Course Syllabus

AP® European History

NAME REMOVED FOR AUDIT
Instructor

Updated August 20, 2009

Course Description

The AP course and exam in European History are intended for qualified students who wish to complete classes in secondary school equivalent to college introductory courses in European history. Students are expected to demonstrate a working knowledge of chronology and major events and trends from approximately 1450 to 2001. The primary objective of the course is to assist students in their preparation for the AP European History exam. This course is highly recommended for students intending to take AP US History during their junior year.

The full Course Description is available here:

Instructor's Expectations

Our study of European history will involve in-depth analysis of a number of historical themes:

- Intellectual and Cultural History
- Political and Diplomatic History
- Social and Economic History

The depth of understanding required by the AP exam renders it virtually impossible for students to master the material without extensive preparation outside of class. Students should be prepared to spend at least one or two hours completing assigned readings for each class period. In-class lectures and discussions will serve two purposes: to establish the necessary background knowledge to complete assigned readings and to help students to attain a full understanding of the readings they have completed. Central to this process is the student’s own effort to struggle, wrestle, and grapple with the readings in between class meetings.

Given the extensive essay component of the AP exam, students will also spend a great deal of time writing. It is absolutely essential that students master AP writing techniques if they are to be successful on the exam and in the course.

It is also critical that students be fully attentive during class. Expectations for student behavior in this course will be comparable to the expectations of a college course.
Grading and Assessment

Exams (60 Percent)

Unit exams will form the backbone of students’ grades. These exams will cover one or more units and will include multiple choice, document-based questions (DBQs), and free response questions (FRQs) similar to those that students may encounter on the AP Exam. In addition to AP-style questions, some exams will also include instructor-generated questions.

Point values of exams may vary according to the scope of the material covered. As the AP exam is cumulative in nature, students should be prepared to encounter cumulative elements on every exam. Starting in December, some exams will be fully cumulative in nature.

As the year progresses, multiple choice exams will be administered less frequently and will increase in length.

A Note on Grading: Students will be expected to improve continually throughout the course. Multiple choice tests will be scaled based upon the highest score. DBQs and FRQs will be graded by more difficult scales as the year progresses (e.g., a student who receives a “6” out of “9” on an essay may receive a grade of 95 during the first nine weeks, but an 85 during the third nine weeks for the same caliber work). Students will have to continually improve their performance in order to maintain a high average in the course.

Independent Research (20 Percent)

Although most outside assignments involve the completion of assigned readings, students should expect to periodically complete independent research assignments. These assignments will generally involve the construction of PowerPoint presentations or take-home essays that showcase individual or small group research.

Quizzes (10 Percent)

Quizzes will be administered on an as needed basis to encourage students to pay attention in class and complete all assigned readings.

Class Participation (10 Percent)

In order to be successful in this course, it is imperative that students participate in class discussions, simulations, assignments on the online forum, and all other assigned activities. Both quality and quantity of class participation will be considered in determining a student’s participation grade.

Students will also have occasional opportunities to earn extra credit through writing interpretive essays based on assigned primary and secondary sources.
Required Texts and Materials

Provided Texts:

**Textbook:**

**Document Reader:**

Required Supplementary Texts:


Recommended Purchases (for students planning to engage in extensive self-preparation):


Units of Instruction

<table>
<thead>
<tr>
<th>Introduction and the Later Middle Ages</th>
<th>Approx. One Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronology</td>
<td>c. 1300-1450</td>
</tr>
<tr>
<td>Topics and Key Terms</td>
<td>Famine, the Hundred Years’ War, Decline of Chivalry, Black Death, Catholic Church</td>
</tr>
<tr>
<td>McKay</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Primary Sources</td>
<td>“The Black Death and the Jews”</td>
</tr>
<tr>
<td></td>
<td>Froissart, <em>Chronicles</em> [Excerpt]</td>
</tr>
<tr>
<td>Secondary Sources</td>
<td>Aberth, <em>From the Brink of the Apocalypse</em> [Excerpts]</td>
</tr>
<tr>
<td>Essay Practice</td>
<td>N/A</td>
</tr>
<tr>
<td>Unit 1: The Renaissance</td>
<td>Approx. Two Weeks</td>
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<tr>
<td><strong>Chronology</strong></td>
<td>c. 1320-1520</td>
</tr>
<tr>
<td><strong>Topics and Key Terms</strong></td>
<td>Humanism, Secularism, Commercial Expansion, Classical Art, Northern Renaissance, Renaissance Political Thought</td>
</tr>
<tr>
<td><strong>McKay</strong></td>
<td>Chapter 13</td>
</tr>
</tbody>
</table>
| **Primary Sources**     | Petrarch, *The Ascent of Mount Ventoux*  
|                         | Petrarch, *Letter to Posterity*  
|                         | Machiavelli, *The Prince* [Excerpts]  
|                         | More, *Utopia* [Entire] – Summer Reading  
|                         | Erasmus, *The Praise of Folly* [Excerpts] |
| **Visual Resources**    | Classical Art of the Renaissance [Slideshow and Student Research] |
| **Secondary Sources**   | Nauert, *Humanism and the Culture of Renaissance Europe* [Excerpts] |
| **Essay Practice**      | N/A              |

<table>
<thead>
<tr>
<th>Unit 2: The Reformation and Religious Wars</th>
<th>Approx. Two Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chronology</strong></td>
<td>c. 1520-1603</td>
</tr>
<tr>
<td><strong>McKay</strong></td>
<td>Chapters 14-15</td>
</tr>
</tbody>
</table>
| **Primary Sources**                     | Tetzel’s *Sermon*  
|                                           | Martin Luther’s “95 Theses” [Excerpts]  
|                                           | Calvin, *Institutes* [Excerpts]  
|                                           | Henry VIII’s *Defense of the Seven Sacraments*” [Excerpt]  
|                                           | Henry VIII’s “Act of Supremacy”  
|                                           | Anne Boleyn’s *Scaffold Speech*  
|                                           | “The Execution of Archbishop Cranmer”  
|                                           | Decrees of the Council of Trent  
|                                           | Loyola, *Spiritual Exercises* |
| **Visual Resources**                    | Religious Map of Europe Indicating Catholic, Anglican, Calvinist, and Lutheran Majorities |
| **Secondary Sources**                   | N/A              |
| **Essay Practice**                       | N/A              |

<table>
<thead>
<tr>
<th>Unit 3: Absolutism and Constitutionalism</th>
<th>Approx. Two Weeks</th>
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</thead>
<tbody>
<tr>
<td><strong>Chronology</strong></td>
<td>c. 1603-1725</td>
</tr>
<tr>
<td><strong>Topics and Key Terms</strong></td>
<td>Absolutism, Cardinal Richelieu, Louis XIV, Bourgeoisie, Jean Baptiste Colbert, Mercantilism, Peter the Great, Westernization, The Stuarts, Puritans and Separatists, Constitutionalism, English Civil War, Glorious Revolution, English Bill of Rights, John Locke</td>
</tr>
<tr>
<td><strong>McKay</strong></td>
<td>Chapters 16-17</td>
</tr>
</tbody>
</table>
| **Primary Sources**                    | Saint-Simon, “The Memoirs” [Sowards, 2-12]  
|                                         | The *Petition of Right*  
|                                         | Scaffold Speech of Charles I  
|                                         | The *English Bill of Rights*  
|                                         | Locke, *Two Treatises on Government* [Excerpts] |
| **Visual Resources**                   | Versailles Slideshow / Baroque Architecture |
## Unit 4: The Scientific Revolution and the Enlightenment

<table>
<thead>
<tr>
<th>Chronology</th>
<th>1543-1787</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics and Key Terms</td>
<td>Copernicus, Galileo, Heliocentrism, Geocentrism, Newton, Bacon, Inductive Reasoning, Descartes, Scientific Method, Empiricism, Rationalism, Science and Religion, Enlightenment, Salons, Philosophes, Voltaire, Deism, Montesquieu, Kant, Diderot, Enlightened Despotism, Catherine the Great, Frederick the Great, Adam Smith, <em>Wealth of Nations</em></td>
</tr>
<tr>
<td>McKay</td>
<td>Chapters 18-20</td>
</tr>
<tr>
<td>Visual Resources</td>
<td>Graph: Population Growth in 18th Century Europe</td>
</tr>
</tbody>
</table>

## Unit 5: The French Revolution and Napoleon

<table>
<thead>
<tr>
<th>Chronology</th>
<th>1787-1815</th>
</tr>
</thead>
<tbody>
<tr>
<td>McKay</td>
<td>Chapters 21</td>
</tr>
<tr>
<td>Visual Resources</td>
<td>Slideshow: Jacques-Louis David and Neoclassical Art</td>
</tr>
<tr>
<td>Secondary Sources</td>
<td>Lefebvre, “A Modern Napoleon” [Sowards, 88-93]</td>
</tr>
<tr>
<td>Essay Practice</td>
<td>[Image]</td>
</tr>
</tbody>
</table>
### Unit 6: Industrial Revolution and the Age of “Isms”

**Chronology**  
1815-1850

**Topics and Key Terms**  
Council of Vienna, Holy Alliance, Conservatism, Industrial Revolution, Romanticism, Liberalism, Socialism, Reform in Nineteenth Century England, Revolutions of 1848

**McKay**  
Chapters 22-24

**Primary Sources**  
- Cobbett, *Rural Rides* [Excerpts]
- Blake, “Jerusalem”
- Goethe, *The Sorrows of Young Werther* [Excerpts]
- Bastiat, *The Law* [Entire]

**Visual Resources**  
- Slideshow: Romantic Art

**Secondary Sources**  

**Essay Practice**  
N/A

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### Unit 7: Unification, Mass Politics, Victoria, and the New Imperialism

**Chronology**  
1850-1914

**Topics and Key Terms**  
Unification of Italy and Germany, Victoria and Albert, Victorian Politics, the Victorian Family, New Imperialism, Cecil Rhodes, British India

**McKay**  
Chapters 25-26

**Primary Sources**  
- Darwin, *The Origin of the Species* [Sowards, 99-106]
- Low, “Contemporary Recollections” of Cecil Rhodes [Sowards, 191-203]

**Visual Resources**  
- Political Cartoons from Victorian England
- Graphs: Population Increase and Migration to Cities in England

**Secondary Sources**  
- Moorehead, “Darwin and the Beagle” [Sowards, 107-112]
- Cloete, “A South African View of Rhodes” [Sowards, 203-208]
- Hardie, “The Royal Titles Bill: Show or Substance?” [Sowards, 134-137]
- Aronson, “Public Policy and Imperial Will” [Sowards, 137-142]

**Essay Practice**  
N/A

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### Unit 8: World War I, the Russian Revolution, and the Age of Anxiety

**Chronology**  
1914-1930

**Topics and Key Terms**  

**McKay**  
Chapters 27-28

**Primary Sources**  
- German Students’ War Letters
- Trotsky, “The Young Lenin” [Sowards, 147-156]
- Freud, “Dreams and the Inner Self” [Sowards, 171-177]
- Nietzsche, *The Anti-Christ* [Excerpts]
- Joad, “A Christian View of Evil” [McKay, 954-955]

**Visual Resources**  
- Slideshow: Otto Dix and European Expressionism
- World War I Propaganda Posters

**Secondary Sources**  
N/A

**Essay Practice**  
N/A
### Unit 9: The Rise of Dictatorships and World War II

**Chronology**
1920s-1945

**Topics and Key Terms**
Totalitarianism, Fascism, Collectivization, Stalinism, Fascism, Mussolini, Black Shirts, Nazism, Adolf Hitler, Enabling Act, Appeasement, Blitzkrieg, D-Day

**McKay**
Chapter 29

**Primary Sources**
Hitler, *Mein Kampf* [Sowards, 219-225]
Solzhenitsyn, *The Gulag Archipelago* [Excerpt]
Borowski, *This Way for the Gas, Ladies and Gentlemen* [Entire]

**Visual Resources**
Riefenstahl, “The Triumph of the Will” [German National Socialist Propaganda Video]

**Secondary Sources**
N/A

**Essay Practice**

<table>
<thead>
<tr>
<th>Intensive Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chronology</strong></td>
</tr>
<tr>
<td><strong>Topics and Key Terms</strong></td>
</tr>
<tr>
<td><strong>Essay Practice</strong></td>
</tr>
</tbody>
</table>

### Unit 10: The Cold War, Social Transformation, and Contemporary Europe

**Chronology**
1945-2001

**Topics and Key Terms**
Big Three, Marshall Plan, NATO, Cold War, Common Market, Decolonization, de-Stalinization, détente, OPEC, Misery Index, Glasnost, Perestroika, Fall of Communism, Globalization, European Union, Yugoslavian Civil Wars, September 11 Attacks and NATO’s Response

**McKay**
Chapters 30-31

**Primary Sources**
Churchill’s “Iron Curtain” Speech [Sowards, 275-279]
Stalin and Molotov, Reply to Churchill [Sowards, 279-283]
Gandhi, “The Origin of Nonviolence” [Sowards, 301-305]
“What is Article 5?” [NATO Website]
Statement to the Press by NATO Secretary General, Lord Robertson, after 9/11 attacks

**Visual Resources**
Cold War Propaganda

**Secondary Sources**
Rothstein, “Contemplating Churchill,” *Smithsonian*, March 2005

**Essay Practice**

### AP EXAM MAY 7, 2010

The remaining time will be spent on a unit offering an in-depth look at a topic (or series of topics) relevant to European History, to be decided upon by consultation between the instructor and students before Spring Break. We will also use some of the remaining time to view historical films that the brisk pace of the AP course did not allow us to view during the initial coverage of the content.