

# **AP European History**

2014-2015: Trimester 2 and 3

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ACHS Social Studies Department- Rm 213

## **Course Overview**

AP European History is a college level course taught at the high school level, but with college level expectations. This course requires students to use and learn analytical skills to study the history of Europe from 1450 to the present. This course will follow the political, economic, cultural, intellectual, and social history of Europe and emphasize the changes and continuities that led to the world in which we live today.

This course will prepare students to take the AP Exam in May which may earn them college credit. Students must master course content to pass the AP Exam. This will require students to always be active participants in this course and do all required assignments. As we will only have two trimesters to cover all course content and review for the AP Exam, students need to be prepared to work!

## **Course Goals**

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 principal themes in modern European history, b) an ability to analyze historical evidence, and c) an ability to analyze and express historical understanding in writing.

- In this course, students will:
  - o Develop the ability to analyze historical evidence and historical interpretation *through the critique of primary source documents, maps and materials, and images such as art.*
  - o Develop an ability to express historical understanding *in analytic and historical essays.*
  - o Develop an understanding of the principal themes of modern European History *by passing the AP Exam in May.*

## **Course Themes and Brief Unit Outlines**

While in this course, students will develop an understanding of the major themes of European history. These themes include:

- o Intellectual and Cultural History
  - Changes in religious thought and institutions
  - Secularization of learning and culture
  - Scientific and technological developments and their consequences
  - Major trends in literature and the arts
  - Intellectual and cultural developments and their relationship to social values and political events
  - Developments in social, economic and political thought, including the isms (socialism, liberalism and nationalism)
  - Developments in literacy, education and communication
  - Changes in elite and popular culture
  - Impact of global expansion on European culture
- o Political and Diplomatic History
  - The rise and function of the modern state in its various forms.
  - Relations between Europe and other parts of the world: colonialism, imperialism, and global interdependence
  - The evolution of political elites and the development of political parties, ideologies and other forms of mass politics

- The extension and limitation of rights and liberties; majority and minority political persecutions
- The growth and changing forms of nationalism
- Forms of political protest, reform and revolution
- Relationship between domestic and foreign policies
- Efforts to limit conflict: treaties, balance-of-power diplomacy and international organizations
- War and civil conflict: origins, developments, technology and their consequences
- Social and Economic History
  - The character of and changes in agricultural production and organization
  - The role of urbanization in transforming cultural values and social relationships
  - The shift in social structures from hierarchical orders to modern social classes; the changing distribution of wealth and property
  - The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
  - The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
  - Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
  - The origins, development and consequences of industrialization
  - Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
  - Gender roles and their influence on work, social structure, family structure, and interest group formation
  - The growth of competition and interdependence in national and world markets
  - Private and state roles in economic activity

The themes listed above do not represent the beginning and the end of the course content. There are themes and topics to be covered not listed above as well as the interrelation of the topics. Throughout the course we will make connections between the themes by analyzing trends and patterns, as well as addressing periodization as it impacts European History.

The themes above will be covered over the course of **9 units**, divided between the two trimesters of this course (1-6 in Trimester 2, and 7-9 in Trimester 3). The 9 units will consist of the following:

- 1) Later Middle Ages & Renaissance
- 2) Reformation & Religious Wars
- 3) Expansion, Absolutism, and Constitutionalism
- 4) The Changes of the 18<sup>th</sup> Century- Scientific Revolution, Enlightenment, Economic and Social Changes
- 5) French Revolution and Napoleon
- 6) Industrialization and Urban Society
- 7) Ideologies and Upheavals in European Society
- 8) The World at War- WWI, Age of Anxiety, WWII
- 9) The Modern World- 1945 to Present
- 10) AP Exam Review

### **Primary Textbook:**

McKay, John P., Bennett D. Hill, and John Buckler. *A History of Western Society Since 1400*. (9<sup>th</sup> ed.) Boston: Bedford/St. Martin's, 2005.

**Supplementary Texts (primary sources and historical scholarship will come from the texts below):**

France, Anatole. *The Gods Will Have Blood*. New York: Barnes and Noble, 2005.

Golden, Richard M, ed. *The Social Dimension of Western Civilization* (5<sup>th</sup> ed.) Boston: Bedford/St. Martin's, 2003.

Holman, Sheri. *The Dress Lodger*. New York: Grove Press, 2000.

Kishlansky, Mark A., ed. *Sources of the West: Readings in Western Civilization*. 5th ed. New York: Longman, 2003.

Lualdi, Katharine., ed. *Sources of The Making of the West*. 2 vols. Boston: Bedford/St. Martin's, 2001.

Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue, eds. *Sources of the Western Tradition*. 2 vols. 5th ed. Boston: Houghton Mifflin, 2003.

Machiavelli, Niccolo. *The Prince*. New York: Barnes and Noble, 2003.

Manchester, William. *A World Lit Only By Fire*. New York: Little, Brown and Company, 1992.

Rawciz, Slavomir. *The LongWalk: The True Story of a Trek to Freedom*. Connecticut: The Lyons Press, 1997.

Zola, Emile. *Germinal*. New York: Barnes and Noble, 2005.

Primary Source Documents may also come from the website:

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

There will be other readings assigned periodically through the course by the instructor, given as a handout.

**AP European History Practice and Study Guides:**

I recommend either the Kaplan or Princeton review guides.

**Grading**

Your grade in this course will come from several means, but as this is a college level course, I have high expectations for you and plan to push you to reach your potential. With that being said, your grade will consist of the following:

- 1) Class Work: in class assignments, homework assignments, daily thesis statements, workshop participation, etc. (50%)
- 2) Assessments: Reading Quizzes, Unit Multiple Choice Exams, Essays (50%)

Students can expect to be assessed in various ways to ensure total student understanding. The following assessments can be expected throughout the course:

- Unit Quizzes: These will be **short in-class quizzes** that students can expect at the conclusion of a unit that is not being tested on an exam. These quizzes will cover unit content that was either discussed in lecture or from the textbook reading. These quizzes will be modeled upon released AP multiple choice exam questions. Students may also be asked to write a **thesis statement and/or paragraph** for a potential exam essay that would cover the material learned that week.

- Reading Quizzes/Reading Outlines/Reading Questions: We will see what works best for our class. Reading is crucial to acquiring all the content needed to master the AP Exam. Also, if we can read on our own outside of class, we can do more hands-on learning in the classroom!!

- Identification Quizzes: Students will be given a list of ID's each unit. These will range from significant individuals to significant events. Before each major multiple choice exam, students will take a quiz over the ID terms to help with review for the multiple choice exam. It will be expected that students create notecards for the ID's for each unit.

- Primary Source Practice: **Documents, images, works of art, statistical graphs, and other primary sources** will be given once a week (at least) for students to **practice analyzing** this type of information. This will be given as homework (students will complete APPARTS) and then discussed the next day in class. We will also try to do a **Document A Day**.

- Writing Workshop Participation: Students should expect a few **writing workshop** days each trimester. These days will consist of teacher led instruction, whole class discussion, and student group discussions. These days are designed to allow students to perfect the AP writing process, **analyze released essays**, and continue work on **analyzing primary sources as used in DBQ's**.

- Map Quizzes and/or Assignments: Students will be asked to show mastery of geographic knowledge through various **map quizzes and/or assignments** periodically throughout the course.

- Multiple Choice Exams: At the conclusion of *every other unit*, students will take a **multiple choice exam**. These exams will be similar to an AP Exam that students would take in May (as many released items will be used as possible).

- Essays: At the conclusion of each unit, students can expect an **essay assessment**. Students will either have an **FRQ or DBQ** that will assess their knowledge of a certain topic and their writing progress. These will either be in class or take home; that decision will be told to students at the beginning of the unit.

- End of class Project: Depending on how much time is left after the AP exam in May, students may be assigned a final project. Students will be given the choice of a final project that will consist of either creating a DBQ or writing a book review. This will be discussed and decided upon later in the course.

### **AP Exam Information**

The AP European History exam will take place on May 8, 2015. The exam is 185 minutes (3 hours, 5 minutes) in length and consists of three parts. Students have 55 minutes to answer 80 multiple choice questions, 60 minutes to write a DBQ (Document Based Question) and 70 minutes to write 2 FRQ (Free Response Question).

Section I, the multiple choice section, consists of 80 questions designed to measure the students' knowledge of European history from the High Renaissance to the present. Approximately one-half of the questions deal with the period from 1450 to the French Revolution/Napoleonic period and one-half from the French Revolution to the present.

Section II, the free-response section, begins with a *mandatory* 15-minute reading period followed by Part A, in which students are required to answer a document-based essay question (DBQ) in 45 minutes, and Parts B and C, in which students are asked to answer two thematic questions in 70 minutes. Students choose one essay from the three essays in Part B and one essay from the three in Part C; they are advised to spend 5 minutes planning and 30 minutes writing each of their thematic essays. Thematic questions are grouped to ensure that students consider a range of historical periods and approaches.

Within the free-response section, the DBQ essay is weighted 45 percent and the two thematic essays together are weighted 55 percent. For the total exam score, the multiple-choice and the free-response sections are weighted equally.

The price of the exam and other logistics will be discussed with students and information will be provided by guidance counselors.

My expectation is that by the end of this course, students will feel confident in the content and be able to pass the exam. If a student receives a 3 or higher on the exam they may be able to earn college credit.

### **Calendar Outline**

Students will be given unit calendars. These calendars will include daily reading assignments and all other major assignments for the unit (thesis writing, essay writing, document analysis, quiz dates, test dates, etc). A brief topic outline for each trimester is included below. A list of required textbook readings and other readings are listed below. This is a tentative list of reading assignments; others may be added and will be given to students on their weekly calendars.

\*Tentative- subject to change because of snow days and other unexpected school based issues.

## **Trimester 2**

### **Unit 1: Later Middle Ages and Renaissance**

Readings: McKay, Ch. 12 and 13

Manchester: *A World Lit Only By Fire*

Kishlansky Text: Pisan "Book of the City of Ladies", Erasmus "In Praise of Folly", More "Utopia"

Perry Text: Petrarch "Father of Humanism", Mirandola "Oration on the Dignity of Man", da Vinci "Art and Science"

Machiavelli: *The Prince*

Introduction to course and expectations

Crisis of the Later Middle Ages

Crisis of the Later Middle Ages, Renaissance

Renaissance and Renaissance ART

Northern Renaissance

Political & Economic Characteristics of the Renaissance

FRQ Workshop

**Assessments: FRQ Essay, Unit 1 Quiz, ID Quiz, and Reading Quizzes**

### **Unit 2: Reformation and Religious Wars**

Readings: McKay, Ch. 14

Golden Text: Davis "The Rites of Violence: Religious Riots in 16<sup>th</sup> century France", Kamen "The Spanish Inquisition and the People", Wiesner "Nuns, Wives, and Mothers: Women and the Reformation in Germany"

Kishlansky Text: Henry VI "Edict of Nantes"

Perry Text: Luther "On Papal Power", Calvin "The Institutes, Ecclesiastical Ordinances", Loyola "The Spiritual Exercises"

The Early Reformation

Political and Social Impact of Reformation

The Spread of Protestantism

The Catholic Reformation

Religious Wars

**Assessments: Comparison Essay, ID Quiz, Reading Quizzes, and \*UNIT 1 AND 2 MULTIPLE CHOICE EXAM\***

### **Unit 3: Expansion, Absolutism, and Constitutionalism**

Readings: McKay, Ch. 15, 16, 17

Manchester: *A World Lit Only By Fire*

Golden Text: Diamond "Hemispheres Colliding"

Lualdi Text: "English Bill of Rights", Equiano "Interesting Narrative of the Life...", Peter I "Letter to His Son Alexei"

Perry Text: Castillo "Discovery of Mexico", Carr "Dutch East India Company", Duc de Saint-Simon "Assessment of Louis XIV", Hobbes "Leviathan"

European Exploration & Emergence of the Atlantic Economy

17<sup>th</sup> century Governments (Rise and Fall of Spanish and Dutch

17<sup>th</sup> century Governments (Path to English Constitutional Monarchy)

17<sup>th</sup> Century Governments (Absolutism)

17<sup>th</sup> Century Governments (Russia and the Ottomans)

Baroque

DBQ Workshop

**Assessments: DBQ Essay, FRQ Essay, Unit 3 Quiz, ID Quiz, and Reading Quizzes**

### **Unit 4: The Changes of the 18<sup>th</sup> Century- Scientific Revolution, Enlightenment, Economic and Social Changes**

Readings: McKay, Ch. 18, 19, 20

Golden Text: McManners "Death's Arbitrary Empire", Wrightson "Infanticide in European History"

Lualdi Text: Astell "Reflections Upon Marriage"

Perry Text: Locke "Second Treatise of Government", Copernicus "On the Revolutions of the Heavenly Spheres", Descartes "Discourse on Method", Kant "What is Enlightenment", Voltaire "A Plea for Tolerance and Reason", Paine "Age of Reason", Rousseau "Social Contract"

An Age of Reason – Scientific Revolution and Enlightenment

Economic Expansion

Changing Life of the People

**Assessments: FRQ Essay, ID Quiz, Reading Quizzes, and \*UNIT 3 AND 4 MULTIPLE CHOICE EXAM\***

### **Unit 5: French Revolution and Napoleon**

Readings: McKay, Ch. 21

Golden Reading: Dominique Godineau, "Political Culture and Female Sociability in the French Revolution", Darnton "The Great Cat Massacre"

Lualdi Text: "Declaration of the Rights of Man and Citizen", de Gouges "Letters on Trial"

Perry Text: "Grievances of the 3<sup>rd</sup> Estate", Robespierre "Republic of Virtue"

French Rev. Documentary

Causes and Background

DBQ Workshop

The Revolution → 1793

The Revolution → 1793-1799

Napoleon's Rise and Fall in Europe

**Assessments: ID Quiz, Unit 5 Quiz, In Class Essay, and Reading Quizzes**

## **Unit 6: Industrialization and Urban Society**

Readings: McKay, Ch. 22 and 24

Golden Text: Sidney Pollard, "Factory Discipline in the Industrial Revolution", Peter Gay, "Letter Writing and the Victorian Bourgeois", K. H. Connell, "The Potato in Ireland"

Lualdi Text: "Factory Rules in Berlin", Ellis "Characteristics of the Women of England"

Perry Text: Smith "Wealth of Nations", Malthus "On the Principle of Population", "Sadler Commission on Child Labor"

A Revolution in Industry

Urban Game

Impact of Industrial Revolution

Second Industrial Revolution

Social and Cultural Changes

**Assessments: ID Quiz, Reading Quizzes, In Class Essay, and \*UNIT 5 AND 6 MULTIPLE CHOICE EXAM\***

## **FINAL EXAM – Units 1→6 (Multiple Choice Exam)**

## **Trimester 3**

## **Unit 7: Ideologies and Upheavals in European Society**

Readings: McKay, Ch. 23, 25, 26

Golden Text: Stephen Frank, "Popular Justice, Community and Culture among the Russian Peasantry, 1870-1900"

Lualdi Text: Engels "Draft of a Communist Confession of Faith" Darwin "The Descent of Man", Ferry "Speech before the National Assembly"

Perry Text: Mazzini "Young Italy", Marx & Engels "Communist Manifesto"

Napoleonic Wars & Aftermath

Spread of Radical Ideas (Liberalism, Nationalism, Socialism, Marxism)

Romantic Movement- Art Presentation

Reforms and Revolution Before 1848

Revolutions of 1848

Nation Building in Italy and Germany

Modernization of Russia and Ottoman Empire; Responsive National State

Marxism and the Social Movement

**Assessments: ID Quiz, Reading Quizzes, Unit 7 Quiz, and FRQ Essay**

## **Unit 8: The World at War- WWI, Age of Anxiety, WWII**

Readings: McKay, 27, 28, 29

Golden Text: Alistair Horne "The Price of Glory: Verdun 1916", Alex de Jonge "Inflation in Weimar Germany", Christopher Browning, "German Killers in the Holocaust: Behavior and Motivation"

Elie Wiesel, *Night*

Lualdi Text: Kipling "White Man's Burden", Doriat "Women on the Home Front", Mussolini "Doctrine of Fascism", Hitler "Mein Kampf", Chamberlain "Speech on the Munich Crisis"

Perry Text: "All Quiet on the Western Front"

World Economy; Great Migration

Western Imperialism

World at War (WWI)

WWI- Home Front

Russian Revolution

Post War World  
Dictators in Europe  
Second World War  
Aftermath of War

**Assessments: ID Quiz, Reading Quizzes, DBQ Essay, FRQ Essay, and \*Unit 7 and 8 Multiple Choice Exam\***

### **Unit 9: The Modern World- 1945 to Present**

Readings: McKay Ch. 30, 31

Golden Reading: Ellen Furlough "Packaging Pleasures: Club Mediterranee and French Consumer Culture, 1950-1968", Norman Naimark "Ethnic Cleansing in the Wars of Yugoslav Succession"

Perry Text: Chamberlain "Iron Curtain Speech"

Post War Europe and Origins of Cold War  
Soviet Eastern Europe  
Post War Social Transformations; End of Empires  
Reform in the 1960s  
Revolutions of 1989; Decline of Communism  
Rebuilding Russia & Eastern Europe  
A New Global System  
21<sup>st</sup> Century Challenges  
Modern Era

**Assessments: ID Quiz, Reading Quizzes, Unit 9 Quiz, and Several Essays**

### **Remaining time: AP Exam Review**

May 4<sup>th</sup>-7<sup>th</sup> Full length AP exam in class  
ID Quizzes

**AP EUROPEAN HISTORY EXAM- May 8, 2015**

### **Class Information & Contact Info:**

Ms. Vasser School Website: <http://www.anderson.kyschools.us/LaurenVasser.aspx>

Ms. Vasser's email address: [Lauren.vasser@anderson.kyschools.us](mailto:Lauren.vasser@anderson.kyschools.us)

Remind 101- info on next page!



### **AP European History**

After reading through the syllabus, acknowledge that you have not only read it, but agree to commit to the work load by signing below. Let's have a great rest of the school year!

Name: \_\_\_\_\_

Please sign below indicating that you agree to the class syllabus, expectations, and the AP work load.

Student Signature: \_\_\_\_\_