

Advanced Placement European History

St. Paul Preparatory School

Teacher: Kyle Tredinnick

Meeting Time: 12:18-1:43 (B Days)

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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, ideologies/religion, 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:

- Merriman, John. *A History of Modern Europe: From the Renaissance to the Present*. New York: W. W. Norton.
- Gildea, Robert. *Barricades and Borders: Europe 1800-1914*, New York, Oxford Press, 2003
- Additional readings will be assigned throughout the course of the year

IV. Weekly Course Plan:

Course Schedule Semester 1

Week	Central Idea and Major Assignments	Major Topics for Discussed	Readings and additional Sources
1	<u>Introduction</u> 1 Day wk	- Course Expectation	5-18 (Merriman)
2	<u>Foundations of Modern Europe</u> 2 Day wk	- Intellectual and political heritage of modern Europe - Social and economic conditions leading up to Renaissance	- <i>The Dark Ages</i> , History Channel - <i>The Divine Comedy</i> , Dante Alighieri - 18-31 (Merriman)
3	<u>Italian Renaissance</u> - Socratic Discussion 1 Machiavelli "Is it better to be feared or loved?" (Sept 20, 2013) 3 Day wk	- Why Italy? - Changes in intellectual thought - Artistic expression - Power and the idea of the modern Prince - Rise of Secularism	- <i>The Prince</i> , Niccolo Machiavelli - Assorted works of Da Vinci, Michelangelo, Raphael, - <i>The Book of the Courtier</i> , Baldassare Castiglione - 44-79 (Merriman)
4	<u>Northern Renaissance</u> 2 Day wk	- Reasons for Spread of Renaissance - Differences from Italian Renaissance - Reformation vs. Secularism	- <i>Utopia</i> , Thomas More - <i>In Praise of Folly</i> , Erasmus - Assorted works of Holbein, Durer, Bruegel - 82-85 (Merriman)
5	<u>The Reformation and Counter Reformation</u> - DBQ 1 (October 4, 2013) 3 Day wk	- Challenging authority of church - Formation of new religious institutions - Causes and effects of - Catholic Response	- <i>95 Theses</i> , Martin Luther - <i>Letter to the Archbishop of Mainz</i> , Martin Luther - "Martin Luther", The Catholic Encyclopedia - 85-125 (Merriman)
6	<u>New Monarchs</u>	- The Rise of England, Spain, and France - Power politics and the growth of rivalries	- "Tudor Family Tree", The British Monarch (Website) - "Valois Family Tree",

		- Centralization of political and economic power	Encyclopedia Britannica - 171-206 (Merriman)
	2 Day wk		
7	<u>Commercial Revolution and the Age of Exploration</u>	- Technological, Political, and Economic causes for exploration - Social changes due to colonization - Global spread of European power	- <i>Letter to the King and Queen of Spain (1494)</i> , Christopher Columbus - <i>The Wealth of Nations</i> , Adam Smith - <i>European Overseas Holdings ca. 1600</i> (Map) - 35-43 (Merriman)
	- FRQ 1 (Oct 16, 2013)		
	2 Day wk		
8	<u>Wars of Religion</u>	- Change from religious to political motives for war - Changes in military technology and tactics - Social and economic impacts of 30 Years War	- <i>"Europe in the age of the Reformation"</i> , Dr. E.L. Skip Knox - <i>"Henry IV"</i> , Catholic Encyclopedia - <i>"Cardinal Richelieu"</i> , Catholic Encyclopedia - 30 Years War (Map) - 125-161 (Merriman) - 208-241 (Merriman)
	2 Day wk		
9	<u>Unit I Test</u>		Review All Readings
	- Multiple Choice 1, DBQ 2, and FRQ 2 (Oct 28&30, & Nov 1, 2013)		
	2.5 Day wk		
10	<u>Absolutism and Mercantilism</u>	- Increasing autonomy of Monarch - Expansion and rivalries - Nation building - Political and religious ideology of Absolutism - Changes in Art and Architecture	- <i>Leviathan</i> , Thomas Hobbes - <i>On Social Order and Absolutism</i> , Jean Domat - 242-283 (Merriman)
	2 Day wk		
11	<u>Industrial and Scientific Revolution</u>	- New means of production and introduction of the working class - Celestial discoveries and development of scientific thinking	- <i>"Galileo's Defense"</i> , Galileo - <i>"Index of Prohibited Books"</i> , Catholic Encyclopedia - 287-311 (Merriman)
	2.5 Day wk		
12	<u>Age of Enlightenment</u>	- The Age of Enlightenment a logical extension of the scientific revolution.	- <i>Candide</i> , Voltaire - <i>Two Treatises on Government</i> , John Locke
	- Discussion 2 (Salon Style) "Ideal form of Government" (Nov 19,		

	2013)	- The connection of Enlightenment thinking to the rise of new social classes. - New ideas on government and societal structure.	- <i>The Spirit of the Laws</i> , Montesquieu - <i>Emile</i> , Jean-Jacques Rousseau - 312-336 (Merriman) - 360-385 (Merriman)
	2 Day wk		
13	<u>Enlightenment Monarchs</u>	- 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.	- <i>Letter to Catherine the Great (1774)</i> , Denis Diderot - <i>Common Sense</i> , Thomas Paine - 336-348 (Merriman) - 349-360 (Merriman)
	1 Day wk		
14	<u>French Revolution</u> - FRQ 3 (December 6 , 2013)	- Causes and effects for the revolution - Attempts at forming a constitution - The Phases of the Revolution and their impacts	- <i>The Declaration of Rights of Man and of the Citizen</i> - <i>Declaration of the Rights of Woman and the Female Citizen</i> , Olympe De Gouges - 435-478 (Merriman)
	3 Day wk		
15	<u>Napoleon</u> - DBQ 3 (December 12 , 2013)	- The rise of the Nation-State and empire building - Hegemony Theory - The End of the French Revolution and the restructuring of France - Building of Modern Military forces and tactics	- <i>Proclamation of 29 Frimaire the year X</i> , Toussaint L'Ouverture - <i>Napoleonic Code</i> , Napoleon Bonaparte - 479-512 (Merriman)
	2 Day wk		
16	<u>Unit II Test</u> - Multiple Choice 2 and FRQ 4 (Dec 16&18, 2013)		Review All Readings
	2 Day wk		
Winter Break	December 20, 2013 – January, 5, 2014	Selected Readings	<i>Barricades and Borders</i> , Robert Gildea
17	<u>Nationalism and the Revolutions of 1820, 1830, and 1848</u>	- The impact of Nationalism and the formation of new Nation States	- <i>The Massacre at Chios</i> , Eugene Delacroix - <i>Europe after the Congress of Vienna</i>

		- Declining power of aristocracy	(Map)
		- Causes and effects of revolutions in first half of 19 th century	- Epidaurian Organic Statute of 1822
	3 Day wk		- 569-612 (Merriman)
			- 613-643 (Merriman)
18	<u>Post Napoleonic Europe (Finals Week)</u>	- Temporary unification of Europe	Review All Readings
	- DBQ 4 (Jan 16, 2013)	- Power Politics	
	1 Day Week	- Nationalist Movements	

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

Course Schedule Semester 2

19	<u>Industrial Revolution</u>	- Social and cultural impacts of industrialization	- <i>An Essay on the Principle of Population</i> , Thomas Malthus
			- 513-532 (Merriman)
	1 Day wk		
20	<u>Industrial Revolution and its Impact on Society</u>	- Rise importance of the working class	- <i>Communist Manifesto</i> , Karl Marx and Frederick Engels
	- Discussion 3 (Socratic Style) "Capitalism, Communism, or Manorialism?" (Jan 30, 2014)	- Working and living conditions	- <i>Report on Sanitary Conditions</i> , Edwin Chadwick
		- Impact of Industrial Revolution on Social theory	- 532-568 (Merriman)
	2 Day wk		
21	<u>Imperialism</u>	- The application of Darwinian thought to Race relations	- <i>White Man's Burden</i> , Rudyard Kipling
		- Empire building and Jingoism	- Assorted Maps of Berlin Conference
		- Spread of European influence to Asia and Africa	- <i>Heart of Darkness</i> , Joseph Conrad
	3 Day wk		- 819-862 (Merriman)
22	<u>The Victorian Era</u>	- Nationalism and aggressive power politics	- <i>Charge of the Light Brigade</i> , Alfred Lord Tennyson
	- DBQ 5 (Feb 13, 2014)	- Industrial might as a means of domination	- <i>Memoirs</i> , Otto von Bismarck
		- Technological superiority	- <i>King Victor Emmanuel Address to Parliament, 1871</i> , Victor Emmanuel
	2 Day wk	- Rise of Italy and Germany	- 649-741 (Merriman)

23	<u>Belle Époque</u>	<ul style="list-style-type: none"> - Romanticism vs. Realism art and literature - Impressionism and neo-Impressionism - Escapism - Consumer and Leisure culture 	<ul style="list-style-type: none"> - Assorted works of Seurat, Monet, Renoir, Degas, Cézannes, Pissarro - 742-818 (Merriman)
	2 Day wk		
24	<u>Unit III Test</u>		Review All Readings
	<ul style="list-style-type: none"> - Multiple Choice 3, DBQ 6, FRQ 5 (Feb 24,26, 28, 2014) 	2.5 Day wk	
25	<u>Origins and Beginning of World War I</u>	<ul style="list-style-type: none"> - The role of Nationalism, Industrialism, militarist, and the system of entangling alliances as the causes for war - General progression of the outbreak of war 	<ul style="list-style-type: none"> - <i>Willy and Nicky Telegrams</i>, Kaiser Wilhelm II and Tsar Nicholas II - <i>Blank Cheque</i>, Theobald von Bethmann-Hollweg - <i>Warrior Against His Will</i>, J. Koettgen (translator) - 863-907 (Merriman)
	2 Day wk		
26	<u>The End of World War I and the Russian Revolution</u>	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Assorted photographs and accounts of the war - <i>Fourteen points of Peace</i>, Woodrow Wilson - <i>The Treaty of Versailles</i> - <i>All Quiet on the Western Front</i>, Erich Maria Remarque - 907-926 (Merriman) - 927-949
	3 Day wk		
27	<u>The Age of Anxiety</u>	<ul style="list-style-type: none"> - Effects of World War I on the Social, Political, and Economic order - Rise of fascism - Global depression and economic interdependence 	<ul style="list-style-type: none"> - Mein Kampf, Adolf Hitler - <i>Homage to Catalonia</i>, George Orwell - 949-954 (Merriman) - 955-992 (Merriman) - 993-1048 (Merriman)
	2 Day wk		Review all Readings
Spring Break	March 22 – April 1, 2014		
	<ul style="list-style-type: none"> - DBQ 7 (Mar 20, 2014) 		

28	<u>World War II</u>	<ul style="list-style-type: none"> - The Causes and progression of the beginnings of World War II - Strategy and turning points - Ideological and political motives 	<ul style="list-style-type: none"> - Assorted speeches of Winston Churchill, Joseph Stalin, Adolf Hitler, and Benito Mussolini - Assorted photographs and maps - <i>Order of the Day, June 6, 1944</i>, Dwight D. Eisenhower - 1049-1103 (Merriman)
	2 Day wk		
28	<u>Aftermath of World War II and Origins of the Cold War</u>	<ul style="list-style-type: none"> - Discussion 4 (Trial format) “Judgment at Nuremburg” (Apr 3, 2014) 	<ul style="list-style-type: none"> - 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
	2 Day wk		<ul style="list-style-type: none"> - <i>Iron Curtain Speech</i>, Winston Churchill - <i>Night</i>, Eli Wiesel - <i>Quit India Speech</i>, Mahatma Ghandi - <i>Testimony of Rudolph Hess</i>, Nuremburg Trial Transcripts - 1106-1146 (Merriman)
29	<u>Cold War Europe</u>	<ul style="list-style-type: none"> - Push for unification of Western and Eastern blocs - Détente and the thawing of relations 	<ul style="list-style-type: none"> - <i>A Day in the Life of Ivan Denisovich</i>, Andrei Solzhenitsyn - <i>Khrushchevs Secret Speech</i>, Nikita Khrushchev - 1147-1175 (Merriman)
	3 Day wk		
30	<u>Europe since the fall of the Soviet Union</u>	<ul style="list-style-type: none"> - Reasons and effects of the fall of the Soviet Union - Reunification of Eastern Europe and building of European Union 	<ul style="list-style-type: none"> - <i>Charter of the Fundamental Rights of the European Union</i> - 1176-1218 (Merriman) - 1219-1239 (Merriman)
	2 Day wk		
31	<u>Unit IV Test</u>	<ul style="list-style-type: none"> - DBQ 8, FRQ 6, and Multiple Choice 4 (Apr 21, 23, & 25, 2014) 	Review All Readings
	3 Day wk		
32	<u>Review</u>	<ul style="list-style-type: none"> - Timeline activity - Cause and Effect - Periodization 	Review All Readings
	2 Day wk		

33	<u>Review</u>	- Timeline Activity - Practice Questions - Student grading	Review All Readings
	- DBQ 9, Multiple Choice 5 (May 7, 9, 2014)		
	3 Day wk		
34	<u>AP Test Week</u>	- Test Wednesday May 14, 2014	Review All Readings
	2 Day wk		
35	<u>Diplomacy</u>	_____	_____
	3 Day wk		
36	<u>Diplomacy</u>	_____	_____
	2 Day wk		
37	<u>End of Year Wrap-Up (Finals Week)</u>	_____	_____
	1 Day wk		

* Schedule is tentative and subject to change

*Additional Readings, Artwork, & Maps may be used throughout the course of the semester

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.
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Class work

- In Class Assignments – Students will be required to do assignments in class that will be 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.