

AP[®] European History

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Course Overview

This course will examine European History from 1450 to the present by exploring the intellectual, cultural, political, diplomatic, social, and economic developments that helped to shape our modern world. While the course will proceed chronologically through major historical eras, students will also be able to analyze patterns of continuity and change through major themes of study. Students will be introduced to the idea of authorial perspective and historiography, and build upon historical thinking skills through multiple sources in the hopes of providing a balanced and critical view of the time period.

This course will be taught at the college level. The major difference between this course and a regular high school course is the amount of work required outside of the classroom to complete the reading and master a greater depth of historical information. In addition to the expectation that students comprehend, memorize and apply relevant factual information, they will also be required to evaluate and interpret primary and secondary sources, write analytically, and construct historical narratives and arguments.

Resources

Textbook:

AMSCO Advanced Placement European History ©2019

Primary sources from various readers and internet sources including:

Fordham University's Internet Modern History Sourcebook

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

Historical Scholarship and Essays from various internet sources including academic journals and major journalism outlets.

Each student will have access to course content, daily videos, sample questions, and detailed descriptions of each unit via AP Classroom.

Course Outline

Each grading quarter corresponds with some overlap to the four periods defined in the AP European curriculum guide. Within and across each of these periods this course will develop 6 historical thinking skills identified by the College Board:

1. Developments and Processes
2. Sourcing and Situation
3. Claims and Evidence in Sources
4. Contextualization
5. Making Connections
6. Argumentation

First Quarter (1450-1648)

- Introduction and the Later Middle Ages (1 week)
- Unit 1. The Renaissance—including humanism, the rise of the New Monarchs, and the Age of Exploration (3 weeks)
- Unit 2. The Reformation and Religious Wars (2 weeks)
- Unit 3. The Age of Absolutism and Constitutionalism (4 weeks)

Second Quarter (1648-1815)

- Unit 4. The Eighteenth Century - includes the Scientific Revolution and Enlightenment (4 weeks)
- Unit 5. The French Revolution and Napoleonic Era (1 week)
- Unit 6. The Industrial Revolution (2 weeks) - includes a comparison of pre and post industrial economies and societies

Third Quarter (1815-1914)

- Unit 7. Politics and Society 1800-1850 (2 weeks)
- Unit 8. Nationalism, Unification and the Modern European State (3 weeks)
- Unit 9. Imperialism and World War I (2 weeks)

Fourth Quarter (1914-Present)

- Unit 10. The Interwar Period and World War II (3 weeks)
- Unit 11. 1945 to the Present (1 week)
- Unit 12. AP European History Exam Review (3 weeks)

Teaching Philosophy and Strategies

I will use our time together in class for two purposes. My lectures will serve to paint broad strokes across historical eras, draw out certain themes and points of comparison, change, and continuity. Students will encounter outlines, timelines, maps, works of art, political cartoons, and film clips and will be expected to listen actively and participate in these presentations. I cannot cover every detail from the curriculum in class and AP students must cultivate the ability to master those facts through their reading, homework assignments and studying outside of class. Commitment to this pursuit is vital for this class. We will spend the majority of days in class honing skills of analysis and writing through collaboration, discussion, and peer review.

There are three main types of writing requirements for this class and the AP Exam: the Document Based Question, the Long Essay, and Short Answer.

Document Based Question

Students will be assessed on their ability to construct an argument based on a set of primary sources and successfully situating their argument within or across historical periods.. This exercise emphasizes the use of historical thinking skills with requirements to place the documents in a larger context and analyze the author's probable audience and intent. Document Based Questions will be presented based on current content in class and students will write under a time limit 1-2 times per nine weeks in order to simulate AP Exam conditions. This will result in a total of 4-6 fully written DBQs during the year.

Long Essay Question

The question is presented with no additional sources. Students will write 1-2 of these per nine weeks in class and under a time limit in order to simulate AP Exam conditions. This will result in a total of 4-6 Long Essay Questions during the year. The potential free response questions come from past AP European Exams and students will be given a choice in class among three to four of them. The potential Long Essays are matched with their topics below in the course planner.

Short Answer

Students will be asked to provide 2-3 sentence answers to a set of 3 interrelated questions. The short-answer questions may require students to take a position based on stimulus material presented, identify a significant cause or effect, or account for differences and similarities in perspectives or historical developments. Students will be assessed on their ability to draw on historically relevant evidence and present that evidence precisely and concisely in order to fully answer each question. These will be a regular feature of tests and quizzes in this class.

Student Evaluation

Quarterly grades will be calculated from the following types of assignments which are sorted into 2 categories: Mastery of Content 60% and Measure of Progress 40%.

Tests(MC and DBQs/LEQs)	mastery of content
Nine Weeks Assessment	mastery of content
Quizzes	mastery of content
Essays and Reading	measure of progress
Progress checks & participation	measure of progress

Essay Tests consist of timed responses to previously released FRQ and DBQ prompts in class. Short quizzes will contain short answer and multiple choice questions. Reading quizzes will be assigned to ensure student engagement and understanding of assigned readings. DBQ quizzes will be given to evaluate students on their ability to interpret and contextualize sources, analyze point of view, and generate thesis statements and supporting details to provide extra practice for writing portions on the AP Exam. Expect 1-2 quizzes per week and 3-4 test grades per quarter. Chances for revision and correction will be offered for some credit during the first quarter of the year..

Additional writing will include summaries of scholarly work, historiography, and research based assignments with citations and bibliographies.

Quarterly Assessments will be cumulative and will serve to simulate the AP Exam format and time constraints.

Required Materials:

*Most of the materials/work in the class will be digital, but students will need a method to organize any hard copy notes or materials throughout the year.

*As mentioned in the Parent Letter, we will have a classroom set of textbooks for students to use while at school. Students will not be issued a textbook to take home. Any student wishing to purchase a personal copy of the textbook can do so on amazon for \$28. "AMSCO Advanced Placement European History" ©2019 Perfection Learning.

1. Fully charged, school issued chromebook
2. 1" 3 ring binder with folders/dividers and paper
3. Small spiral notebook for in-class note taking
4. Writing utensils: pens, pencils, highlighters
5. Positive attitude

AP Classroom:

**Go to collegeboard.org and click on "sign up". Select "I am a student" and follow the prompts to establish your college board account. To join your class, enter the code below that corresponds to the day and class period in which you are enrolled.

A2: 7Y4NAW

A3: 6ZMVND

B3: VVN7W7

B4: DLPZGJ

Course Planner

The Course Planner should be used as a guide for each unit but is subject to change. The Essential Questions on the right will sometimes be used to guide formal discussion and debate in class, other times for starting points for individual and group research and presentation, and still others to teach the essay writing process and as timed prompts in class. All of these questions in addition to the DBQs are sourced from past AP European Exams and are publicly available online.

Unit	Subtopics	Sources	Essential Questions for Discussion or Formal Assessment
1st Quarter			
Later Middle Ages and Renaissance (Kagan Ch. 9-10)	Plague Political and Religious Fragmentation and Revival Southern and Northern Renaissance Humanism and the Foundations of the Protestant Reformation European Exploration and Discovery	Petrarch, Machiavelli, Self portrait of Albrecht Durer, Alberti's Renaissance Man, De Las Casas and Montaigne, Christine de Pisan, Castiglione Kelly Gadol's "Did Women Have a Renaissance?" (NO) Mary Beard from "Woman as Force in History" (YES) Short reading on Burkhardt and Burke: Was the Renaissance a Movement or a Myth? Major Works of Art by the Masters of the Renaissance	Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis. (OS, IS) To what extent and in what ways did women participate in the Renaissance? Compare evidence from your primary sources and the scholarship of Gadol and Beard. (OS, IS) Analyze the various effects of the expansion of the Atlantic trade on the economy of Western Europe in the period circa 1450–1700. (PP, INT, SP) Class Discussion: Identifying historical arguments and evidence using Gadol and Beard, Did women have a Renaissance? (SP-1)
The Reformation and Religious Wars (Kagan Ch. 11-12)	New Monarchies in France, Spain, England	Luther's 95 Theses, Salvation by Faith, Interpretation of the Bible, Calvin on Predestination, Knox	Evaluate the influence of Renaissance humanism on Catholic reforms and the Protestant Reformation. (SP, OS)

	<p>Luther, Zwingli, Calvin, and the Radicals</p> <p>The Catholic Counter-Reformation and the Inquisition</p> <p>Political, Diplomatic, and Social Consequences of the Reformation: England, France, Spain</p> <p>Religious Wars</p>	<p>on women's place in society</p> <p>The Acts of Uniformity Supremacy</p> <p>The Council of Trent</p> <p>The Edict of Nantes</p> <p>Edict of Worms</p> <p>Matthew Popper, "The Secular Reformation"</p> <p>Montaigne and Skepticism</p> <p>Political Map of Europe with religious changes overlay</p>	<p>Analyze the impact of the Protestant Reformation on European politics and society in the 16th century. Be sure to consider Germany, England, France and the Netherlands. (OS, SP, IS)</p> <p>Analyze the aims, methods and degree of success of the Catholic Reformation (Counter Reformation) in the 16th century (OS, SP)</p> <p>Class Discussion and Peer Reviewed DBQs (SP-3) Politiques vs. Religious Fervor Elizabeth I DBQ</p>
<p>Absolutism and Constitutionalism (Kagan Ch. 13)</p>	<p>State Consolidation</p> <p>Dutch Republic and Empire</p> <p>Parliamentary Monarchy in England</p> <p>Louis XIV's Absolutism</p> <p>The Emergence of Prussia and Russia</p>	<p>Baroque Art: The Catholic Reformation and Absolutism</p> <p>Dutch Golden Age Art: Baroque minus Catholicism</p> <p>K.W. Swart: The Dutch Miracle</p> <p>Jean Bodin, Six Books of the Commonwealth, "The True Attributes of Sovereignty."</p> <p>Thomas Hobbes, The Leviathan</p> <p>Peter the Great, Correspondence with Alexis</p>	<p>In the seventeenth century, what political conditions accounted for the increased power of both the Parliament in England and the monarchy in France? (SP)</p> <p>Class Roundtable and Peer Reviewed Essays (SP-2) Topic: Absolutism and the Status of the Nobility in England, Prussia, France, and Russia</p>

		<p>Louis XIV Revokes Edict of Nantes</p> <p>Conrad Russell's and Christopher Hill's Opposing Views on the English Civil War on its 350th Anniversary</p> <p>English Bill of Rights</p>	
2nd Quarter			
<p>18th Century - Science, Commerce, Culture and Society (Kagan Ch. 14, 16, 17)</p>	<p>Scientific Advancement</p> <p>Superstition, Religion, and Reason</p> <p>Empires and Mercantilism</p> <p>The Balance of Power in Europe</p> <p>The Philosophes</p> <p>The Age of Reason in Politics and Society</p>	<p>Bacon, Descartes, Newton,</p> <p>Locke, Rousseau, Voltaire, Hume, Montesquieu, Paine, Wollstonecraft,, Jefferson, Kant, Adam Smith</p> <p>Beccaria, Catherine the Great</p>	<p>Assess the impact of the Scientific Revolution on religion and philosophy in the period 1550 to 1750. (OS, IS)</p> <p>"In the eighteenth century, people turned to the new science for a better understanding of the social, economic, and political problems of the day." Assess the validity of this statement by using specific examples from the Enlightenment era. (OS, IS, SP)</p>
<p>The French Revolution and Napoleonic Era (Kagan Ch. 18-19 in part)</p>	<p>Crisis of Absolutism</p> <p>Revolution of 1789</p> <p>End of Monarchy and the Reign of Terror</p> <p>The Rise and Fall of</p>	<p>Robert Darnton, "An Enlightened Revolution" from the <i>New York Review</i></p> <p>Abbé de Sieyès, What Is the Third Estate?</p>	<p>How and to what extent did the Enlightenment ideas about religion and society shape the policies of the French Revolution in the period 1789 to 1799? (OS, SP, IS)</p> <p>Analyze how the political and economic problems of the English and French monarchies led to the English Civil War and the French Revolution. (PP, IS, SP)</p>

	<p>Napoleon's Empire</p> <p>Congress of Vienna and Conservatism Across Europe</p>	<p>The Declaration of the Rights of Man and Olympe de Gouges, The Declaration of the Rights of Woman</p> <p>Edmund Burke, Reflections on the Revolution in France</p> <p>Metternich</p>	
<p>The Industrial Revolution (Kagan Ch. 15, 21 in part)</p>	<p>Family Economy to Factory System</p> <p>Agricultural Revolution and Land Policy</p> <p>Industrial Revolution and Urbanization</p>	<p>Malthus on Population</p> <p>Harriet Robinson, Lowell Mill Girls</p> <p>Carnegie, Gospel of Wealth</p> <p>Tables and graphs on food production, population growth and the spread of railroads</p> <p>Art: Realism as a critique on industrial society</p>	<p>Between 1750 and 1850, more and more Western Europeans were employed in cottage industry and in factory production. Analyze how these two types of employment affected employer-employee relations, working conditions, family relations, and the standard of living during this period. (PP, IS, SP)</p> <p>Group Project: Research Source Material and Create a DBQ that address issues raised by Industrialization and their responses. (PP-14)</p>
3rd Quarter			
<p>Politics and Society 1800-1850 (Kagan Ch. 20-21, 19 in part)</p> <p>Field Trip: National Gallery of Art</p>	<p>Liberalism, Laissez Faire Economics</p> <p>Critical Perspectives: Socialism, Collective Labor, Romanticism</p>	<p>Wordsworth, "The Excursion"</p> <p>Samuel Smiles, Andrew Ure, Marx, Mill, Bentham, Ricardo</p> <p>"Music and Nationalism" from Fordham Internet</p>	<p>Discuss some of the ways in which Romantic artists, musicians, and writers responded to political and socioeconomic conditions in the period 1800 to 1850. Document your response with specific examples from discussions of at least two of the three disciplines: visual arts, music, and literature. (OS, PP, IS)</p>

	<p>Wars of Independence in Latin America</p> <p>The Decemberist Revolt and the 1848 Revolutions</p>	<p>History Sourcebook</p> <p>Rousseau and Marx's Utopian Visions</p> <p>Art: Neoclassicism v. Romanticism</p>	<p>Describe and analyze the issues and ideas in the debate (between conservatives, liberals, and socialists) in Europe between 1750 and 1846 over the proper role of government in the economy. Give specific examples. (SP, OS, IS, PP)</p>
<p>Nationalism, Unification The Modern European State (Kagan Ch. 22-25)</p>	<p>Nationalism and Unification</p> <p>Middle Class, Mass Politics, Unionism and Welfare Liberalism</p> <p>Modern European Thought and the End of Reason</p>	<p>Cavour, Garibaldi, Bismarck, Dicey on Bulgarian Political Attitudes</p> <p>Mark Twain "Stirring Times in Austria"</p> <p>Disraeli, Gladstone</p> <p>Einstein, Freud, Darwin, Nietzsche, Herbert Spencer</p> <p>Pope Pious IX "Syllabus of Errors"</p>	<p>The dynastic state of the 17th and 18th centuries was succeeded by the nation-state in the 19th century. Describe this evolution and consider the forces responsible for this shift in function and structure. (SP, IS)</p> <p>Analyze the differences between the impact of Newtonian physics on European culture and the impact of Darwinian biology on European culture. (OS, IS)</p>
<p>Imperialism and WWI (Kagan Ch. 25-26)</p>	<p>The Scramble for Africa</p> <p>WWI</p> <p>The Russian Revolution</p>	<p>Kipling, Hobson, Rhodes, Lenin</p> <p>Age of Empire by Eric Hobsbawm</p> <p>The Effects of Imperialism by David Landes</p> <p>Wilfred Owen, Heinrich von Treitschke, Schlieffen, Woodrow Wilson, Treaty of Versailles</p> <p>Lenin, Documents</p>	<p>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. (INT, SP)</p> <p>Describe and analyze the long-term social and economic trends in the period 1860 to 1917 that prepared the ground for revolution in Russia. (PP, IS, SP)</p> <p>Compare and contrast the degree of success of treaties negotiated in Vienna (1814-1815) and Versailles (1919) in achieving European stability. (SP)</p>

		from the Cheka Soviet Propaganda	
4th Quarter			
The Interwar Period and WWII (Kagan Ch. 27-28)	The Age of Anxiety Rise of Dictatorships WWII	Spengler, Valéry Stalin, Lev Kopelev, Solzhenitsyn Mussolini, Hitler "Two Views on Appeasement", George Kennan and A.J.P. Taylor Churchill Art: Surrealism, Expressionism, and Dystopias	Analyze the impact of the First World War on European culture and society in the interwar period (1919-1939). (OS, IS, PP) Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920's and 1930's. (SP, IS)
1945 to the Present (Kagan Ch. 29-30)	The Cold War Decolonization European Unity Postwar European Society and Immigration Spread of Democracy Radical Islam	Kenan, Krushchev, Walesa, Gorbachev Beauvoir, Fukuyama, Havel, Camus Fareed Zakaria	Using specific examples from Eastern and Western Europe, discuss economic development during the period 1945 to the present, focusing on ONE of the following: a) Economic recovery and integration. b) Development of the welfare state and its subsequent decline. (PP, OS, SP, IS) Analyze the ways in which technology was an issue in European social activism between 1945 and 1970. Be sure to include three of the following: environmentalism, peace movements, student protests, women's movements, workers' movements. (IS, OS, PP) Class Discussion and Peer Reviewed DBQ: Arab and Muslim Assimilation using the

			2015 DBQ on French Attitudes towards Immigration (INT-11)
Review for AP Exam			