and Society:** The theory of absolutism—analysis of primary sources
- **Theme: Poverty and Prosperity:** What is mercantilism? Students will complete a comparison chart investigating the theory of mercantilism and its advantages and disadvantages (PP-1) [CR3]
- The practice of absolutism—the relationship between monarchs and aristocrats
- **Theme: States and Other Institutions of Power:** Case Study in Absolutism: Mock Trial of Louis XIV – Interpretation, Appropriate Use of Relevant Historical Evidence, and Synthesis
- **Theme: States and Other Institutions of Power:** Absolutism in France—Debate: “The Bourbons—Saviors of France or Treasonous Tyrants?” Based on previous studies of France during the Age of Absolutism and secondary sources by Peter Burke & William Church – Historical Interpretation
- Comparison: England and France in the 17th century; analysis of the reasons for the differing religious policies of the two nations in the 1680’s [CR10]
- Absolutism in Russia; the policies of Peter the Great
- Absolutism in Prussia and Austria—Comparison of policies in the two nations and comparison of policies with France Class discussion based on artwork, documents, and data
- **Theme: Poverty and Prosperity:** The Golden Age of the Dutch Republic—merchant oligarchy, importance of trade. Students will take part in an investigation of Tulipmania by examining documents surrounding the bubble and its impact through participating in reading pods.
- **Theme: Poverty and Prosperity:** Economic comparison: Mercantilism vs venture capitalism – Analysis of the causes and impacts of the two systems
- The European international economic network led to agricultural, industrial, financial, and consumer revolutions in Europe – Analysis of the causes and consequences of the slave trade
- Analysis of the multiple causes of the wars of the 17th and 18th centuries – Historical Causation
- **Theme: Individual and Society:** Display Fair: The Changing Demographic Trends in Europe. Students will examine charts, graphs, primary sources, and artwork to analyze the ways in which life in Europe changed during the 17th and 18th centuries. Each pair will be assigned a topic such as the agricultural revolution, cottage industries, population growth, everyday life, disease, etc.
- Short Answer Practice
- Exam: Multiple Choice and FRQ

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Readings and Other Resources [CR1b][CR1c]

- Text: Chapter 13 & 15
- Excerpts from St Simon, Colbert, Bossuet, Domat, Louis XIV
- Edict of Fontainebleau, 1685
- English Bill of Rights, 1688
- English Act of Toleration, 1689
- Peter the Great—Table of Ranks
- Records of the Bank of Amsterdam
- Peter Burke: “The Fabrication of Louis XIV”
- William Church: “The Greatness of Louis XIV”
- Portrait of Louis XIV; images of the palace at Versailles

Unit 2: Part 2 The Scientific Revolution and the Enlightenment

Topics/Activities/Assignments:

- **Theme: Objective Knowledge and Subjective Visions:** Overview of the Scientific Revolution: Scientific discoveries of Copernicus, Galileo, Brahe, Kepler, Harvey, Vesalius, and Newton
- The role of women in the scientific revolution—How did attitudes toward women in science reflect trends in early modern society? How did these attitudes compare with those of Renaissance society? – Contextualization and Patterns of Continuity and Change
- **Theme: Objective Knowledge and Subjective Visions:** Analysis of primary sources APPARTS (Bacon’s *Novum Organum*, Descartes’ *Meditation on the First Philosophy*, and Locke’s *An Essay Concerning Human Understanding*)—Empiricism vs. Rationalism; the scientific method. (OS-5) [CR6][CR3]
- **Theme: Objective Knowledge and Subjective Visions:** Class Discussion: What did the new conception of the universe mean for society? Popularization of science; Science vs traditional institutions—political, social, economic, and religious short-term and long-term effects of the scientific revolution.
- 1997 DBQ: Women in Science—in-class write and peer editing – Synthesis, Historical Argumentation, and Appropriate Use of Relevant Historical Evidence
- The multiple causes of the Enlightenment: How did Newton’s discovery of the natural laws of the universe act as a catalyst for the Enlightenment? What caused people to attempt to use reason to understand and reform the world? Class Discussion – Historical causation, Contextualization, and Interpretation
- **Theme: States and Other Institutions of Power:** Enlightened Absolutism: theory behind it and examination of the policies of Catherine the Great, Maria Theresa, Joseph II, and Frederick the Great – Comparison
- Socratic Seminar covering the themes of poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and the individual and society
- Enlightenment Salon (Students will role play)
- FRQ (2003B #4): Describe and analyze the influence of the Enlightenment on both elite culture and popular culture in the eighteenth century [CR4]
- Short Answer Practice

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- Exam: Multiple Choice and Short Answer

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Readings and Other Resources: [CR1b][CR1c]

- Text pp Chapters 15 & 17
- Excerpts from Copernicus' *Revolutions of the Heavenly Spheres*, Galileo's *Dialogue Concerning the Two Principal Systems of the World*, Bacon's *Novum Organum*, Descartes' *Meditation on the First Philosophy*, Locke's *An Essay Concerning Human Understanding*, and Newton's *Principia*
- Kant, *What is Enlightenment?*
- Excerpts from Rousseau's *The Social Contract*, Montesquieu's *Spirit of the Laws*, Voltaire's *Candide*, Smith's *the Wealth of Nations*, Bentham's *The Principles of Morals and Legislation*, and Beccaria's *On Crimes and Punishments*
- Film: *Amadeus*(Optional)
- Diagrams of the Christian Geocentric Universe and the Scientific Heliocentric Solar System

Unit 2: Part 3 The French Revolution and the Napoleonic Era

Topics/Activities/Assignments:

- **Theme: States and Other Institutions of Power:** Causes of the French Revolution: Analysis of the multiple causes; Historical causation
- “Categories Game” writing practice—using appropriate evidence to support a thesis—how to make a strong argument – Historical Argumentation and Appropriate Use of Relevant Historical Evidence
- Analysis of French Revolution Cartoons and Artwork using the OPTIC strategy – Interpretation
- **Theme: Objective Knowledge and Subjective Visions:** The role of the media in the French Revolution; David's Art, art as propaganda. Students will analyze selected sketches and/or paintings by David and compare their purpose with that of the Renaissance arts produced for 15th and 16th century patrons
- Examination of original sources: *Cabiers de Doléances*, *Declaration of the Rights of Man*, *Civil Constitution of the Clergy*, *Declaration of the Rights of Woman and the Female Citizen*, *American Declaration of Independence* – Jigsaw of documents involving Comparison, Interpretation, and Synthesis
- View “Danton” followed by a class discussion of the impact of the Enlightenment on the French Revolution and a class mini-debate on Robespierre's justification of the use of terror.

Readings and Other Resources: [CR1b][CR1c]

- Text pp Chapter 18 & 19
- French Revolution Documents: *Declaration of the Rights of Man and Citizen*, *Declaration of the Rights of Woman and Citizen*, *Civil Constitution of the Clergy*, excerpts from *Cabiers*, *What is the Third Estate*
- Edmund Burke's *Reflections on the French Revolution*
- Robespierre's justification of the use of terror
- Map of Wars of the French Revolution

Topics/Activities/Assignments:

- The Age of Napoleon—student presentations on the political, social, economic, intellectual, religious, military, and artistic characteristics of the period

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- **Theme: States and Other Institutions of Power:** Debate: Was Napoleon a child of the revolution or a ruthless tyrant? Use of primary and secondary sources; Historiography and Interpretation
- French Revolution and Napoleon - Jeopardy
- Exam/Presentations: 1st Semester Final Exam Comprehensive Exam with Multiple Choice Questions from Unit 1 and 2 and 2 Short Answer Questions; Group Presentations tracing all 5 themes through the first 2 units – Periodization, Patterns of Continuity and Change over Time, Contextualization, Interpretation, and Synthesis

Readings and Other Resources: [CR1b][CR1c]

- Text pp Chapter 19
- Excerpts from the Napoleonic Civil Code
- “Napoleon, the Man,” *History Today*, June 15, 2013
- “Napoleon and His Collaborators: The Making of a Dictator,” Woloch, excerpts
- David painting, *Napoleon Crossing the Alps*
- Map of Napoleonic Wars

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Semester 2

Unit 3: 1815-1914 [CR2]

Key Concepts:

- 3.1** The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry
- 3.2** The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location
- 3.3** The problems of industrialization provoked a range of ideological, governmental, and collective responses
- 3.4** European states struggled to maintain international stability in an age of nationalism and revolutions
- 3.5** A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers
- 3.6** European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other

Unit 3: Part 1

The Industrial Revolution and its Consequences: The Rise of Liberalism, Marxism, Socialism, and Revolution

Topics/Activities/Assignments:

- **Theme: States and Other Institutions of Power:** Congress of Vienna Simulation: Conservatism vs Liberalism—Students will write an essay explaining why this led to the conflicts and revolt in Europe in 1848 [CR9]
- **Theme: Objective Knowledge and Subjective Visions:** The Age of Romanticism—how was the Romantic Movement a reaction against the age of reason? “Discovery Discussion”
- **Themes: Poverty and Prosperity and The Individual and Society:** The First Industrial Revolution—Why did it begin in England and how did it affect Europeans? What role did the state play in the promotion of industry?
- Students create a timeline of the Industrial Revolution in which they define the period separately and appropriately for various European nations or regions and determine what factors differentiate the first and second industrial revolutions – Periodization [CR9]
- The Need for Reform: examination of charts, graphs, statistics, and demographic analysis of society
- Chartism (Analysis of Movement)
- The Revolutions of 1848 (Timeline, similarities/differences, outcome)
- In-class essay DBQ on Revolution
- The philosophical and political foundations of Utopian Socialism and Marxism
- **Themes: Individual and Society and Poverty and Prosperity:** Meeting of the Minds: seminar of economists and social reformers. Students will role-play Adam Smith, David Ricardo, Karl Marx, Pierre Proudhon, and Robert Owen in a seminar in which they use their disparate and contradictory ideas to craft an argument about the causes of economic and social distress in society and the proper solution to poverty – Synthesis
- FRQ writing and peer editing – Patterns of Continuity and Change over Time

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- 2002B (#5): Describe and analyze the differences in the ways in which artists and writers portrayed the individual during the Italian Renaissance and the Romantic era of the late eighteenth and early nineteenth centuries [CR4]
- Short Answer Practice on Questions of the Day
- Exam: Multiple Choice and Short Answer

Readings and Other Resources: [CR1b][CR1c]

- Text pp Chapters 20, 21
- Excerpts from the Sadler & Ashley Commissions and Chadwick's Report on Sanitation • Chartist Petition
- Excerpts from Metternich's *Memoirs*, Marx's *Communist Manifesto*, Blanc's *The Organization of Labour*, Mill's *On Liberty*, Malthus' *Essay on the Principle of Population*, Ricardo's *The Principles of Political Economy and Taxation*, and Robert Owen's *Report to the Committee for the Relief of the Manufacturing Poor*
- Poems by Keats and Shelley

Unit 3: Part 2

Nationalism and the Building of Nations

Topics/Activities/Assignments:

- **Theme: States and Other Institutions of Power:** The Turks and the Crimean War: Historical Causation – Analysis of the causes and consequences of the war
- Italian Unification: Comparison of four plans for unification in a seminar format.
- German Unification: Analysis of primary sources – Interpretation, Historical Causation, and Comparison with Italian Unification.
- In-Class DBQ on Crimean War

Readings and Other Resources:

- Text pp Chapter 22
- Tennyson, *Charge of the Light Brigade*; Mazzini, *To the Young Men of Italy*; Bismarck, *Memoirs (concerning Ems Dispatch)*, *Ems Dispatch*

Unit 3: Part 3

International Industrialization and Competition, New Imperialism, and Late 19th Century Challenges to the Middle Class

Topics/Activities/Assignments:

- **Themes: States and Other Institutions of Power, Poverty and Prosperity, and Individual and Society:** New Trends in European Society: How did the 2nd Industrial Revolution change the balance of power in Europe?
- The Third French Republic
- **Theme: Individual and Society:** Demographic Trends of the Victorian Era – Analysis of charts, graphs, primary sources
- Realism in Art: Group analysis of Victorian Paintings as a vehicle for interpreting social history – Interpretation

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- **Theme: Objective Knowledge and Subjective Visions:** The impact of Victorian science, philosophy and Psychology on traditional beliefs and institutions – Historical Causation
- Interpretation: Victorian cartoon analysis [CR1b]
- Women and the working class in the Victorian Era
- Seminar/discussion: In the context of the Age of Imperialism, consider Lenin’s *Imperialism, the Highest Stage of Capitalism*; Kipling’s *The White Man’s Burden*; Morel’s *The Black Man’s Burden*; Cecil Rhodes’ *Confession of Faith*; and J. A. Hobson’s *Imperialism, A Study* from the perspective of the author’s intended audience, purpose, and point of view [CR6]
- **Theme: Interaction of Europe and the World:** Imperialism: Effective Occupation vs Extraterritoriality— Case studies on Belgian Congo and China – Comparison
- **Theme: Interaction of Europe and the World:** Classroom Conference on Imperialism: Through a classroom seminar, you will investigate the causes of the new imperialism of the late 19th century and the consequences of European domination of Africa and Asia on Europe and on the colonies
- Writing Practice: 2013 FRQ 3: 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 – Patterns of Continuity and Change over Time [CR11]
- Exam: Multiple Choice and Short Answer

Readings and Other Resources: [CR1b][CR1c]

- Text pp Chapters 24, 25 & 26
- Excerpts from *The Victorian Frame of Mind: 1830-1870*, by Houghton
- Lenin’s *Imperialism, the Highest Stage of Capitalism*; Kipling’s *The White Man’s Burden*; Morel’s *The Black Man’s Burden*; Cecil Rhodes’ *Confession of Faith*; and J.A. Hobson’s *Imperialism, A Study*

Unit 4: 1914 to the Present [CR2]

Key Concepts:

- 4.1** Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War, and eventually to efforts at transnational union
- 4.2** The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle among liberal democracy, communism, and fascism
- 4.3** During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards
- 4.4** Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

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Unit 4: Part 1

World War I, the Russian Revolution, the Interwar Years, and World War II: 1914-1945

Topics/Activities/Assignments:

- **Theme: States and Other Institutions of Power:** Analysis of the causes of World War I using primary documents and secondary sources including excerpts from *The Origins of the World War* by Sidney Bradshaw Fay, The German Blank Check, The Austrian Ultimatum, The Serbian Reply, Willy-Nicky Telegrams, and multiple declarations of war – Historical Causation
- Students will analyze the documents listed above using APPARTS and/or SOAPSTone Next they will use their knowledge to participate in a debate. Debate: “Who was Responsible for WW I? Assess the validity of the war guilt clause. Finally, students will write an essay taking a stand on the debate question and supporting their response with multiple pieces of evidence – Interpretation, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Historical Causation, and Synthesis [CR4][CR6]
- World War I/Home front/Women’s Suffrage through analysis of war propaganda
- **Themes: States and Other Institutions of Power and Poverty and Prosperity:** Versailles Conference Simulation and follow-up discussion: Was the Treaty of Versailles a foundation for peace or a recipe for war?
- Russian History since Napoleon: How Russian political, social, and economic trends led to revolution – Patterns of Continuity and Change over Time
- **Theme: States and Other Institutions of Power:** The Russian Revolution: Analysis of its multiple causes and its short-term and long-term effects – Historical Causation
- Marxism vs Leninism vs Stalinism – Comparison
- Socratic Seminar on the impact of the Russian Revolution
- Short Answer Practice

Readings and Other Resources: [CR1b][CR1c]

- Text pp Chapter 27
- Article 231 of Treaty of Versailles (the War Guilt Clause), Austrian Ultimatum, Serbian Reply, German Letter to Austria, Willy-Nicky Telegrams
- Excerpts from Lenin’s *What is to be Done?*
- Excerpts from Von Laue’s *Why Lenin? Why Stalin? Why Gorbachev?: The Rise and Fall of the Soviet System*

Topics/Activities/Assignments:

- **Theme: States and Other Institutions of Power:** The Interwar Years: The rise of the dictators – Historical causation. Analysis of the reasons for the rise of dictators in Italy, Germany, Spain, and Russia after WW I; seminar and discussion on the reasons for the rise of dictators in each nation – Comparisons and contrasts regarding causes and effects
- Italian Fascism: What are the reasons for the rise of Mussolini? Class discussion
- The “Isms:” Comparison of fascism and communism
- **Themes: States and Other Institutions of Power and Individual and Society:** The Weimar Republic: Germany in the 1920’s and 1930’s Lecture
- **Theme: Interaction of Europe and the World:** The Mandate System: Unrest in the Middle East
- The rise of Hitler/Hitler’s Germany/Appeasement – Analysis of the policy

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- BBC “Helped Into Power”
- **Theme: States and Other Institutions of Power:** World War II: The Munich Conference—the ultimate failure of appeasement – Document analysis and evaluation of the policy of appeasement in the 1930’s
- World War II—the European Front
- Writing Practice: 2006 (#7): Considering the period 1933 to 1945, analyze the economic, diplomatic, and military reasons for Germany’s defeat in the Second World War – Historical Causation
- DBQ Practice: 2003 Form B: Vichy France
- Jigsaw: The aftermath of war; refugees; the welfare state; existentialism
- Exam: Multiple Choice and Short Answer

Readings and Other Resources: [CR1b][CR1c]

- Text pp Chapter 28
- Stanley G. Payne “On Italian Fascism”
- “An Early Nazi Program: The 25 points”
- Excerpts, “An Era of Despair,” from *Europe in Retrospect* by Raymond F. Betts
- Excerpts from Hitler, *Mein Kampf* and *The Secret Book*
- Film clips: Leni Riefenstahl, *Triumph of the Will* and Charlie Chaplin, *The Great Dictator*

Unit 4: Part 2

The Cold War and Modern Europe: 1945 – Present

Topics/Activities/Assignments:

- **Theme: States and Other Institutions of Power:** Origins of the Cold War: Analysis of the multiple causes of the cold war
- Classroom discussion: Who was to blame for the breakdown in diplomatic relations after World War II?
- The Cold War: Chronology and Action/Reaction Chart
- Students will compare and contrast the attitudes of citizens in Western Europe with those of citizens in Eastern Europe concerning the actions of the USSR and the United States during the Cold War by creating a Venn Diagram and participating in an activity using the smart board [CR11]
- **Theme: Individual and Society:** The Cold War: The impact of the Cold War on individuals in eastern and Western Europe (Webquest and class sharing)
- The Arab-Israeli Conflict
- **Theme: Individual and Society:** The Turbulent 1960’s and 1970’s: youth rebellion, cultural change, nuclear fear, the changing role of women in society – Analysis of photographs and primary sources
- **Theme: Interaction of Europe and the World:** Decolonization and the challenges of the third world; Asia, Africa, and the Middle East
- Writing Practice: Students research economic articles on Asia, Africa, or the Middle East from the period of 1914 to 1975. Students will then write an essay describing how these economies were affected by decolonization – Historical Argumentation, Appropriate Use of Relevant Historical Evidence [CR13]
- **Theme: Poverty and Prosperity & States and Other Institutions of Power:** The breakdown of communism in Eastern Europe and Russia—Students will make a concept map analyzing the multiple causes of the

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breakdown of communism These concept maps will be used to prepare for a four-corner debate concerning the multiple causation and the effects of the fall of communism

- European Union: the roots of European unity and its consequences – Jigsaw Historical Causation, Patterns of Continuity and Change over Time, Contextualization, Interpretation
- Following the investigation (above) of the European Union, students will analyze the ways in which internal migration within the European Union has transformed national identities in the late twentieth and early twentyfirst centuries.
- Finally, students will engage in a group discussion over the degree to which debates over immigration in the early 20th century are similar to, or different than, debates over immigration and migration today **[CR8]**
- War in Yugoslavia: causes and consequences – Historical Causation
- The role of ethnic nationalism in the late 20th and early 21st centuries
- Interaction of Europe and the World: International Relations in the 21st Century
- Socratic Seminar: International Relations: “How are changes in Europe affecting US and UN action? Assess the role & stability of present-day Europe,” “To what extent did glasnost and perestroika change the USSR and impact the final years of the cold war?”
- Russia Today: Crises in the Breakaway Republics—Ukraine, Georgia
- **Theme: Objective Knowledge and Subjective Visions:** The Role of Art in Politics and Society: Students will participate in a group project in which they will examine paintings, sculptures, and other works of art from the Renaissance to the present and complete a written analysis that discusses the use of art and propaganda over the ages to promote political, economic, and social agendas – Patterns of Continuity and Change over Time
- Short Answer Practice
- Exam: Multiple Choice and Long Essay Question

Readings and Other Resources: [CR1b][CR1c]

- Text pp Chapters 29 & 30
- Charts and graphs of the comparative military forces and nuclear capabilities of the NATO alliance the Warsaw Pact, 1950–1991
- Excerpts from Simone de Beauvoir’s *The Second Sex*
- Excerpts from Gorbachev’s *Perestroika*
- Churchill’s “Iron Curtain Speech”
- Truman Doctrine, Warsaw Pact
- UN Declaration on Granting Independence to Colonial Countries and Peoples, 1960
- The Rome Treaty, 1957
- The Maastricht Treaty, 1992
- Images of the destruction of the Berlin Wall
- Excerpts from *The Haunted Land: Facing Europe’s Ghosts After Communism*, by Tina Rosenberg
- Maps of the European Union and NATO (2014)
- Film: *Dr. Strangelove*

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- Review of each of the historical skills
- Review of how to answer each type of question
- Practice Exam
- 2013 DBQ on Religious Toleration or other DBQ
- Themes Activity: Thematic Timelines—In groups, students will construct timelines and be prepared for class discussion tracing all of the themes from the Renaissance to the present