

# AP European History Course Syllabus

## Course Description

AP® European History is intended for qualified students who wish to complete a class in secondary school equivalent to a college introductory course in European history. This class corresponds to the most recent developments in history curricula at the undergraduate level. European history is seen in a broad perspective reflecting an awareness of other disciplines and diverse techniques of presentation, including visual and statistical materials. The study will encompass European history since 1450 and introduce students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which we live. In addition to providing a basic narrative of events and movements, the goals of AP® European History are to develop (a) an understanding of the principle themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. **[C1, C2, C3, C4]**

## Course Themes

- ◆ Political and Diplomatic History
- ◆ Social History
- ◆ Economic History
- ◆ Intellectual and Cultural History

## Texts:

Chambers, et al. *The Western Experience*, 9<sup>th</sup> Edition, McGraw-Hill, 2007.

Follett, Ken. *The Pillars of the Earth*. New York: Signet, 1989.

Sherman, Dennis, ed. *Western Civilization: Sources, Images, and Interpretations, Renaissance to the Present*. 4<sup>th</sup> ed. New York: McGraw- Hill, 2004.

Voltaire. *Candide*. New York: Dover, (1759) 1991.

C1-The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic development.

## Summer Reading and Assignment:

Textbook: Ch. 5-11 Collapse of Rome to Late Middle Ages  
*Pillars of the Earth*

C2- The course teaches students to analyze evidence and interpretations presented in historical scholarship.

## First Marking Period:

### Unit I: Renaissance [C1, C2, C3, C4]

Time- 20 periods (40 min)

#### Topics [C1]

The New Learning  
Art and Artists in the Italian Renaissance  
The Culture of the North  
Scholastic Philosophy and Religious Thought  
The State of Christendom

#### Readings

◆ Textbook: Chambers Ch. 12

◆ Primary Sources: Sherman Ch. 1 & 3

Francesco Petrarca, *A Letter to Boccaccio*; Peter Paul Vergerio, *On the Liberal Arts*; Christine de Pizan, *The City of Ladies*, Niccolò Machiavelli, *The Prince*; Baldesar Castiglione, *The Book of the Courtier*; Christopher Columbus, *Letter to Lord Sanchez*; Bernal Diaz del Castillo, *Memoirs: The Aztecs*; Jacob Fugger, *Letter to Charles V: Finance and Politics* [C3]

◆ Secondary Sources: Sherman Ch. 1 & 3

Jacob Burckhardt, *The Civilization of the Renaissance*; Federico Chabod, *Machiavelli and the Renaissance*; Richard B. Reed, *The Expansion of Europe*; M.L. Bush, *The Effects of Expansion on the Non-European World*; Gary Nash, *Red, White, and Black: The Peoples of Early America* [C2]

#### Assessments

◆ Objective Test

◆ Free- Response Essays:

1. The Renaissance was a period during which some people began to think and act in different ways. Sometimes this is referred to as a “self-conscious awareness,” a stress on “humanism,” and a “secular spirit.” What do these terms mean? Answer by making specific references to developments in literature, political thought, and art.

◆ Document-Based Question:

1. Identify and analyze motives, attitudes, and consequences of the European age of exploration and conquest. [C4]

C3- The course includes 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.

C4- The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the *AP European History Course Description* for more information).

## **Unit 2: Reformation, Expansion & Religious Wars [C1, C2, C3, C4]**

**Time- 22 periods (40 min)**

### **Topics [C1]**

Piety and Descent  
The Lutheran Reformation  
The Spread of Protestantism  
The Catholic Revival  
Expansion at Home  
Expansion Overseas  
The Centralization of Political Power  
The Splintered States  
The New Statecraft  
The Age of Philip II  
Unbound War, International Crisis  
Military Revolution  
English Civil War  
French and Spanish Revolt  
Political Change

### **Readings**

◆ Textbook: Chambers Ch. 13,14 & 15

◆ Primary Sources: Sherman Ch. 2 & 4

Johann Tetzel, *The Spark for the Reformation: Indulgences*; Martin Luther, *Justification by Faith*; John Calvin, *Institutes of the Christian Religion: Predestination*; Teresa of Avila, *The Way of Perfection*; Ogier Ghiselin de Busbecq, *Civil War in France*; Richelieu, *Political Will and Testament*; James I, *The Powers of the Monarch in England*, The House of Commons, *The Powers of Parliament in England*, Heinrich Kramer and Jacob Sprenger, *The Hammer of Witches* [C3]

◆ Secondary Sources: Sherman Ch. 2 & 4

Euan Cameron, *What Was the Reformation?*; John C. Olin, *The Catholic Reformation*; Steven E. Ozment, *The Legacy of the Reformation*; William Monter, *The Devil's Handmaid: Women in the Age of Reformation* [C2]

### **Assessments**

◆ Objective Test

◆ Free- Response Essays:

1. Was the Reformation a blessing or a disaster for the people of Europe? Support your argument by making specific references to Germany, England, and Scotland. What impact did the Reformation have on the power of the monarchs, the well-being of the common man and woman, and the overall balance of European power?

2. The age of European expansion and religious wars was a period of both the breakdown and reconstruction of society. Describe this process of breakdown and reconstruction by discussing civil war, international war, and overseas expansion from about 1450 to about 1560. What were the causes of these events? What country (or countries) emerged from this era as the most powerful? [C4]

## Second Marking Period:

### Unit 3: Scientific Revolution & Absolutism [C1, C2, C3, C4]

Time- 15 periods (40 min)

#### Topics [C1]

Copernicus to Newton  
Effects of Discoveries  
The Arts & Literature  
Social Patterns & Popular Culture  
Absolutism in France  
Other Patterns of Absolutism  
Alternatives to Absolutism  
The International System

#### Readings

◆ Textbook: Chambers Ch. 16 & 17

◆ Primary Sources: Sherman Ch. 4 & 5

Richelieu, *Political Will and Testament*; James I, *The Powers of the Monarch in England*; The House of Commons, *The Powers of Parliament in England*; Philip W. von Hornick, *Austria Over All If She Only Will: Mercantilism*; Frederick William, The Great Elector, *A Secret Letter: Monarchical Authority in Prussia*; John Locke, *Second Treatise of Civil Government: Legislative Power [C3]*

◆ Secondary Sources: Sherman Ch. 5 & 6

Hajo Holborn, *A Political Interpretation of the Thirty Years' War*; Carl J. Friedrich, *A Religious Interpretation of the Thirty Years' War*; Conrad Russell, *The Causes of the English Civil War*; G. Durand, *Absolutism: Myth and Reality*; George Macaulay Trevelyan, *The English Revolution, 1688-1689*; Philippe Aries, *Centuries of Childhood*; Rene Descartes, *The Discourse on Method*; Galileo Galilei, *Letter to Christina of Tuscany: Science and Scripture*, *The Papal Inquisition of 1633: Galileo Condemned*; Sir Isaac Newton, *Mathematical Principles of Natural Philosophy*; Sir George Clark, *Early Modern Europe: Motives for the Scientific Revolution*; Bonnie S. Anderson and Judith P. Zinsser, *No Scientific Revolution for Women. [C2]*

#### Assessments

◆ Objective Test

◆ Free- Response Essays:

1. The seventeenth century saw great political instability and change, during which some modern forms of political organization emerged. Why did political turmoil exist, what new concepts of politics and power emerged, who were the most important participants in this process, and how was stability achieved?
2. Why did royal absolutism take such root in Eastern Europe? Why was constitutionalism, such as in England and the Netherlands, not undertaken? Was economics or geography the key difference—or was it something else?

◆ Document Based Essay:

1. Analyze the extent to which rulers and their subjects viewed the proper role of an absolute monarch differently. [C4]

## Unit 4: Enlightenment and French Revolution [C1, C2, C3, C4]

Time- 17 periods (40 min)

### Topics [C1]

The Enlightenment

18<sup>th</sup> c. Elite Culture

Popular Culture

Reform and Political Crisis

The French Revolution

Reconstruction

Second Revolution

### Readings

◆ Textbook: Chambers Ch. 19 & 20

◆ Primary Sources: Sherman Ch. 8 & 9

Immanuel Kant, *What is the Enlightenment?*; Baron d'Holbach, *The System of Nature*; Denis Diderot, *Prospectus for the Encyclopedia of Arts and Sciences*; Voltaire, *Philosophical Dictionary, The English Model*, Mary Wollstonecraft, *A Vindication of the Rights of Woman*; Thomas Paine, *The Age of Reason: Deism*; Jean Jacques Rousseau, *The Social Contract*; Arthur Young, *Travels in France: Signs of Revolution, The Cahiers: Discontents of the Third Estate*, Emmanuel Joseph Sieyes, *What is the Third Estate?*; *Revolutionary Legislation: Abolition of the Feudal System; The Declaration of the Rights of Man and Citizen*, Olympe de Gouges, *Declaration of the Rights of Woman; The Declaration of Independence*; Maximilien Robespierre, *Speech to the National Convention- February 5, 1794: The Terror Justified*; **[C3]**

◆ Primary Sources: Voltaire's *Candide*

◆ Secondary Sources: Sherman 8 & 9

Lester G. Crocker, *The Age of Enlightenment*, Carl L. Becker, *The Heavenly City of the Eighteenth-Century Philosophers*, Bonnie S. Anderson and Judith P. Zinsser, *Women in the Salons*, H.M. Scott, *The Problem of Enlightened Absolutism*; Georges Lefebvre, *The Coming of the French Revolution*, Donald M. G. Sutherland, *The Revolution of the Notables*, Ruth Graham, *Loaves and Liberty: Women in the French Revolution*; William Doyle, *An Evaluation of the French Revolution* **[C2]**

### Assessments

◆ Objective Test

◆ Free- Response Essays:

1. In the course of the eighteenth century the basic outlook on life and society held by many men and women changed dramatically. In what ways did this transformation affect scientific, political, religious, social, and economic thought? In working out your argument explain how specific new scientific ideas and methods of reasoning led directly to new political and social ideas.

◆ Document- Based Essay-

1. Describe and analyze how the ideas and objectives of the men and women who participated in the French Revolution changed over time. **[C4]**

## **Unit 5: The Age of Napoleon & Foundations of the 19<sup>th</sup> Century [C1, C2, C3, C4]**

**Time- 19 periods (40 min)**

### **Topics [C1]**

Robespierre to Bonaparte  
Napoleonic Settlement  
Napoleonic Hegemony  
Resistance to Napoleon  
Politics of Order  
Progress of Industrialization  
Social Effects

### **Readings**

◆ Textbook: Chambers Ch. 21 & 22

◆ Primary Sources: Sherman Ch. 10 & 11

Francois-Xavier Joliclerc, *A Soldier's Letters to His Mother: Revolutionary Nationalism*, Madame de Remusat, *Memoirs: Napoleon's Appeal*, Joseph Fouche, *Memoirs: Napoleon's Secret Police; Napoleon's Diary Testimony for the Factory Act of 1833: Working Conditions in England*; Benjamin Disraeli, *Sybil, or the Two Nations: Mining Towns* [C3]

◆ Secondary Sources: Sherman Ch. 10 & 11

Louis Bergeron, *France Under Napoleon: Napoleon as Enlightened Despot*, Martyn Lyons, *Napoleon Bonaparte and the Legacy of the French Revolution*, Bonnie G. Smith, *Women and the Napoleonic Code*; Robert L. Heilbroner, *The Making of Economic Society: England, the First to Industrialize* [C2]

### **Assessments**

◆ Objective Test

◆ Free- Response Essays:

1. What were the causes, both immediate and long term, of the French Revolution? Was it basically an economic event? A social or political struggle? Support your argument by making reference to specific events and ideas.

2. Why did the French Revolution become violent? Is it inevitable that all revolutions turn into violence and dictatorship?

◆ Document-Based Question:

1. Discuss how the profound social changes introduced by the Industrial Revolution affected women working in the factories. To what extent did women's experiences reflect continuities with traditional working-class ways of life? [C4]

## Third Marking Period:

### Unit 6: CHANGE: Cultural & National [C1, C2, C3, C4]

Time- 18 periods (40 min)

#### Topics [C1]

Ideas of Change  
Structure of Society  
Spread of Liberal Government  
Revolutions of 1848  
Politics of Nationalism  
19<sup>th</sup> c. Culture

#### Readings

◆ Textbook: Chambers Ch. 23 & 24

◆ Primary Sources: Sherman Ch. 11

Friedrich Engels, *The Condition of the Working Class in England*; Samuel Smiles, *Self-Help: Middle Class Attitudes*; Honore de Balzac, *Father Goriot: Money and the Middle Class*; Elizabeth Poole Stanford, *Woman in Her Social and Domestic Character*; Flora Tristan, *Women and the Working*; Charles Darwin, *The Origin of Species and The Descent of Man* [C3]

◆ Secondary Sources: Sherman Ch. 11

Robert L. Heilbroner, *The Making of Economic Society: England, the First to Industrialize*, Peter Stearns and Herrick Chapman, *Early Industrial Society: Progress or Decline?*, Michael Anderson, *The Family and Industrialization in Western Europe* [C2]

#### Assessments

◆ Objective Test

◆ Free- Response Essays:

1. The early nineteenth century saw the rise of a number of profoundly influential ideologies—conservatism, liberalism, nationalism, and socialism. What are these ideologies and what are their origins? Are there any connections between them? Which were the most influential?
2. Between 1850 and 1914, nationalism became almost a new religion in Europe and the United States. Why? What were the characteristics of nationalism that were so appealing? Define the goals of nationalism and then compare and contrast how nationalism goals were implemented in France, Germany, Italy, and Russia. Was nationalism, in your opinion, a positive or negative force in history?

◆ Document-Based Question:

1. Describe and analyze the concepts that became the foundations of aggressive nationalism during the period 1815-1914. [C4]

## **Unit 7: Progress & Resistance, Empire and World War I**

**[C1, C2, C3, C4]**

**Time- 22 periods (40 min)**

### **Topics [C1]**

Economic Transformation  
Perspectives on Nature and Society  
Belle Epoch  
Liberalism Under Attack  
Domestic Politics  
European Expansion, mid-19<sup>th</sup> c  
New Imperialism  
Imperialism at its Peak  
The Course of World War I  
The Peace  
Postwar Democracy

### **Readings**

◆ Textbook: Chambers Ch. 25, 26 & 27

◆ Primary Sources: Sherman Ch. 12 & 13

Jeremy Bentham, *English Liberalism; The Economist, 1851, Liberalism: Progress and Optimism; The First Chartist Petition: Demands for Change in England*; Annual Register, 1848, *An Eyewitness Account of the Revolutions of 1848 in Germany*; William Wordsworth, *The Tables Turned: The Glories of Nature*; Otto von Bismarck, *Speeches on Pragmatism and State Socialism*; Giuseppe Mazzini, *The Duties of Man*; Heinrich von Treitschke, *Militant Nationalism*; Karl Marx and Friedrich Engels, *The Communist Manifesto* **[C3]**

◆ Secondary Sources: Sherman Ch. 12, 13 & 14

Hajo Holborn, *The Congress of Vienna*, E.K. Bramsted and K.J. Melliush, *Western Liberalism*, Jonathan Sperber, *The European Revolutions, 1848—1851*; John Weiss, *The Revolutions of 1848*; Raymond Grew, *A Sterner Plan for Italian Unity: Nationalism, Liberalism, and Conservatism*; David Blackbourn, *German Unification*; F.H. Hinsley, *The Decline of Political Liberalism*, Adam B. Ulam, *The Unfinished Revolution: Marxism* **[C2]** *Interpreted*

### **Assessments**

◆ Objective Test

◆ Free- Response Essays:

1. The early nineteenth century saw the rise of a number of profoundly influential ideologies—conservatism, liberalism, nationalism, and socialism. What are these ideologies and what are their origins? Are there any connections between them? Which were the most influential?  
2. The First World War has been called “the great turning point in government and society.” Do you agree? Discuss this by making reference to the political, social, physical, and psychological impact of the war. Which country was most affected by the war –Russia, Austria, France, or Britain? Provide evidence to support your argument.

◆ Document-Based Question:

1. Discuss and analyze the factors that led to the European Imperialism of the 19<sup>th</sup> century.  
2. Describe and analyze the effects of the Great War on the European home fronts during the course of the war. **[C4]**



## Fourth Marking Period:

### Unit 8: 20<sup>th</sup> Century Crisis and World War II [C1, C2, C3, C4]

Time- 16 periods (40 min)

Topics [C1]

Two Successful Revolutions

Distinctive 20<sup>th</sup> c. Culture

Great Depression & Retreat from Democracy

Nazi Germany and the USSR

Weak Response of Democracies

Year of Axis Victory

Global War 1942-1945

Rebuilding

European Recovery

### Readings

◆ Textbook: Chambers Ch. 28 & 29

◆ Primary Sources: Sherman Ch. 15, 16, 17 & 18

Evelyn Blucher, *The Home Front, Program of Provisional Government in Russia*, V.I. Lenin, *April Theses: The Bolshevik Opposition*, V.I. Lenin, *Speech to the Petrograd Soviet—November 8, 1917: The Bolsheviks in Power*, Erich Maria Remarque, *The Road Back*, Lilo Linke, *Restless Days*, Heinrich Hauser, *With Germany's Unemployed, Program of the Popular Front—January 11, 1936*, Jose Ortega y Gasset, *The Revolt of the Masses*, Sigmund Freud, *Civilization and Its Discontents*, Benito Mussolini, *The Doctrine of Fascism*, Adolf Hitler, *Mein Kampf*, Joseph Goebbels, *Nazi Propaganda Pamphlet*, Guida Diehl, *The German Woman and National Socialism*, Eugene Kogan, *The Theory and Practice of Hell: The Nazi Elite*, Bruno Bettelheim, *The Informed Heart: Nazi Concentration Camps*, Fred Baron, *Witness to the Holocaust*, Joseph Stalin, *Problems of Agrarian Policy in the U.S.S.R.: Soviet Collectivization*; Joseph Stalin, *Report to the Congress of Soviets, 1936: Soviet Democracy [C3]*

◆ Secondary Sources: Sherman Ch. 15, 16, 17 & 18

Robert Service, *The Russian Revolution*; Robert Wohl, *The Generation of 1914: Disillusionment*, R.H.S. Crossman, *Government and the Governed: The Interwar Years*, James M. Laux, *The Great Depression in Europe*, H.R. Kedward, *Fascism in Western Europe*, F.L. Carsten, *The Rise of Fascism*, Klaus P. Fischer, *Hitler and Nazism*, Daniel J. Goldhagen, *Hitler's Willing Executioners*, Stephen J. Lee, *Dictatorship in Russia: Stalin's Purges*, George F. Kennan, *Appeasement at Munich Attacked*, A. J. P. Taylor, *The Origins of the Second World War: Appeasement Defended*, Gerhard L. Weinberg, *A World at Arms [C2]*

### Assessments

◆ Objective Test

Free- Response Essays:

1. The period from 1919 to 1939 was one of both hope and anxiety. Discuss the period by describing the events and ideas that pointed to a better world. What forces and events pointed in the other direction? What, in your view, were the factors that pushed Europe in the direction of another war?

2. After about 1919, Western society witnessed an unprecedented upheaval in thought and the arts—very often called “modernism.” What were some of these modernist developments and how did they reflect postwar society? Make sure you mention developments in philosophy, religion, psychology, music, architecture, and painting.

3. The 1920s and the 1930s witnessed the rise of totalitarian states in Europe. How did they differ from authoritarian regimes of the past, and what were the goals and motives of the totalitarian state? In your answers, refer to the Soviet Union, Germany, and Italy.

◆ Document-Based Question:

1. Discuss how European culture after World War I challenged the assumptions of the prewar, nineteenth century European culture. [C4]

## **Unit 9: The New Europe [C1, C2, C3, C4]**

**Time- 20 periods (40 min)**

### **Topics [C1]**

**The New Institutions  
Postindustrial Society  
Politics of Prosperity  
End of an Era  
Contemporary Culture**

### **Readings**

◆ Textbook: Chambers Ch. 30

◆ Primary Sources: Sherman Ch. 18 & 19

*The Truman Doctrine and the Marshall Plan*, B.N. Ponomaryov, *The Cold War: A Soviet Perspective*; Jens Reich, *The Berlin Wall*, Harry W. Laidler, *British Labor's Rise to Power*, The General Assembly of the United Nations, *Declaration Against Colonialism*, The Balfour Declaration, *U.N. Resolution 242*, and *A Palestinian Memoir: Israel, Palestine, and the Middle East*, Simone de Beauvoir, *The Second Sex*, Redstockings, *A Feminist Manifesto* John Lukacs, *The Short Century—It's Over*, Raymond L. Garthoff, *The End of the Cold War*, Robert Heilbroner, *After Communism: Causes for the Collapse*, Carol Skalnik Leff, *The Collapse of Communism in Eastern Europe*, Robert J. Donia, *War in Bosnia and Ethnic Cleansing*, *Modernization, The Western and Non-Western Worlds*, (photo) Sameul P. Huntington, *Terrorism and the Clash of Civilizations*, Niall Ferguson, *The Future after 9-11-01*, Thomas L. Frieman, *Globalization*, J. R. McNeill, *Ecological Threats* (chart)

### **[C3]**

◆ Secondary Sources: Sherman Ch. 18

James L. Gormly, *Origins of the Cold War*, Dag Hammarskjold, *The Positive Role of the United Nations in a Split World*, Frantz Fanon, *The Wretched of the Earth* **[C2]**

### **Assessments**

◆ Objective Test

◆ Free- Response Essays:

1. With the defeat of Germany in 1945 there arose a new war, a cold war between the United States and the Soviet Union. What were the causes of this war? Could the United States have blocked the Soviet takeover of Eastern Europe? Was the conflict a result more of Soviet strength or American weakness?
2. How have European countries (east and west) responded to the increasing intensity of a global economy? Consider economic, political and social policies and their implications in your answer.

◆ Document-Based Question:

1. To what extent did criticisms of communism by citizens of the Eastern European socialist states change over time?
2. Does the movement toward European unification represent a fundamental break with Europe's past? What new challenges to unification have emerged since 1990?

### **[C4]**

## Unit 10: Review and Practice for AP Exam

Time- 8 periods (40 min)

- ◆ 1999 Released Exam
- ◆ 2004 Released Exam

### Appendix

| <b>Differentiation</b>  |  |
|---|--|
| <b>Enrichment</b>   | <ul style="list-style-type: none"><li>● Utilize collaborative media tools</li><li>● Provide differentiated feedback</li><li>● Opportunities for reflection</li><li>● Encourage student voice and input</li><li>● Model close reading</li><li>● Distinguish long term and short term goals</li></ul>  |
| <b>Intervention &amp; Modification</b>  | <ul style="list-style-type: none"><li>● Utilize “skeleton notes” where some required information is already filled in for the student</li><li>● Provide access to a variety of tools for responses</li><li>● Provide opportunities to build familiarity and to practice with multiple media tools</li><li>● Leveled text and activities that adapt as students build skills</li><li>● Provide multiple means of action and expression</li><li>● Consider learning styles and interests</li><li>● Provide differentiated mentors</li><li>● Graphic organizers</li></ul> |
| <b>ELLs</b>   | <ul style="list-style-type: none"><li>● Pre-teach new vocabulary and meaning of symbols</li><li>● Embed glossaries or definitions</li><li>● Provide translations</li><li>● Connect new vocabulary to background knowledge</li><li>● Provide flash cards</li><li>● Incorporate as many learning senses as possible</li><li>● Portray structure, relationships, and associations through concept webs</li><li>● Graphic organizers</li></ul>   |
| <b>21st Century Skills</b>  |  |
| <ul style="list-style-type: none"><li>● Creativity</li><li>● Innovation</li><li>● Critical Thinking</li></ul> |  |

- Problem Solving
- Communication
- Collaboration

### **Integrating Technology**

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software