I. Course Description:

AP European History is an in-depth survey of Europe History from the High Renaissance (about 1450) up until the present era (At least through 2001). Advanced Placement classes are the equivalent of a freshmen or sophomore level university class, and are designed to challenge the students with complex concepts and strenuous workloads. The course is designed to prepare students for the AP exam; passing of which enables students to receive college credit. The first half of the year will focus on the intellectual/political/and social history of Europe from the Renaissance until the death of Napoleon. The second half will focus on developments from the establishment of the Concert of Europe until 2010.

Unit I: The Renaissance to the Wars of Religion
Unit II: Absolutism to the Fall of Napoleon
Unit III: Nationalism, Industrialism, and Imperialism
Unit IV: The World Wars and the formation of Modern Europe

II. Course Standard:

Students will be able to examine Western development through the following techniques…

- **Periodization** – Periodization is the organization of chunks of history based on major shifts in Art, Wars, Political Structures, ideologiesreligion, Economics, etc… By breaking history into the study of sub-categories it is possible to better understand shifts in each of the categories.

- **Causality and Multiple Causality** – Causality is the long-term, immediate, and short-term causes, for a particular event. The goal of learning causality is to try and better understand how events are always the reaction to something else.

- **Phenomena and Experiences** – More than just a textbook definition of a particular period (such as the Enlightenment) and be able to make educated comparisons with other events.

- **Point of View** – Looking at a particular primary source to determine historical background, bias, and objectivity.

- **Differences in Experience** – History is often different depending on factors such as gender, race, social class, nationality.

- **Development or Construction of Identity** – Studying how particular groups’ perceptions of themselves have changed over time and place.
III. Readings:
- Additional readings will be assigned throughout the course of the year

IV. Weekly Course Plan:

<table>
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<tr>
<th>Course Schedule Semester 1</th>
<th>Week</th>
<th>Central Idea and Major Assignments</th>
<th>Major Topics for Discussed</th>
<th>Readings and additional Sources</th>
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<tr>
<td></td>
<td>1</td>
<td><strong>Introduction</strong></td>
<td>Course Expectation</td>
<td>5-18 (Merriman)</td>
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<td></td>
<td>2</td>
<td><strong>Foundations of Modern Europe</strong></td>
<td>Intellectual and political heritage of modern Europe</td>
<td>The Dark Ages, History Channel</td>
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<td></td>
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<td>Social and economic conditions leading up to Renaissance</td>
<td>The Divine Comedy, Dante Alighieri</td>
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<td>18-31 (Merriman)</td>
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<td>3</td>
<td><strong>Italian Renaissance</strong></td>
<td>Why Italy?</td>
<td>The Prince, Niccolo Machiavelli</td>
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<td>Socratic Discussion 1</td>
<td>Changes in intellectual thought</td>
<td>Assorted works of Da Vinci, Michelangelo, Raphael,</td>
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<td>Machiavelli “Is it better to be feared or loved?” (Sept 20, 2013)</td>
<td>Artistic expression</td>
<td>The Book of the Courtier, Baldassare Castiglione</td>
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<td>Power and the idea of the modern Prince</td>
<td>85-125 (Merriman)</td>
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<td>Rise of Secularism</td>
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<td>4</td>
<td><strong>Northern Renaissance</strong></td>
<td>Reasons for Spread of Renaissance</td>
<td>Utopia, Thomas More</td>
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<td>Differences from Italian Renaissance</td>
<td>In Praise of Folly, Erasmus</td>
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<td>Reformation vs. Secularism</td>
<td>Assorted works of Holbein, Durer, Bruegel</td>
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<td>82-85 (Merriman)</td>
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<td>5</td>
<td><strong>The Reformation and Counter Reformation</strong></td>
<td>Challenging authority of church</td>
<td>95 Theses, Martin Luther</td>
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<td>DBQ 1 (October 4, 2013)</td>
<td>Formation of new religious institutions</td>
<td>Letter to the Archbishop of Mainz, Martin Luther</td>
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<td>Causes and effects of Catholic Response</td>
<td>“Martin Luther”, The Catholic Encyclopedia</td>
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<td>85-125 (Merriman)</td>
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<td>6</td>
<td><strong>New Monarchs</strong></td>
<td>The Rise of England, Spain, and France</td>
<td>“Tudor Family Tree”, The British Monarch (Website)</td>
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<td>Power politics and the growth of rivalries</td>
<td>“Valois Family Tree”,</td>
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| 2   | Commercial Revolution and the Age of Exploration | - Centralization of political and economic power
- Technological, Political, and Economic causes for exploration
- Social changes due to colonization
- Global spread of European power
- Letter to the King and Queen of Spain (1494), Christopher Columbus
- The Wealth of Nations, Adam Smith
- European Overseas Holdings ca. 1600 (Map) |
| 7   | Wars of Religion | - Change from religious to political motives for war
- Changes in military technology and tactics
- Social and economic impacts of 30 Years War
- “Europe in the age of the Reformation”, Dr. E.L. Skip Knox
- “Henry IV”, Catholic Encyclopedia
- “Cardinal Richelieu”, Catholic Encyclopedia
- 30 Years War (Map)
- 125-161 (Merriman)
- 208-241 (Merriman) |
| 9   | Unit I Test | Review All Readings |
| 10  | Absolutism and Mercantilism | - Increasing autonomy of Monarch
- Expansion and rivalries
- Nation building
- Political and religious ideology of Absolutism
- Changes in Art and Architecture
- Leviathan, Thomas Hobbes
- On Social Order and Absolutism, Jean Domat
- 242-283 (Merriman) |
| 11  | Industrial and Scientific Revolution | - New means of production and introduction of the working class
- Celestial discoveries and development of scientific thinking
- “Galileo’s Defense”, Galileo
- “Index of Prohibited Books”, Catholic Encyclopedia
- 287-311 (Merriman) |
| 12  | Age of Enlightenment | - The Age of Enlightenment a logical extension of the scientific revolution.
- Candide, Voltaire
- Two Treatises on Government, John Locke |
2013) - The connection of Enlightenment thinking to the rise of new social classes.
- New ideas on government and societal structure.

2 Day wk

13 Enlightenment Monarchs
- The ways in which the Enlightenment was embraced or rejected by established classes.
- Impact of the Enlightenment on the power structure of Europe and beyond.

1 Day wk

14 French Revolution
- FRQ 3 (December 6, 2013)
- Causes and effects for the revolution
- Attempts at forming a constitution
- The Phases of the Revolution and their impacts

3 Day wk

15 Napoleon
- DBQ 3 (December 12, 2013)
- The rise of the Nation-State and empire building
- Hegemony Theory
- The End of the French Revolution and the re-structuring of France
- Building of Modern Military forces and tactics

2 Day wk

16 Unit II Test
- Multiple Choice 2 and FRQ 4 (Dec 16&18, 2013)

2 Day wk


Selected Readings
Barricades and Borders, Robert Gildea

17 Nationalism and the Revolutions of 1820, 1830, and 1848
- The impact of Nationalism and the formation of new Nation States
- The Massacre at Chios, Eugene Delacroix
- Europe after the Congress of Vienna
18 Post Napoleonic Europe (Finals Week)
- DBQ 4 (Jan 16, 2013)

1 Day Week
- Power Politics
- Nationalist Movements

1 Day wk
- Declining power of aristocracy
- Causes and effects of revolutions in first half of 19th century (Map)
- Epidaurian Organc Statute of 1822
- 569-612 (Merriman)
- 613-643 (Merriman)

-----End of Semester 1-----

Course Schedule Semester 2

19 Industrial Revolution
- Social and cultural impacts of industrialization
- An Essay on the Principle of Population, Thomas Malthus
- 513-532 (Merriman)

1 Day wk

20 Industrial Revolution and its Impact on Society
- Discussion 3 (Socratic Style) “Capitalism, Communism, or Manorialism?” (Jan 30, 2014)
- Rise importance of the working class
- Working and living conditions
- Impact of Industrial Revolution on Social theory
- Communist Manifesto, Karl Marx and Frederick Engels
- Report on Sanitary Conditions, Edwin Chadwick
- 532-568 (Merriman)

2 Day wk

21 Imperialism
- The application of Darwinian thought to Race relations
- Empire building and Jingoism
- Spread of European influence to Asia and Africa
- White Man’s Burden, Rudyard Kipling
- Assorted Maps of Berlin Conference
- Heart of Darkness, Joseph Conrad
- 819-862 (Merriman)

3 Day wk

22 The Victorian Era
- DBQ 5 (Feb 13, 2014)
- Nationalism and aggressive power politics
- Industrial might as a means of domination
- Technological superiority
- Rise of Italy and Germany
- Charge of the Light Brigade, Alfred Lord Tennyson
- Memoirs, Otto von Bismarck
- King Victor Emmanuel Address to Parliament, 1871, Victor Emmanuel
- 649-741 (Merriman)
<table>
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<tr>
<th>Day</th>
<th>Topic</th>
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| 23  | **Belle Époque** | - Romanticism vs. Realism art and literature  
- Impressionism and neo-Impressionism  
- Escapism  
- Consumer and Leisure culture  
- Assorted works of Seurat, Monet, Renoir, Degas, Cézannes, Pissarro  
- 742-818 (Merriman)  
- 2 Day wk |
| 24  | **Unit III Test**  
- Multiple Choice 3, DBQ 6, FRQ 5 (Feb 24,26, 28, 2014) | - Review All Readings  
- 2.5 Day wk |
| 25  | **Origins and Beginning of World War I** | - The role of Nationalism, Industrialism, militarist, and the system of entangling alliances as the causes for war  
- General progression of the outbreak of war  
- Willy and Nicky Telegrams, Kaiser Wilhelm II and Tsar Nicholas II  
- Blank Cheque, Theobald von Bethmann-Hollweg  
- Warrior Against His Will, J. Koettgen (translator)  
- 863-907 (Merriman)  
- 2 Day wk |
| 26  | **The End of World War I and the Russian Revolution** | - Strategies and effects of World War I  
- Peace negotiations  
- Fall of monarchies and rise of democratic and communist states  
- Causes of Russian Revolution  
- Russian Civil War  
- Assorted photographs and accounts of the war  
- Fourteen points of Peace, Woodrow Wilson  
- The Treaty of Versailles  
- All Quiet on the Western Front, Erich Maria Remarque  
- 907-926 (Merriman)  
- 927-949  
- 3 Day wk |
| 27  | **The Age of Anxiety** | - Effects of World War I on the Social, Political, and Economic order  
- Rise of fascism  
- Global depression and economic interdependence  
- Mein Kampf, Adolf Hitler  
- Homage to Catalonia, George Orwell  
- 949-954 (Merriman)  
- 955-992 (Merriman)  
- 993-1048 (Merriman)  
- Review all Readings  
- 2 Day wk |
|  | **Spring Break** | - March 22 – April 1, 2014  
- DBQ 7 (Mar 20, 2014) |
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| 28   | **World War II** | - The Causes and progression of the beginnings of World War II  
- Strategy and turning points  
- Ideological and political motives  
- Assorted speeches of Winston Churchill, Joseph Stalin, Adolf Hitler, and Benito Mussolini  
- Assorted photographs and maps  
- *Order of the Day, June 6, 1944*, Dwight D. Eisenhower  
- 1049-1103 (Merriman) |
| 28   | Aftermath of World War II and Origins of the Cold War | - Ideological battles and the division of Europe between NATO and Warsaw Pact  
- Creation of United Nations  
- Decolonization  
- Discovery of evidence of Holocaust and push for Israel  
- Trials of leading Nazi officials  
- *Iron Curtain Speech*, Winston Churchill  
- *Night*, Eli Wiesel  
- *Quit India Speech*, Mahatma Ghandi  
- *Testimony of Rudolph Hess*, Nuremburg Trial Transcripts  
- 1106-1146 (Merriman) |
| 29   | **Cold War Europe** | - Push for unification of Western and Eastern blocs  
- Détente and the thawing of relations  
- *A Day in the Life of Ivan Denisovich*, Andrei Solzhenitsyn  
- *Khruschevs Secret Speech*, Nikita Khruschev  
- 1147-1175 (Merriman) |
| 30   | Europe since the fall of the Soviet Union | - Reasons and effects of the fall of the Soviet Union  
- Reunification of Eastern Europe and building of European Union  
- *Charter of the Fundamental Rights of the European Union*  
- 1176-1218 (Merriman)  
- 1219-1239 (Merriman) |
| 31   | **Unit IV Test** | Review All Readings |
| 32   | Review | - Timeline activity  
- Cause and Effect  
- Periodization  
Review All Readings |
V. Evaluation:

Homework
• Handed In – Assignments will periodically be collected to be graded
• Homework Checks – Teacher will do visual check to ensure completion
• Homework Quiz – Surprise Quizzes will be occasionally given to test students’ understanding of homework.

Class work
• In Class Assignments – Students will be required to do assignments in class that will checked for completion, or collected and graded
• Class Discussions – Periodically there will be classroom discussions. Students will be graded based on participation in discussions

Tests/Quizzes
• Document Based Question – A Test where a student will be forced to use prior information along with information from provided documents to answer a question.
• Free-Response Question - Students will be given a selection of essay style questions in which they will have to answer a thematic style question.
• Multiple Choice – Students are given a choice of responses, in many cases more than one of the choices may be correct. In this situation students will need to come up with a most correct answer.

Participation
• Much of the class will be organized around classroom discussions based on the previous day’s reading assignment. Failure to do the reading will limit your ability to participate in classroom discussions and negatively impact your grade.
• Contribution – Students need to be engaged in class activities. Students will benefit by being involved with discussions, answering, and asking questions.
Final Grade Breakdown
- Tests/Quizzes: 40%
- Homework/Class Work: 40%
- Participation: 20%

VI. Course Requirement:

Academic Dishonesty/Cheating/Plagiarism
- Any students caught cheating, or attempting to cheat, will be given an automatic zero on the assignment. Further action may be taken depending on the situation.

Absences
- Students are Responsible for making up all missed class time. Notes can be copied from other students in class, but feel free to see teacher with and questions. Any missed assignments need to be completed within two days of a student’s return from an absence unless told otherwise by the teacher. If student happens to have been absent during a test day they are responsible for scheduling a time to take the test.

Dropping/Withdrawing
- Students who are having trouble meeting the expectations of the class may withdraw at the end of a quarter or at the semester break. Students only may drop after meeting with the teacher and their academic advisor to discuss whether it is possibly to remain in the class.

Late Work
- Late assignments will be deducted 25% after the first day, and 50% after the second day. After the second day the students will not get credit for the missing assignment.

Tests/Quizzes
- The format of the tests will follow sections of the AP Exam as much as possible. Tests will be a way to measure the students’ mastery of the materials and help prepare them for the AP Exam. Testing formats will rotate between Multiple choice, Free-Response Questions (FRQs), and Document Based Questions (DBQs).

VII. The AP Exam:
The AP Exam is based on college-level course content. Students are to demonstrate knowledge of basic chronology from the High Renaissance (about 1450) to the present. You are expected to be conversant in three areas of historical inquiry: political/diplomatic, social/economic, and intellectual/cultural. You should also be able to demonstrate your proficiency in historical analysis.

The exam is divided into 3 sections:

- Part I: Multiple Choice (80 minutes) (50% of grade)
  ½ from 1450 – French Revolution, ½ from Napoleon to the present.

- Part II: Free Response (130 Minutes) (50% of grade)
  15 minute reading period
  Document Based Question (45 minutes)
  2 Thematic Questions (35 minutes each)

*Any student who does not take the AP Exam will take the exam as a final instead for class credit.