

AP European History Syllabus

American Senior High School

Textbook

The Western Heritage, Donald Kagan, Steven Ozment, and Frank M. Turner, 8th Edition. Prentice Hall, 2004.

Course Objective

Primarily this course is designed to improve and enhance student understanding and appreciation of European History. Specifically the goals are to (1) develop an understanding of the principal themes in European history (2) exercise the ability to analyze historical evidence, and (3) demonstrate the ability to express that understanding and analysis effectively in writing products. In this course students are frequently required to analyze, synthesize and evaluate primary and secondary sources in a utilization of higher level thinking skills.

In addition, Students will be expected to demonstrate basic knowledge of chronology and major events and trends from the selected time periods, specifically the High Renaissance of 1450 to the present (2001). This includes the broad themes of intellectual-cultural, political-diplomatic, and social-economic history.

Overall students in this course will improve many skills, including time management, organization, studying, critical reading of sources, evaluation of historical interpretations, writing communication, analysis of cause and effect relationships, the making of historical analogies and the use of deductive and inductive reasoning.

Course Overview

This Course is taught as a survey course and as such students are expected to keep up with readings and be prepared for classroom discussion. Periodic reading quizzes requiring a summary of the assigned readings are given to ensure students meet these responsibilities.

Also, a selection of primary and secondary sources and excerpts from those documents are used in the instruction of each Unit. These allow students to study many examples of

historical sources in an effort to help them better understand the concept of Historiography which is the history of history. In other words, how people have thought about and written about people and historical events over the course of time. This allows students to see the change over time in historical thought which will help them in preparation for the Document-Based Questions (DBQ's) and Free-Response Questions (essays) found on the AP Exam. Assorted charts, pictures and maps are included in instruction and are commonly projected onto a white board with a digital projector through a laptop computer.

Furthermore, at least two essays and one DBQ will be assigned per Unit of study and a 50 question multiple choice Exam will be given at the end of each Unit of study. Multiple Choice questions, Essays and DBQ's primarily will be taken from but are not limited to those seen on previous AP European History Exams.

Course Assessment

At the end of each grading period (9 weeks) student grades will be compiled and measured will the following percentages designed to emulate the AP European History Exam.

- 40 % = Unit Tests. Each weighted equally.
- 25 % = DBQ's. Each weighted equally.
- 25 % = Free-response questions (essays). Each weighted equally.
- 10 % = Reading Quizzes. Each weighted equally.

Percentage Based Scores	Four Point Scale
90 – 100 = A	3.5 – 4.0 = A
80 – 89 = B	2.5 – 3.4 = B
70 – 79 = C	1.5 – 2.4 = C
60 – 69 = D	1.0 – 1.4 = D
0 – 59 = F	0 – 0.9 = F

Course Outline

The course is divided into two semesters. The first semester covers the High Renaissance (1450) to the effects of the Industrial Revolution (1848) while the second semester covers

The Age of Nation States (1850) to the present (2001). There are 11 Units paced over the 31 weeks prior to the AP Exam. They are as follows:

- **Unit 1:** Introduction. End of Feudalism and Renaissance – includes humanism, New Monarchs, age of Exploration (3 weeks)
- **Unit 2:** Reformation and Religious Wars (2 weeks)
- **Unit 3:** Age of Absolutism and Constitutionalism (4 weeks)
- **Unit 4:** New directions of Thought and Culture – includes Scientific Revolution, Transatlantic Economy, and the Enlightenment (4 weeks)
- **Unit 5:** French Revolution, Napoleonic Era and Romanticism (3 weeks)
- **Unit 6:** The Industrial Revolution and Reform (2 weeks)
- **Unit 7:** The Age of Nation States, The Building of European Supremacy, and The Birth of Modern European Thought (3 weeks)
- **Unit 8:** Imperialism, Alliances, and World War I (3 weeks)
- **Unit 9:** Political Experiments of the 1920's and the Great Depression of the 1930's (2 weeks)
- **Unit 10:** The Rise of Dictatorships and World War II (3 weeks)
- **Unit 11:** 1945 to the Present (2 weeks)

The final five weeks of the course occur after the AP Exam and mostly involve reviewing material, discussion on favorite subjects, and a viewing a selection of films and videos on the topics taught over the first eight months of the course.

Course Planner

The Course Planner by no means shows everything which will be done in the course. I firmly believe flexibility is required in the planning of any high school course so I prefer

guidelines to specific day by day dictates. This planner is meant to provide a pacing for the instruction as well as a sampling of the documents which will be used for instruction.

As mentioned above the DBQ's and essays which will be used in this course will primarily be selected from the AP European History Exams given since 1999. Essays may also be selected from the course textbook and DBQ's may be taken from other AP Exams, such as the AP World History Exam, when those questions pertain to the subjects covered in the European History course.

The specific and final selection of all questions is up to the instructor of the course and as such will not be mentioned here. Once again I believe this is necessary in an effort to better gauge and meet the ever changing needs of the students as instruction plays out over the school year.

Unit 1: Chapters 9 and 10 (3 weeks)

Documents selected for instruction may include but are not limited to:

“Workers Revolt: The Demands of the Ciompi”

“Petrarch: *Rules for the Ruler*”

“Machiavelli: from *The Discourses*”

“Christopher Columbus: *The Letters of Columbus to Ferdinand and Isabel*”

“Marriage: A Serious Business”

“On Wifely Duties”

Unit 2: Chapters 11 and 12 (2 weeks)

Documents selected for instruction may include but are not limited to:

“Erasmus: *A Diatribe Against the Pope*”

“Luther's Ninety-Five Theses”

“The Act of Supremacy: The Church of England”

“A Protestant Woman Argues for Tolerance”

“The Edict of Nantes”

“The Catholic Response: The Council of Trent”

“The German Peasant's Revolt: The Twelve Articles”

“The Ecclesiastical Ordinances of Geneva”

“The Arrest of the Catholic Priest Edmund Campion and his Associates”

“The Peace of Westphalia”.

Unit 3: Chapters 13 and 15 (4 weeks)

Documents selected for instruction may include but are not limited to:

“*Mercantilism: Financing Absolutism*”

“Miguel de Cervantes: Chapter I from *Don Quixote*”

“John Bunyan: from *Pilgrim’s Progress*”

“Richelieu: *Controlling the Nobility*”

“The Sun King Shines”

“Louis XIV: *Mémoires for the Instruction of the Dauphin*”

“G. M. Trevelyan: Chapter I from *History of England*”

“Thomas Hobbes: Chapter XIII from *Leviathan*”

“Peter the Great: Correspondence with His Son”

Unit 4: Chapters 14, 16, 17, and 18 (4 weeks)

Documents selected for instruction may include but are not limited to:

“Francis Bacon: from *First Book of Aphorisms*”

“Rejecting Aristotle: Galileo Defends the Heliocentric View”

“Rethinking the *Bible*: Galileo Confronts his Critics”

“Tortured Execution vs. Prison Rules”

“Instructions for a New Law Code”

“The Creation of the Steam Loom”

“Protesting the Machines”

“G. M. Trevelyan: Chapter XIII from *English Social History*”

“Demands from a Slave Rebellion”

“Slaves in the City”

“The Stamp Act: “Unconstitutional and Unjust”

“Declaration of Sentiments”: American Women Want Independence Too”

“Thomas Paine: from *Common Sense*”

“John Adams: Thoughts on Government”

“John Locke: Chapter I from *Essay Concerning Human Understanding*”

“David Hume: *Of the Dignity or Meanness of Human Nature*”

“Charles Montesquieu: Book 4 from *The Spirit of the Laws*”

“The *Encyclopédie*”

“Adam Smith: Division of Labor”

Unit 5: Chapters 19 and 20 (3 weeks)

Documents selected for instruction may include but are not limited to:

“The Declaration of the Rights of Man and the Citizen”

“Declaration of the Rights of Women and the Female Citizen”

“Petition of Women of the Third Estate”

“Robespierre: Justification of Terror”

“Louis XVI: *A Royal Reform Proposal, 1787*”

“Edmund Burke: *The Moral Imagination*”

“A View from the Field: A Napoleonic Soldier”

“A View from the Other Side: A British Soldier”

“Jean-Jacques Rousseau: from *Emile*”

Unit 6: Chapters 21 and 22 (2 weeks)

Documents selected for instruction may include but are not limited to:

“Thomas MacAulay: *A Radical War-Song*”

“Alexis de Tocqueville: The New Social Morality”

“Simon Bolívar’s Political Ideas”

“Karl Marx and Friedrich Engels: *The Communist Manifesto*”

“Michael Harrington, from *Socialism: Past and Future*”

“Anarchism: Michael Bakunin”

“Extolling the Virtues of the Manufacturer”

“Child Labor Inquiry”

“Improving the Poor?”

“A Factory Girl: Countering the Stereotypes”

Unit 7: Chapters 23, 24 and 25 (3 weeks)

Documents selected for instruction may include but are not limited to:

“The Church Weighs In: *Rerum Novarum*”

“Women Without Power Change the System”

“John Stuart Mill: from *The Subjection of Women*”

“Bernard Shaw: Act III from *Mrs. Warren’s Profession*”
“Gertrude Himmelfarb: from *Poverty and Compassion*”
“George Eliot: Essay on Margaret Fuller and Mary Wollstonecraft”
“An Advocate for Science Education”
“Auguste Comte: from *The Age of Ideology*”
“Friedrich Nietzsche: from *The Age of Ideology*”
“Sir Edmund Gosse: from *Father and Son*”

Unit 8: Chapter 26 (3 weeks)

Documents selected for instruction may include but are not limited to:

“*Confessions of Faith*, Cecil Rhodes”
“Manifesto for the Society for German Colonization”
“A White Woman’s Perspective of Africa”
“Black Man’s Burden”
“Between Ruler and Ruled”
“Rupert Brooke: *The Soldier*”
“Isaac Rosenberg: *Dead Man’s Dump*”
“Woodrow Wilson: *Speech on the Fourteen Points*”
“Anna Eisenmenger, A German Soldier Returns Home: “*A Complete Stranger*””
“Pressing for Peace”
“George Clemenceau Presents the French Demands at the Paris Peace”

Unit 9: Chapters 27 and 28 (2 weeks)

Documents selected for instruction may include but are not limited to:

“Werner Heisenberg: Uncertainty”
“Neville Chamberlain Defends the Policy of Appeasement”
“Nadezhda K. Krupskaya: *What a Communist Ought to Be Like*”
“Christopher Dawson: Religion and the Totalitarian State”
“The Russian Revolution”
“A Peasant’s View of the Revolution”
“Socialist Marriage to Motherhood for the Fatherland”
“The Depression: Germany’s Unemployed”
“Leader of the NAZI Women’s Organization”

Unit 10: Chapter 29 (3 weeks)

Documents selected for instruction may include but are not limited to:

- “Benito Mussolini: from *The Political and Social Doctrine of Fascism*”
- “Adolf Hitler: from *Mein Kampf*”
- “Stalin’s First Five Year Plan”
- “Adolf Hitler: *The Obersalzberg Speech*”
- “Winston Churchill: “*Their Finest Hour*”—House of Commons, 18 June 1940”
- “Franklin D. Roosevelt: “*A Call for Sacrifice*”—28 April 1942”
- “NAZI SS Officers”
- “*The Buchenwald Report*”
- “*Notes from the Warsaw Ghetto*”
- “Surviving the Labor Camp”

Unit 11: Chapters 30 and 31 (2 weeks)

Documents selected for instruction may include but are not limited to:

- “Nikita S. Khrushchev: *Address to the Twentieth Party Congress*”
- “George Kennan, from *Memoirs: 1925–1950*”
- “Bosnia: The Two Faces of War”
- “The Non-Aligned Movement”
- “The Wall in My Backyard”
- “Jean-Paul Sartre: Existentialism”
- “Stokley Carmichael: What We Want”