AP European History

Advanced Placement European History is divided into two semesters, and each semester is comprised of three six weeks. In each six weeks students will write a DBQ and a reaction, compare/contrast, or essay over a major theme that we have studied. At the conclusion of each unit students will take an exam. This exam is a combination of multiple choice and essay questions that resembles the AP exam they will eventually take. I use samples from released AP exams as well as original items and prompts.


Historiography readings from various readers including: Mark A. Kishlansky. *Sources of World History, Readings for World Civilization, Volume II*, second edition (Wadsworth)

**FIRST SIX WEEKS:**

DBQ: Reformation or Exploration

Paper: Interpretive biography or reaction paper.

Primary source readings: Mirandola, Cervantes, Catiglione, Machiavelli, Luther, Calvin, King Ferdinand’s Letter to the Tainos, Louis XIV, Dante, Pizan, Petrarch, Henry VIII, Council of Trent, The Lollards Conclusion, Elizabeth I.

Assignments: Students will be creating a powerpoint over Renaissance art, map assignment, and timeline. They will also be completing comprehension questions over their reading assignments.

*The Western Heritage since 1300*: Chapter 9 (290-314)  
Chapter 10 (316-351)  
Chapter 11 (352-387)

**Unit 1: The Late Middle Ages (1300-1527)**

- Hundred Years War its causes and consequences.
- The Black Death and its causes.
- Progress of the Black Death.
- Social and economic consequences of the Black Death.
- Decline of the medieval church.
- The Great Schism.
- The Avignon Papacy.
• Religious movements of John Wycliffe and John Huss.
• The “new monarchies” of France, Spain, and England.
• Compare Eastern and Western European governments (1500).
• The Italian State later Middle Ages.
• Medieval Russia and its growing importance.
• Family life and gender roles in the late Medieval city.

Unit 2: Renaissance and Discovery

• The meaning and characteristics of the Italian Renaissance.
• Why the Renaissance began in Italy.
• Renaissance society.
• Intellectual Renaissance and Humanism—
  o Petrarch
  o Neoplatonism
• Literature of the Renaissance.
  o Dante
  o Christine de Pizan
  o Miguel de Cervantes
  o Niccolo Machiavelli
• Important figures in Renaissance artwork.
  o Leonardo de Vinci
  o Michelangelo
  o Raphael
  o Donetello
• Northern Renaissance and its importance.
  o Compared to the Italian Renaissance.
• Importance of the printing press.
• Islam and the spice trade.
• Motives for exploration.
• New technology of exploration.
• Portuguese and Spanish exploration compared.
• Impact of European exploration.
• The Dutch and the English enter the exploration game.

Unit 3: Reformation and Catholic Reformation

• Prelude to the Reformation.
  o Albigensians
  o Waldensians
  o John Wycliffe (revisited)
  o John Huss (revisited)
• Main characters and characteristics of the Protestant Reformation.
  o John Calvin
Ulrich Zwingli
Martin Luther

- Compare and contrast the main characters.
- Social impact of the Reformation.
- Political and religious reasons for the Reformation.
- Three pillars of the Catholic Reformation.
  - Formation of the Jesuits—Ignatuis Loyola
  - Reformed papacy
  - Council of Trent
- English Reformation as an act of state.
- Political and religious consequences of the Reformation in Europe.

SECOND SIX WEEKS:

DBQ: Absolutism, Scientific Revolution

Paper: Interpretive biography or reaction paper

Primary source readings: Edict of Nantes, Louis XIV, Richelieu, Galileo, Descarte, Engels, Maria Theresa, Peter the Great, Peace of Westphalia

Assignments and enrichment: Students will become familiar with not only the scientist of this time period but also with ancients who helped place the foundation of knowledge for the Scientific Revolution. They will be expected to participate in discussion over a packet reading on this subject. They will also view a powerpoint showing pictures and personalities from the various units. Students will also complete comprehension questions over their reading assignments.

*The Western Heritage Since 1300*: Chapter 12 (388-415)
  Chapter 13 (416-446)
  Chapter 14 (448-478)
  Chapter 15 (480-510)

Unit 4: Wars of Religion, Thirty Years’ War, Absolutism, Constitutional Monarchy of England.

- Politics and Wars of Religion in the 16th century.
- Edict of Nantes and Peace of Augsburg.
- Economic crisis 1560-1650.
- Witchcraft craze.
- Causes and consequences of the Thirty Years’ War.
- Growth of Absolutism in France, Prussia, Austria, and Russia.
- Main characters associated with France, Prussia, Austria, and Russia and absolutism.
- Constitutional Monarchy of England and the main characters during the this time period.
- England’s Glorious Revolution.
- English thinkers: Hobbs and Locke compared.
- Mannerism and Baroque styles compared.

Unit 5: Scientific Revolution

- Causes of the Scientific Revolution.
- Revolution in astrology.
- Political, military, economic, and religious implications of the Scientific Revolution.
- Important people of the Scientific Revolution.
- Breakthrough in medicine during the Scientific Revolution.
- Women in the origins of modern science.
- Descartes and Rationalism.
- Scientific societies and how they aided in the spread of the Scientific Revolution.
- Francis Bacon and the Scientific Revolution.

Unit 6: Successful and Unsuccessful Paths to Power (1686-1740)

- The maritime power of the Netherlands and their golden age and decline.
- France after Louis XIV.
- Louis XV, John Law, and Cardinal Fleury.
- Great Britain during the Age of Walpole.
- Sweden and Charles XII.
- The growth and importance of the Ottoman Empire.

THIRD SIX WEEKS:

DBQ: Industrial Revolution, Enlightenment

Paper: Interpretative biography or reaction paper


Assignments and enrichment activities: Students will view a powerpoint over the innovations in art. They will also be exposed to the music of Bach, Haydn, Handel, and
Mozart. They will complete comprehension questions over their assigned chapter reading.

*The Western Heritage since 1300*: Chapter 16 (512-548)
Chapter 17 (550-582)
Chapter 18 (588-622)
Chapter 22 (742-776)

**Unit 7: Industrial Revolution**

- Causes and impact of the Industrial Revolution.
- The importance of Britain to the Industrial Revolution.
- Agricultural Revolution and its importance to the Industrial Revolution in the late eighteenth century.
- Inventors and inventions.
- The industrial factory pros and cons.
- Spread of industrialization.
- Lack of industrialization outside of Western Europe.
- Development of Capitalism.
- Social impact of industrialization.
  - Urbanization
  - New social classes
- Early Socialism
- Utopian Socialist
- Karl Marx and Frederick Engels and the *Communist Manifesto*
- Effects of the Industrial Revolution on history

**Unit 8: New World Order and Colonies**

- Europe on the eve of new world order eighteenth century population and industry.
- Impact of worldwide trade.
- Society in the eighteenth century.
- Global confrontation
  - Seven Years’ War
- European armies and warfare in the eighteenth century.
- Colonial Empires and Revolution.
  - Latin America
  - British North America

**Unit 9: Enlightenment**

- Definition of the Enlightenment.
- The paths to the Enlightenment.
- Major philosophes compared.
• The Physiocrats
  o Adam Smith
• Jean-Jacques Rousseau and the later Enlightenment.
• The “woman question” in the Enlightenment.
• Social environment of the philosophes.
• Culture and society in the Age of Reason.
• Innovation in art, music, and literature.
  o Rococo
  o Baroque-Rococo
  o Handel, Bach, Haydn, Mozart
  o Development of the novel.
• Difference between high and popular culture.
• Religion and the church during the Enlightenment.
• Toleration of religious minorities.
  o Jews
  o Huguenots
• Enlightened Despots including Frederick the Great, Catherine the Great, and Joseph II.

FOURTH SIX WEEKS:

DBQ: French Revolution

Paper: Interpretive biography or reaction paper

Primary source readings: The Declaration of the Rights of Man and Citizen, Robespierre: Justification of Terror, Louis XVI, Rousseau, John Stuart Mill, George Elliot: Essay on Margaret Fuller and Mary Wollstonecraft, Auguste Comte, Charles Darwin, Simon Balivar

Semester Project: Students will receive the beginning of the fourth six weeks a semester project. This project will be worked on and perfected after the AP examination in May. For this project they will be writing their own DBQ.

Assignments and enrichment activities: Students will watch a video on the French Revolution which will help tie together their knowledge on the subject. They will also complete a timeline, and a map assignment. Powerpoint over the Romantic and Realist movement.

The Western Heritage Since 1300: Chapter 21 (704-736)
Chapter 23 (780-812)
Chapter 24 (814-850)
Chapter 25 (852-882)
Unit 10: French Revolution, Age of Napoleon, 1848 Revolutions, Romanticism

- French society at the outset of the Revolution.
- Reasons for the French Revolution.
- Chronology of the revolution.
- Impact of the revolution socially and economically both inside and outside of France.
- Legislation during each phase of the revolution.
- Reign of Terror
- Important figures throughout the revolution.
- Enduring consequences of the French Revolution
- Age of Napoleon.
- Napoleon’s empire and European response.
- Napoleon’s downfall.
- Napoleon’s foreign and domestic policy.
- Growth of nationalism.
- The major characters and consequences of the Congress of Vienna.
- Revolutions of 1848 and their impact and consequences.
- Conservatives and liberals compared.
- The Romantic movement.
- New age of science
  - Charles Darwin
- The Realist movement.

Unit 11: The Age of Nation-States and German and Italian unification

- The Crimean War.
- Reforms in Ottoman Empire.
- Italian unification and important figures involved.
- Bismarck and German unification.
- Bismarck’s domestic and foreign policy.
- Realpolitik
- Austro-Prussian War
- Franco-Prussian War
- France and the Third Republic.
- The Dreyfus Affair, Anti-Semitism, Zionism.
- Formation of the Dual Monarchy.
- Great Britain toward Democracy.
  - Gladstones Great Ministry
  - Disraeli
Unit 12: European Supremacy

- Importance of steel, electricity, and transportation improvements.
- Moving toward a world economy.
- Organizing the working classes
- Impact of the emergence of a mass society.
- Intellectual and cultural developments.
- Emergence of a new physics and the individuals involved.
  - Marie Curie and Albert Einstein.
- Sigmund Freud and psychoanalysis.
- Social Darwinism and Racism.
- Growth of Anti-Semitism.
- Response of the church to new ways of thinking.
- Culture of modernity and those individuals involved.
  - Naturalism
  - Symbolists
  - Impressionism
  - Post-Impressionism
  - Growth of photography
  - Cubism

FIFTH SIX WEEKS:

DBQ: Imperialism, World War I, or Foundations of World War II

Paper: Interpretive biography or reaction paper.


Assignments and Enrichment Activities: Students will be completing map assignments on the subject of Imperialism and World War I. They will research (using primary and secondary resources) several themes of Imperialism and Colonialism and present their research to the class. Students will also view a presentation depicting the artwork we discussed in these units. They will also be responsible for comprehension questions over the text assignments.

*The Western Heritage Since 1300*: Chapter 26 (884-926)
                        Chapter 27 (932-926)
                        Chapter 28 (964-993)
Unit 13: Imperialism, Colonialism, World War I, and the Russian Revolution

- Motives that encouraged imperialism.
- Colonialism in Asia and Africa and the consequences and impact of it.
- Colonial system and philosophy.
- Resistance to colonialism.
- Bismarchian system of alliances.
- Foundation and origins of World War I.
- The Outbreak of the War.
- The Schlieffen Plan.
- The Western Front and stalemate.
- Trench warfare and new technologies of World War I.
- Battles of World War I.
- The Balkans and its importance to World War I.
- Total war and the home front.
- What happened to Russia in World War I.
- Political, economic, and social impact of the war.
- How the war was fought and won.
- Global impact of the war.
- Russian Revolution causes and effects.
- Lenin and the Bolshevik Revolution.
- Major characters in the Russian Revolution.

Unit 14: After the Great War, the 1920s, Great Depression, and foundations of World War II

- The state of Germany after World War I.
- Economic crisis
  - Economic experimentation
    - John Maynard Keynes
- The democratic states between the wars.
- Causes and consequences of socialism in Russia.
- Cultural and intellectual trends between the wars.
  - Abstract Expressionism
  - Surrealism
  - Dadaism
SIXTH SIX WEEKS:

DBQ:  World War II or Cold War  

Paper:  Interpretive Biography or Reaction Paper.  

Primary Source Readings:  Stalin, Winston Churchill, Franklin Roosevelt, Surviving the Labor Camp, Nikita Khrushchev, George Kennan, Jean-Paul Sartre, Stokely Carmichael, Charter of the United Nations (1940), Virginia Woolf, 

Assignments and Enrichment Activities:  Students will complete a map assignment and timeline. They will use primary and secondary resources to research a World War II battle and create a newspaper article depicting that battle, they will use primary and secondary resources to complete a Holocaust paper that discusses the Holocaust and one specific camp and what life was like at that camp and how it was liberated. We will also view a World War II Video to tie all of their information together. Students are responsible for comprehension questions over their reading assignments. 

The Western Heritage Since 1300:  Chapter 28  (964-993)  
Chapter 29  (996-1035)  
Chapter 30  (1036-1082)  
Chapter 31  (1084-1116)  

Unit 15: Totalitarianism and World War II  

- Pre-World War II authoritarian states. 
- Radical totalitarian dictatorships. 
- Stalin’s Soviet Union. 
- From Lenin to Stalin. 
- Stalin’s Five-Year Plan and its impact on Russia. 
- Life an culture in Stalin’s Russia. 
- Mussolini’s Fascist Italy. 
- Hitler’s Germany and roots of Nazism. 
- Hitler’s road to power. 
- Hitler’s Germany and popularity. 
- Aggression and appeasement 1933-1939. 
- Hitler’s empire 1939-1942. 
- The beginnings of World War II. 
- Major battles, turning points, and people of World War II. 
- The Holocaust and impact of it. 
- Treaty of Versailles leading up to World War II. 
- The end of World War II. 
- Impact of World War II on history.
Unit 16: Post-World War II Europe, Cold War, Times to Present

- After World War II peace settlement compared with peace settlement after World War I.
- Origins of the Cold War.
- Military conflicts of Cold War.
- Toward European economic unity.
- European recovery after World War II.
- Stalin’s last years 1945-1953.
- Reform and destalinization of U.S.S.R. 1953-1964
  - Khrushchev
  - Brezhnev
  - Gorbachev
- Postwar Social transformations 1945-1968.
- New science and technologies
- New class structures and new roles of women.
- Youth and counterculture movement of the 1960s.
  - Detente
- Impact of the women’s movement of the 1970s.
- Existentialism
- The impact of a consumer society.
- Christian heritage in Europe.
- Environmentalism
- Radical political Islam and its impact on Europe.
SIX WEEKS PAPERS AND SEMESTER PROJECT:

In AP European History students will complete a paper for each six weeks. These papers will either be Interpretive Biographies, Reaction Papers, or Historiographies. They will only have to select one per six weeks. Each paper must have the following:

- Be at least five pages in length. You know what type and margin settings are appropriate.
- Minimum of five sources and evidence of their use in your paper. I would prefer that you use primary sources, but I will except secondary sources as well.
- Works Cited page.

INTERPRETIVE BIOGRAPHY:

If you select this for your six weeks paper you will be researching an important historical figure from the units we are discussing. You will be interpreting the person’s life. That is discussing their life, and evaluating them in the context of their times. I expect that this is a paper not simply of biographical nature but be thought provoking on your part. I want to know how you feel about this person per the primary documents that you have read. You need to look at the time period surrounding this person and discuss how political, economic, social, or religious interests of the time may have impacted their life. This research should include primary and secondary sources from different points of view.

I will provide a list of appropriate people for you to select from. If you would like to write about an individual that interests you and that person is not listed please discuss this with me and a compromise may be worked out.

REACTION PAPER:

If you select this for your six weeks paper you will be reacting to a major theme discussed in the units we are covering. You will use historical documents (beyond what we study in class) and react to the impact of this time period in World History. You need to use the documents and provide either a positive or negative reaction to the theme. Example would be a reaction paper over Imperialism. How did it impact the world, how did it impact the people effected by it, how was the economy, society, and politics shaped by Imperialism. You need to be thoughtful and insightful in your paper.

I will provide a list of major themes and you may select from this list or you will be allowed to choose from any other theme that is appropriate from the units we are discussing.
SEMESTER PROJECT:

You will receive the requirements for this project in January. I want you to be thinking about a topic that most interests you. You will be researching and creating your own Document Based Question for European history. The DBQ should follow the format used on the AP exam. You will be given time after the AP examination in May to complete this project. However, you need to be giving serious thought to this project early in the semester.

Please observe the following guidelines:

1. You will select a topic that is appropriate. You may select from the themes that we have studied through the course of the year. You will have your topic approved by me.
2. You must include a brief historical background paragraph providing a brief summary of important historical information.
3. You must include a minimum of eight and a maximum of ten primary source documents. These documents should consist of journals, letters, diaries, newspaper articles, poems, photographs, paintings, speeches, maps, laws or proclamations, quotations, and political cartoons.
4. The DBQ must be typed.
5. Each document must be identified by the author, title and date of the work, and you must include a Works Cited page indicating the source for each document. This should follow the appropriate MLA format.
6. Lastly, you must answer your own DBQ. I will be grading both your creation and your answer to it.