

AP European History*

*I have not yet hyperlinked all the primary sources, but you may note how that is going. You will also have access to lots of links to content in the AP Classroom – both unassigned and open-access and assigned by me!

Course Description:

AP European history is a college preparatory course that provides students with a detailed study of Modern European history from 1450 through today. Students who enroll in this course will participate in an academic experience that is equivalent to a freshman/sophomore college European history course. In addition to mastering college level content, this course is specifically designed to increase student writing skills and analytical reading skills. **According to the College Board®:**

The study of European history since 1450 introduces students to **cultural, economic, political, and social developments that played a fundamental role in shaping the world...**Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of contemporary artistic expression and intellectual discourse.

AP European History focuses on developing students' abilities to think conceptually and contextually about European history from approximately 1450 to the present. Students will apply *historical thinking skills* as they interpret the primary and secondary sources of Modern Europe and connect events and trends to recent events in Europe. **Five coded historical-contextual themes are of equal importance** — [1] Interaction of Europe and the world [INT]; [2] poverty and prosperity [PP]; [3] objective knowledge and subjective visions [OS], [4] states and other institutions of power [SP], and [5] individual and society [IS]. These thematic categories provide for focused investigation throughout the course. These themes require students to reason historically about *continuity and change over time* and to compare various historical developments in different times and places.

Students that successfully command this course material may earn college credit by passing the annually administered AP European history exam. However, the individual college or university determines how many, or if, any credits will be granted for each AP exam score (3, 4, 5). Again, this class introduces students to wide-ranging *social-cultural, political, economic, religious, intellectual, and artistic* trends which shaped Europe from 1450 to the present. Students will acquire knowledge of the basic *chronology* of events and movements from this period as well as develop the ability to *contextually* analyze historical documents and express historical understandings in writing. As part of the Advanced Placement program, the course prepares students for the AP European History exam. **All students are expected to take the exam!**

Outline of Course Materials and Resources:

Recommended Summer Readings:

Manchester, W “A World Lit only by Fire: The Medieval Mind and the Renaissance Portrait of an Age” Little, Brown, and Company, 1993.

(Or)

Reston Jr, J “Dogs of God: Columbus, the Inquisition and the Defeat of the Moors” Anchor publishing, 2006

Textbook(s): Merriman is the ONLY one that I intend for you to buy. 3rd edition is available for little \$

Merriman, John. (2010). *A History of Modern Europe: From the Renaissance to the Present*, 3rd Edition

Other reference textbooks (in my classroom from district adoption committees and AP workshops):

Kishlansky, Mark A., and Patricia O'Brien, Patrick J. Geary. (2006). *Civilization in the West*.

Spielvogel, Jackson J. (2015). *Western Civilization* Ninth ed. Stamford CT: Cengage Learning

Palmer, R.R., Joel Colton, and Lloyd Kramer. (2013). *A History of Europe in the Modern World: AP Edition* (A/P European History) 11th Edition.

McKay, John P., Bennett D. Hill, John Buckler Clare, Haru Crowston, Merry E Wiesner, and Joe Perry. (2017). *A History of Western Society: For the AP® Course*. 12th edition. ed. Boston Massachusetts: Bedford/St. Martin's Macmillan Learning.

Outside Text for Visual Arts in European History:

Strickland, Carol. *The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Postmodern*. 2nd ed. Kansas, Mo.: Andrews McMeel Publishing, 2007.

Course Activities:

In addition to providing an overview of important events and movements, the goals of AP European History is for students to develop: (a) an understanding of some of the principal themes of European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

The AP curriculum challenges students to develop *higher-order thinking skills* within a rigorous academic context that will mirror those students will face at the college level. Therefore, using **Historical Thinking Skill 2 – with a “HAPPY” analysis tool, students** are frequently required to read, analyze, synthesize, and evaluate primary and secondary historical sources and interpret them correctly. Students must also be able to comprehend, memorize, and apply facts learned from reading when necessary.

These historical thinking skills will be assessed through unit tests, reading quizzes, and writing assignments. Tests will be composed of multiple-choice questions and thematic essays (FRQ-LAQ and DBQ). Tests will be designed to resemble the types of questions that will appear on the AP European history Exam. Students will very frequently be required to analyze a wide variety of historical documents and demonstrate their learning through various assessments. Students will also learn and practice **Document Based Question (DBQ) writing** process and will practice the DBQ numerous times throughout the course.

***A full PDF version of the College Board's course description is available at:

<http://apcentral.collegeboard.com/apc/public/repository/ap-european-history-coursedescription.pdf>

Unit Outline:

AP European History covers the time-period 1450-to-Present, chronologically and thematically* Students will read through the chronological units, annotating primary and secondary sources to engage the **historical and contextual themes, marking primary passages** and statements drafted by persons of historical significance with acronym codings as we review these primary sources throughout this course:

- A. Interaction of Europe and the World (INT)
- B. Poverty and Prosperity (PP)
- C. Objective Knowledge and Subjective Visions (OS)
- D. States and Other Institutions of Power (SP)
- E. Individuals and Society (IS)
- F. National and European Identity (NI)

General or Broad Course Breakdown:

The course may be conceived more broadly as having 4 major periods of European History, each defined by a paradigm shift in the Western liberal order, like the *Peace of Westphalia, 1648* or *Congress of Vienna, 1815*, start of the first world war. More specifically, these broader time frames could be further broken down by thematic framing. On multiple occasions, parts of units may reach back into the previous unit's time-period or forward into the next one (Continuity and Change). For example, Copernicus is writing in the time-period for Units 1-2 (Renaissance Era, 1450 to 1550s), but he will again be mentioned as part of the Scientific Revolution in Unit 4 ("...when Galileo confirms Copernicus"). **The first week references the Medieval continuities and forces of change, such as the Roman Catholic Church, Medieval Universities, the impact of plagues, and the Renaissance rediscovering of Greek and Roman antiquity, growth of towns amidst a largely illiterate peasantry.*

The Four Broad Chronological Periods are:

- I. 1450–1648
- II. 1648–1815
- III. 1815–1914
- IV. 1914–Present

Unit Titles [within and across the broader timeframes above will be further expanded and annotated below]:

1. I-A. **Unit 1: Medieval Continuities and Changes:** Renaissance and Explorations (c. 1450-to-1560)
2. I-B. **Unit 2: Age of Religious Wars and Reformation(s):** Erasmus, and Luther's Protestant Reformation, and the Catholic Counter-Reformation after the Council of Trent (1550-to-1648)
3. II-A. **Unit 3: Absolutism and Constitutionalism:** Religious Wars turn into Dynastic Conflict, (1572-1713)
4. II-B. **Unit 4: Scientific Revolution:** Philosophical, Political and Economic Developments (c. 1550 to 1900)
5. III-A. **Unit 5: Age of Social-Political Revolution:** Enlightenment Era Reactions in the Late 18th Century: Conflict, Crisis, and Rise of Modern Republics *in times of resurgent conservatism* (c. 1756 to 1815)
6. III-B. **Unit 6: Industrialization and Its Effects** (in the Nineteenth Century – 1815 to 1870s)
7. IV-A. **Unit 7: 19th-Century "isms" Amidst Resurgent Conservatism and Uncertainty** (1815 to 1914)
8. IV-B. **Unit 8: 20th-Century Global Conflicts:** WW1, WW2, Cold War & the Proxy Wars (c. 1914 to Today)
9. IV-C. **Unit 9: Development of the EU, and Contemporary 21st Century Europe.**

AP European History develops in students **nine key historical thinking skills** (within four main categories):

I. Chronological Reasoning

- a. **Historical Causation:** Identifying the short term and long-term causes and effects.
- b. **Patterns of Continuity and Change over Time:** Recognizing how continuity and change may both be present in any era.
- c. **Periodization:** Evaluating various models of periodization (for example: women's roles) and recognizing relevant turning points.

II. Comparison and Contextualization

- a. **Comparison:** Understanding the similarities and differences between different accounts and periods.
- b. **Contextualization:** Understanding the larger context of a document or individual's actions.

III. Crafting Historical Arguments from the Historical Evidence

- a. **Historical Argumentation:** Assembling various explanations of an event and constructing interpretations of the event (especially as it applies to conflicting historical evidence).
- b. **Appropriate Use of Historical Evidence:** Extracting useful evidence from sources and evaluating the features of the evidence (including point of view, format, purpose, limitations, context)

IV. Historical Interpretation and Synthesis

- a. Interpretation: Analyzing diverse historical interpretations and understanding how historians' interpretations change over time.
- b. Synthesis: Creating an understanding of the past from a wide variety of evidence, while applying insights about the past to other contexts and circumstances.

How students will work – what will be the learning activities?

The culmination of the class will be the Advanced Placement examination, which is scheduled for **Friday, May 5, 2023, at 8 AM**. Students that achieve a passing grade on this exam may receive college credit for this course depending on the college or university of acceptance.

General AP European History Classwork/Homework Requirements of Students in the Enrolled in the Course

Reading Assignments:

Students taking AP European History should be prepared to complete assigned weekly and daily readings, terms for identification, and summary questions. Readings will come from a variety of materials, including textbooks, online primary sources and articles, and other supplemental materials. To keep up with the readings in this fast-paced course, students should make every conceivable effort to follow the course outline provided in their course-pacing guide. Falling behind in assigned readings will result in inadequate preparation for the course as well as the AP examination.

Students should expect to set aside a minimum of one-half hour to one hour of reading per night, or two-four hours of intensive reading catch-up on weekends. To prevent falling behind, it is crucial that the student make time for this reading.

Most content will be absorbed at home on your own time. You will be expected to come to each class pre-prepared, having completed any assigned readings for that date. As stated before, you will have very little time in class to read assigned chapters or work on study guides.

Chapter Reading – Unit Study Guides:

Students are REQUIRED to complete chapter reading study guides to prepare them for their unit MCQ and LEQ assessments as well as provide a cumulative study tool to prepare them for the exam. These student notes or study guides MUST BE HANDWRITTEN in the student's own handwriting using blue or black ink ONLY on the worksheets provided. Due to cheating via the internet and copy machines, typing is going to be limited. Students may not copy one another's reading guide answers. Reading guides for the unit are DUE on the day of each test for a grade.

Objective Test Requirements:

Multiple Choice tests will be used to measure student mastery of concepts and provide a simulation of what students will encounter when taking Advanced Placement European History Examination (See Below.) Multiple-choice tests will take place at the end of each chapter on a pre-assigned date. We will make every effort to stick to these pre-assigned dates, so students should plan on following this schedule as strictly as possible. DO NOT BE ABSENT ON THESE DAYS!!!

DBQ/FRQ Requirements:

Writing is an essential part of this course. DBQs (Document-Based Questions) are in the same format as the AP exam and will prepare you to do the work of a historian in brief. Looking for information, point of view, bias and analyzing graphs, figures, and drawings, you will construct an essay that will be graded on the AP nine-point rubric. There will be a minimum of ten DBQs scheduled throughout the year, but we shall strive to complete more. FRQs (Free-Response Questions) are in the same format as the AP exam and will test your detailed knowledge of modern European history and will be graded on the AP nine-point rubric. There will be a minimum of ten FRQs that will correspond with where we are in the course.

Projects:

Student centered projects will be assigned periodically. These may be group or individual projects. Projects may include, but will not be limited to, presentations, displays, role-playing, documentaries, or simulations. There will be a culminating project assigned after the completion the AP exam that will wrap up the last few weeks of the school year.

Participation:

Participation is a prerequisite for achieving success in this class. All students will be required to participate in class discussions, debates, and other activities, which are part of the course curriculum. Students will be required to share their work. All students are expected to begin class immediately at the bell & plan on working the entire class period every day.

For each Unit/Period in AP Euro, students will: read and annotate primary sources of European history, and contribute their explanations, interpretations, analysis, and evaluation of these primary written and visual sources other examples (identified below by the famous titles and authors) of scholarly secondary sources beyond the course textbook (e.g., journal articles, critical reviews, monographs).

Utilizing a tool and method called **"HAPPY"**, that my colleagues and I also use for APUSH, students will describe, analyze, interpret, and evaluate important primary and secondary source documents and visual sources of history (for, example a fine art painting or portrait, and historical graphic, such as a map image, and-or quantitative charts, tables, graphs). When one of docs is displayed, uploaded, or printed out students will be cued to *read, annotate, think, talk, jot, discuss* with responses that are factually descriptive, analytical, and interpretive of the historical and social contexts of each source.

***Journalists might refer to this method or approach to sources as 5Ws, and How?**

Historical Contexts? Describe known facts.	<u>What</u> is happening in the <u>when</u>? – Describe the time and place setting of the document or the visual? Carefully consider the surrounding facts, the dating, using historical thinking skills, like explaining change over time, or connections (compared to preceding events or evolving events), any disputes involved, and the political, cultural, economic setting(s).
Audience & Creator?	To <u>whom</u> is the document addressed, and from whom [who wrote or created – if known]? Consider: politicians, editors, competitors, government officials, public, self, family, friend.
Purpose(s)?	Why is the author writing the document? What is their motivation? <u>Signal words</u> : "Synonyms for says" – author intends, contends, proves, reasons, proposes, enlightens, argues, responds, persuades, dissuades, defends, criticizes, portrays, confirms, negates, or demonstrates. Is this intended for private or public consumption?
Point of View	What is the point of view of the author? <u>Signal words</u> : supports, advocates, agrees, disagrees, implies, asserts, illustrates, laments, decries, alerts, cautions, exhorts, etc.
"Y" is this important?	How does this document explain or support a key concept or a historical argument? <u>Signal words</u> : Exemplifies, connects, demonstrates, supports, accentuates, highlights, clarifies, substantiates, informs, cautions, celebrates, sells, or markets the idea of...

Renaissance Society: Political, Economic, Causes of the Rise of Economic, Social, Cultural and Political Forces.

I-A. Unit 1: Medieval Continuities and Changes, Renaissance and Explorations (c. 1450-to-1550)

- 1.1 The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world
- 1.2 The struggle for sovereignty within and among states resulted in varying degrees of political centralization
- 1.3 Religious pluralism challenged the concept of a unified Europe.

- 1.4 Europeans explored and settled overseas territories, encountering, and interacting with indigenous populations
- 1.5 European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures

Major Topics [and Primary Documents and Visual Sources]:

NOTE: Major Voices and Figures: Using student engagement tools and graphical informational organizers, like “SOAPStone” and “HAPPY” (example above). Students will use “think, talk, jot” templates will demonstrate engagement, comprehension, and comprehensive feedback by reading themes, and responding to primary sources of this modern European history.

Student Activity: Compare/Contrast Italian Renaissance & Northern Art of the 15th and 16th centuries:

Skill 2 – Sourcing and Historical situations. View, discuss, and review the advance of representational naturalism and perspective (linear, spatial, and-or atmospheric) in the most well-known works by Giotto, Fra Angelico, Masaccio, Brunelleschi, Raphael, Da Vinci, and Michelangelo. [Identify the sources point-of-view relevant to being clients of the Medici patronage].

Reasoning Process 1 – Compare Italian Renaissance Art, and it’s specific contextual-historical development to the Northern masters - Van Eyck, Durer (the “Da Vinci of the North”), Breughel, and Lucas Cranach. Van Eyck, Durer (“Da Vinci of the North”), Breughel, Lucas Cranach, etc.

For interpreting works of fine art, painting, sculpture, and architectural monuments, palaces, ceiling mural programs with students, I have long utilized a systematic approach to *Explanation* and *Interpretation*. This well-documented pedagogical approach is called **Disciplined Based Arts Education (DBAE)**, crafted by Eliot Eisner at Stanford University <https://casbs.stanford.edu/people/elliott-w-eisner> and in this case applying the approach to **historical contextualization**. As a former graduate-level scholar enrolled in the M.A. program in the *History of Art* at Georgia State University, and concurrently an employee of the **High Museum of Art in Atlanta** at that time in the mid-1990s, I learned how to engage students educationally with works of art and addressing the social-historical contexts. In my first academic/career life, I took every opportunity to facilitate the DBAE steps to describing, analyzing, interpreting, and evaluating works of art, historically and contextually.

Eisner, E. W. (1987). The role of Discipline-Based Art Education in America's Schools, *Art Education*, 40(5), 6-45. <https://doi.org/10.1080/00043125.1987.11652036>

In terms of art, I also incorporate College Art textbooks like Gardner’s *History of Art*, *SMART History*, and *Khan Academy*. For example, when discussing the Medici, and the Rise of the Money and Banking economy, we began with a review and discussion of [Masaccio, The Tribute Money in the Brancacci Chapel, 1427](#)

For an inside look at Renaissance art, we engage in a film activity around Renaissance Art and Politics, students reflect on the Medici, Godfathers of a Renaissance <https://www.pbs.org/empires/medici/>

Kleiner, Fred S and Helen Gardner. 2020. *Gardner's Art through the Ages: A Global History*, Sixteenth ed., Boston MA USA: Cengage Learning

New Monarchs and their Tactics: (Louis XI, Henry IV, Henry VII & VIII, and Ferdinand and Isabella)

I-B. Unit 2: Age of Reformation(s): Erasmus and Luther, and the Catholic Counter-Reform after the Council of Trent (1500-to-1610)

Consider the Inquisition. Papal excess and Identify and explain “problems” of the Catholic Church: Erasmus [Praise of Folly]; Luther’s *95 Theses*.

Voices of Reform: Erasmus, Sir Thomas More (Catholic Bishop and Chancellor under Henry VIII in England); Martin Luther’s “95 Theses,” the Reformation, and the Growth of Protestantism (Calvin, Anabaptists, Henry VIII, Peace of Augsburg).

The Catholic Church’s Counter Reformation—Jesuits, Council of Trent, 1545, Index of Books •

Acknowledgement of Protestant Reformation’s Effect on Daily Life. Emphasis on Catholic “re-education” of the masses with the Imperial and Catholic Baroque art of Rubens, Van Dyck, Caravaggio, Bernini, and myriad ceiling muralist of the 1600s.

Primary Source Documents (note: [ALL BLUE LINKS BELOW](#) are active):

Unless otherwise mentioned, or linked to another repository, such as Gutenberg all the Primary Documents which students will describe, analyze, interpret, and evaluate, **may be searched at Fordham University Internet Modern History Sourcebook found online at:** <https://sourcebooks.fordham.edu/mod/modsbook.asp>

Student choice project to prepare for a Roundtable discussion of Primary Sources, students will utilize the “HAPPY” analysis tool (outlined in the table above on p. 5 of this document) to engage in AP® Historical Thinking Skill 2 – to habituate the close-reading and detailed interpretation of sources below:

[The Malleus Maleficarum \(“Hammer of Witches”\)](#) is a famous treatise on witches written in 1486 by Heinrich Kramer, an **Inquisitor** of the Catholic Church. Jacob Sprenger is also often attributed as an author.
[Bartolome de las Casas - A Short Account of the Destruction of the Indies](#)
[“The Prince,” by Machiavelli](#)
[“The Courtier,” by Baldassare Castiglione](#)

To further develop Historical Thinking Skill 2, students will analyze ONE specific primary source below for **four features**: author’s point of view, author’s purpose, audience, and historical situation.
 relationship to the Nobility of the German Nation evolve, particularly with the rioting peasants?

See-Review-Annotate at least ONE of the following for all four features above.

[The Praise of Folly, by Erasmus](#). Support or refute the statement that Erasmus “laid the egg that Luther hatched” – Further, how did Luther’s

[“95 Theses” by Martin Luther](#)

[Utopia, by Sir Thomas More](#) Henry VIII’s Chancellor, and Catholic martyr in England (for not granting the divorce).

Historical Thinking Skill 5: Students are invited in the next two sources to make connections through the application of the three Historical Reasoning Processes (comparison, causation, continuity, and change)

[Martin Luther, Address To The Nobility of the German Nation \(1520\)](#) From the Internet History Sourcebooks Project and translated by C. A. Buchheim.

[Against the Robbing and Murdering Hordes of Peasants](#) Do you think that Luther’s response to the Princes Against the murdering peasants has any parallel to the responses of indignant members of the United States Congress after the January 6th insurrection?

Secondary Sources:

“Two Views of the Renaissance, Jacob Burckhardt vs. Peter Burke”

“Political Interpretation of the Reformation,” by Geoffrey Elton

*Tuchman Barbara W. 1985. *The March of Folly: From Troy to Vietnam*, 1st Ballantine books, ed. New York: Ballantine Books

(Reasoning Process 2 – Causation), specifically, Tuchman establishes a strong case for causation about how the excesses of successive Renaissance popes, (to include Julius II, Leo X, Medici, and the Spanish Borgia pope), lead cumulatively to Luther’s Reformation response of writing the “95 theses” – Renaissance patronage of the arts withstanding.

Assignments:

Connected FRQ and Document-Based Question DBQ essays about the role(s) and-or progress for women:

In the following FRQ and DBQ combo activity, students develop **Historical Thinking Skill 6: Argumentation**, as outlined in the AP Course and Exam Description (CED). Women’s lives improved, did not change much, or worsened? This will also demonstrate: **Historical Thinking Skill 3: Claims and Evidence in Sources**

Successful students will accomplish all the following:

- Make a historically defensible claim citing documentary evidence.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence; and
- Corroborate, qualify, or modify their arguments using diverse and alternative pieces of evidence in order to develop a complex argument.

Practice FRQ – Identify how did the Renaissance and the Reformation change the way that society viewed women? Did women experience Renaissance and Reform? To what extent did the movements restructure the roles of women? What changed? What stayed the same? Further, did class or social-economic-status matter?

Practice DBQ: Periodization of Women in the Renaissance: Excerpts from Isabella d’Este, Duke of Mantua, Erasmus on Women, an unnamed merchant, Lorenzo de Medici, Baldassare Castiglione from *The Courtier*

More FRQs

Contrast the religious and political views of Jean Calvin and Martin Luther

Identify Humanism and explain the ideas of several major humanists of the Italian and Northern Renaissance

Analyze the aims, methods, and degree of success of the Catholic Counter-Reformation in the early 16th century (after the Council of Trent)

Example DBQ: AP European Exam 1993: Renaissance Education

Student-Centered Activities:

Class Roundtables [Three in 3-weeks, Socratics: Focus on IS–1, OS–7, OS–11, PP–10, SP, and IS

Unit 2A (#3): 1556 – 1648, Religious Wars turn into Wars for Dynasty (Weeks 6-9)

Major Topics

- **Review of European Exploration:** Causes and Consequences (Columbian Exchange, Price Revolution)
- Two Key Issues: Absolutism and Religious Uniformity
- **Elizabeth vs. Hapsburg Philip II**
- **French Wars of Religion** (Huguenots), Bourbon Rule (Henry IV, Louis XIII) Edict of Nantes
- **Thirty Years’ War** – ending with the expansion of the Bourbon rule and lands in the reign of Louis XIV.

- The **Stuarts vs. Parliament in Great Britain**: Cromwell's Commonwealth and Protectorate, Stuart Restoration, the **Glorious Revolution of William and Mary** (Constitutionalism and the Engl. Bill of Rights)

Student Assignments (Unit 2A-B) *Absolutism vs. Republics*, and the rise of new constitutional governments

Class Socratic Roundtable: Focus on OS–7 Essential Question • In what ways did Enlightenment thinkers challenge previously held notions of human nature, government, and religious beliefs?

Analysis of primary sources: Using the “HAPPY” information organizer ([Bacon's *Novum Organum*](#), [Descartes' “Meditation on the First Philosophy,”](#) and [Locke's “An Essay Concerning Human Understanding”](#))—**Empiricism vs. Rationalism?** Explain inductive versus deductive, and the scientific method.

Class Discussion: What did the new conception of the universe mean for society? Popularization of science; Science vs. traditional institutions—political, social, economic, and religious short-term and long-term effects of the Scientific Revolution

Writing Assignment: Evaluate [Holborn's explanations of the Thirty Years' War](#). Compare these with the account provided by [Kishlansky](#) in his textbook. *Which arguments do you find most effective? Do you agree with one author more than the other? Explain.*

Unit 2B (#4): 1648-1750, From Peace in Europe to Dynastic Absolutism and Rococo Excess (Weeks 9-12)

Major Topics

- **Louis XIV's Absolutist France and Versailles**
- **The Dutch Golden Age of the 1660s to 1700:** [Markets, Merchants, and the Middle-Classes] The art, architecture, wealthy merchants, with a particular emphasis on urban life in Amsterdam, Rembrandt, Vermeer, Franz Hals, and the Dutch Still Life.
- **Mercantilism vs. merchants** and free-market economics, joint stock companies and the rise of urban trading and banking port cities in the North (like London, Bruges, Antwerp, and Amsterdam, and the importance **Dutch and British East India Company**)
- **Absolutism in the East:** Prussia, Russia, Austria (and not Poland)
- Rejecting Absolutism: Great Britain and Netherlands
- **Enlightenment Thinkers** (Locke, Smith, Montesquieu, Voltaire, Diderot, Rousseau, Beccaria)
- Women's roles in the Enlightenment (Rousseau, Wollstonecraft)
- Enlightened absolutists in Eastern Europe
- Compare the lives of the popular classes and the elite class
- War of the Austrian Succession/Seven Years' War
- Agricultural Revolution, cottage industry, banking
- **Scientific Revolution** . . . of Copernicus Kepler, Galileo, Newton, Vesalius, Harvey, Bacon, Descartes
- Examples of Baroque Art to Neoclassicism in music (Bach, Handel, Rembrandt, Defoe, Austen)

Primary Sources

Art of Rembrandt, Vermeer, and Franz Hals, along with Dutch Still Life in their Golden Age

More Excerpted Music by Handel, Bach. Art by Watteau, Fragonard, and David – Students will engage in a class activity to analyze the Arts and humanities of 18th century Rococo Europe, and choose a favorite Rococo painter/painting, and support it, describing its purposes and intent – “*Comedie Francaise*,” wildly ornamented expression of aristocratic excess.

- [James on the Divine Right of Kings, 1609](#)

- [“Memoirs,” Duc de Saint-Simon](#) from the educational arm of the Chateau of Versailles.
- [Edict of Fontainebleau, 1685](#)
- [English Bill of Rights, 1689](#) Click first for a look at the parchment and lettering.
Full text from The Avalon Project at Yale https://avalon.law.yale.edu/17th_century/england.asp
- English Act of Toleration, 1689 [https://www.parliament.uk/about/living-heritage/transformingsociety/private-lives/religion/overview/catholicsnonconformists-/](https://www.parliament.uk/about/living-heritage/transformingsociety/private-lives/religion/overview/catholicsnonconformists/)
- [“A Secret Letter,” Frederick William the Great Elector](#)
- [“A Defense of The Slave Trade,” July 1740](#) vs. [“A French abolitionist's view of the slave trade” \(1771\)](#)
- [“What is Enlightenment?” Immanuel Kant in 1784](#)
- For further discussion of the topic <https://plato.stanford.edu/entries/enlightenment/>
- Selections TBD from [Social Contract](#), Jean Jacques Rousseau
<https://www.marxists.org/reference/subject/economics/rousseau/social-contract/index.htm>

Assignments

- Evaluate the changing roles of the nobility in European society (1450–1789) using the three secondary sources above.
- Compare and contrast the lives of common people and elites during the period 1650–1750. Then compare historical lives with your life today.

Class Socratic Roundtable/Debate of two topics in two days: Focus on PP–10, SP, and IS

Day One – Class Roundtable: Focused on OS–7 - In what ways did Enlightenment thinkers challenge previously held notions of human nature, government, and religious beliefs? **Hobbes-Locke Debate** On the origin of govt. and how much authority should the state have over the individual. Students will debate citing excerpts from [Hobbes’ Leviathan](#) and Locke’s [Second Treatise on Govt.](#)

Day Two – What is “social contract?” To what extent did the French Revolution amount to a “Revolution” in economic terms for each of the following groups: nobility, middle class, average person, and women?

Discuss Diagrams of the Christian *Geocentric* Universe and the Scientific *Heliocentric* Solar System, (Galileo, Kepler)

Unit 3A (#5): 1750 – 1815 (Week 13 – 16): From Revolutions to Democratic-Republics

Major Topics

- French Revolution Prelude: Three Estates, Debt, Discontent of 1789 ◦ Moderate achievements: Civil Constitution, Declaration of the Rights of Man, const. 1791
 - Radical politics: the “Republic,” Economic Policies, Cultural Revolution, Committee of Public Safety (“COPS”), The “Terror” of 1793, Thermidor of Napoleon: Child of the Enlightenment or Last Enlightened Despot?
- Congress of Vienna: Metternich and Conservatism

Primary Sources

[Cahier of 1789, The \[grievances\] of the Third Estate of Versailles](#)

Documents Pertaining to the French Revolution: [Declaration of the Rights of Man, 1789](#), [Declaration of the Rights of Woman, by Olympe de Gouges](#), [Civil Constitution of the Clergy](#), excerpts from [Cahiers, "What is the Third Estate?"](#)

["What is the Third Estate?"](#) Abbe Sieyes

See: Maps of battles of the French Revolution & Napoleonic Wars

Analysis of French Revolution cartoons and artwork – Interrogate the role of the media in the French Revolution; J.L. David's art as propaganda. Students will analyze selected sketches and/or paintings by David and compare their point-of-view, with other political art, like the cartoons of William Hogarth.

"Speech to the National Convention—the Terror Justified," by Maximilien Robespierre

Video Documentary – [The French Revolution](#)

"A Soldier's Letters to His Mother: Revolutionary Nationalism," Francois-Xavier Joliclerc

Secondary Sources

- [John Merriman's Open Course Lectures at Yale, Lecture #6](#)
- "France Under Napoleon: Napoleon as Enlightened Despot," Louis Bergeron
- ["Napoleon as Preserver of the Revolution," George Rude](#)

Assignments

- Analyze the political, economic, and social causes for the French Revolution of 1789.
- Using the French Revolution documents above, analyze the influence of Enlightenment theory on the Moderate phase of the French Revolution.
- Compare and contrast the accounts of the French Revolution provided by Lefebvre and Sutherland.
- [Class Roundtable: Focus on PP-10: Talk through a sample DBQ on Napoleon](#) – Hero or Villain? Friend or Enemy of the Revolution? To what extent did the French Revolution amount to a "Revolution" in economic terms for each of the following groups: nobility, middle class, average person, and women?

Example LEQ Essay Assignment: (2003) How and to what extent did Enlightenment ideas about religion and society shape the policies of the French Revolution in the period 1789 to 1799?

IV-A. Unit 6: 19th-Century Perspectives and Political Developments, Romantic Era, Industrialization, and Reactionary "isms."

Major Topics

- Industrial Revolution in Great Britain
- Issues of Industrialization: Urbanization, Sanitation, Labor Movement
- Continental Industrialization
- Conservatism, Interventionism, Metternich, Burschenschaften, Decembrist Revolts, and Tory vs. Whig (Peterloo Massacre)

Nationalism, Greek Revolt, and Liberalism

- Bentham, Mill, Malthus, Ricardo, Socialism, Saint-Simon, Owen, Fourier, Romanticism, British Reform 1832, Factory Acts, Corn Laws Revoked, Chartist Complaints

- 1848 - Revolutions; History Fails to Turn, The French learn how to store dried grain (LOL)
- Louis Napoleon III and Economic Reform, Political Stability, Baron Haussmann & the Rebuild of Paris (The Modern Middle-Class City, and the settling of a Conservative Bourgeoisie)
- Challenges to conventional thought: Marxist Socialism, Darwinian theory
- Crimean War Destroys the Concert System, Allows for Unification Movements
- Realist politics - Cavour's Italian Campaign - Bismarck's *Realpolitik*
- Hungarian Challenges to Austria; Dual Monarchy of Alexander II's Reform in Russia
- Medical Improvements: Pasteur, Lister
- Realist Art and Literature

Primary Sources

- "Testimony for the Factory Act of 1833: Working Conditions in England"
- "The Condition of the Working Class in England," Friedrich Engels
- Art by Friedrich, Delacroix, Turner
- Music excerpts from Beethoven, Wagner, Tchaikovsky
- The Carlsbad Decrees, 1819
- "English Liberalism," Jeremy Bentham
- "The Glories of Nature," William Wordsworth
- British Census Data 1801-1872 on the National Archive.

Secondary Sources

- Excerpt from: The European Revolutions 1848-1851 by Johnathan Sperber
- Excerpt from: The Revolution of 1848 by John Weiss

Assignments:

- Analyze the extent to which the Industrial Revolution altered the lives of England's working class?
- How does the year 1848 represent a turning point in European History?
- Discuss how the Arc de Triomphe and the Crystal Palace reflect the societies and cultures that produced them?
- Data Project: Student will create a document that charts the growth of an urban area (ex. Manchester) between 1801 – 1871 by looking at historic census data available from the time.

DBQ Essay Assignment: AP Exam 1997: Germany before 1848

Unit 6: 1871 – 1914 (Week 21-24), A Second Industrial Revolution in Germany and the U.S.

Major Topics

- Second Industrial Revolution
- Economic Changes, Effects on Working Class, Gender Roles
- Urbanization & Conditions of the Modern City, Reform Movements
- Handling Discontent at Home • Britain: Home Rule for Ireland?
- Germany: Kulturkampf, Rise of the Social Democrats
- France: Third Republic, Paris Commune, Dreyfuss Affair
- Russia: Conservative Rule
- Challenging Intellectual Conventions
- Atomic Age: Curie, Planck, Einstein
- Nietzsche
- Freud
- Impressionist and Post-Impressionist Art

- Women's Rights? Pankhursts, Fawcett, Emily Davison • Jews: Dreyfuss, Herzl • Diplomatic Issues:
- Bismarck's Alliances and the Balance of Power when Bismarck is fired, Wilhelm II, Rise of Balkan Instability
- Imperialism: Motives, Proponents, Opponents, Technological Advantages, Resistance
- Russian Revolution of 1905

Primary Sources

- Impressionist and Post-Impressionist Art by Manet, Monet, Caillebotte, Van Gogh, Degas, Berth Morisot, Gauguin, Cezanne, etc.
- Proclamation of the Paris Commune of 1871
- Jules Ferry's Appeal to the Build the Second Colonial Empire, 1890
- Program of the German Socialist Party, 1891
- "Why We Are Militant," Emmeline Pankhurst
- "The White Man's Burden," Rudyard Kipling
- African Imperialist Maps
- Table: Population Growth, 1851–1911
- Table: European Emigration, 1876–1910

Secondary Sources

- "The Age of Empire," Eric Hobsbawm
- "The Effects of Imperialism," David Landes
- "The Unfinished Revolution: Marxism Interpreted," Adam Ulam

Assignments

- Analyze the reasons why late nineteenth century Europeans argued for and against imperialism.
- Using one Impressionist or post-impressionist piece of art from this period and one piece of art from any prior period, explain why the Impressionist period was the turning point for modern art.
- Discuss the views of Hobsbawm and Landes on the short- and long-term effects of imperialism.
- Class Roundtable: Focus on IS–5: Assess the ways in which the following individuals challenged the established social/intellectual order in the period 1871–1914: Freud, Nietzsche, Einstein, Pankhursts, Herzl, Bernstein, Social Democratic Parties in GER and GBR.

LEQ essay: 2015 Sample LEQ - Compare the impact of science on European thought in the period from the mid-1500s to the late 1700s with the impact of science on European thought in the period from the mid-1800s to the late 1900s

IV-A. Unit 7: 19th-Century Perspectives and the Social-Political Developments which led to Modernism and the First World War (c. 1815 to 1914), and its aftermath, 1914 -1939 (Week 25 -28)

- Long- and Short-Term Causes of the Outbreak of WWI **Historical Thinking Skill 5: Causes and Effects described through documents.**
- Fighting of WWI (Technology, Tactics) - Total war on the Home Front - Social Causes Shelved (Women's Rights, Irish Nationalism, Individual Rights)
- Versailles Conference and Peace Treaty
- Russian Revolutions of 1917 - First and Second Revolutions - Bolshevik Consolidation of Power/Civil War - Rules of Lenin and Stalin
- Instability of the 1920s - Economic Problems (Depression, Dawes Plan) - Political Uncertainty (Versailles, League of Nations) - Fragile Coalition Governments Adopted Keynesian Economic Theories - Totalitarian States Emerged (Fascist Italy, Nazi Germany, Franco's Spain)
- Culture of the 1920s (Lost Generation, Dadaism, Surrealism, Bauhaus)

Primary Sources

- Art and pictures of Surrealism, Dadaism, WWI propaganda posters, Nazi Party posters, Soviet Realism, Bauhaus
- WWI Visions: Early news reports, French Poetry from Wilfred Owen, and Siegfried Sassoon
- Documents from Nazi Germany
- Program from the Provisional Government and April Theses: The Bolshevik Opposition • “Mein Kampf,” Adolf Hitler
- Map of Europe 1914 vs. Map of Europe 1919
- Music Exerts – Stravinsky, Schoenberg

Secondary Sources

- Three perspectives of the roots of WWI: Roland Stromberg, Hartmut Pogge von Strandmann, Gordon Craig
- Perspectives on Nazi Germany: Klaus Fischer and Daniel Goldhagen
- Exerts from “*The First World War*” Hew Strachan

Assignments

- To what extent did the artistic movements of the 1920s reflect the mood of European society? Use three pieces of art in your discussion.
- Using the secondary sources above, analyze the various reasons for the coming of the First World War in 1914.
- Compare and contrast the depictions of WWI provided by early press releases and the “trench poets.”
- Economic data tables for the 1930s

DBQ essay: 2015 Sample DQB: Evaluate the extent to which the experience of war altered the lives of European women during the First World War and its immediate aftermath.

IV-B & C., Units 8-9 (combined for expediency):

#8: 1939 – Present, (Week 29-32), WW2, Cold War Unit

#9: Contemporary 21st Century Europe., Post-Cold-War

Major Topics:

- Aggression and Appeasement—Road to War WW2
- Major Events of WW2
- Nazi Policies on Race and Conquered Territories and the Holocaust
- War Conferences: Seeds of the Cold War
- US and Soviet Influences on Europe - Truman Doctrine, Churchill’s Iron Curtain Speech, Containment, Marshall Plan, Berlin Airlift, NATO and COMECON, Warsaw Pact, Iron Curtain politics - Khrushchev’s policies
- Decolonization: Algeria, India, Palestine
- European Economic Unity
- **Society post-1945:** Feminism, Cradle to Grave Care, Green Parties, Right Wing Movements
- Collapse of the Soviet Order (Gorbachev) - Eastern Europe devolves and collapses
- Yugoslavia’s Ethnic Issues which led to the devolution and ethnic wars in the 1990s
- Putin’s Rule of Russia, Ongoing crises, and Putin’s war in the Ukraine
- Reemergence of European Nationalism in the 21st Century: SNP (Scotland), UKIP (England) National Front (France), Basque and Catalan regions of Spain, and more recently in Hungary.

Primary Sources:

- Documents from the Third Reich
- Table: WWII Deaths by Country

- Churchill's *Iron Curtain Speech*
- The Berlin Wall, Jens Reich
- "British Labor's Rise to Power," Harry Laidler
- "Declaration Against Colonization," the UN General Assembly
- "The Second Sex," Simone de Beauvoir
- "Ten Commandments for a Young Czech Intellectual," 1968
- Charts Tracking Immigration to Europe post 1945
- UK Election data 1997 – 2015

Secondary Sources

- Two Views on Appeasement: George Kennan and A.J.P. Taylor
- "The Short Century—It's over," John Lukacs
- Two views on the Collapse of Communism: Robert Heilbroner and Carol S. Leff

Writing Assignments:

- Analyze the various views on the wisdom of appeasement and how it contributed to WWII.
- Assess the reasons that Europeans began to decolonize in the period after 1945.
- Compare and contrast appeasement on the eve of WWII with Western European responses to the annexation of Crimea by Russian in 2014.

Class Roundtable: Focus on INT–10

- Assess the negative and positive impacts of European interactions with African and Asia. (1870–1970)

Class Roundtable II: Focus on PP

- Research the development of the welfare state in Europe and America. Pick an individual country and argue in favor of it providing "the best life" to all its citizens. Look at the formation of the European Union

LEQ Assignment: 2015 Sample: Compare the efforts of European governments to address the issue of nationalism in the period from 1815 to 1871 with the efforts of European governments to address the issue of nationalism in the period from 1945 to 2000.