

# Jurupa Hills High School

Mrs.Khan

<http://khanlearning.weebly.com>

## AP European History Syllabus

In addition to a study of historical events, the goals of the AP European History course are to develop:

- An understanding of the principal themes in modern European history.
- The ability to analyze historical evidence.
- Developing the ability to express acquired historical understandings and analysis effectively in writing.

Students in this course are expected to demonstrate knowledge of basic chronology and major events and trends from the High Renaissance of approximately 1450 to the present. The broad themes of intellectual-cultural, political-diplomatic, and social-economic history form the basis of the course within that chronology.

Emphasis is placed on students continuing to develop intellectual and academic skills, including research, effective analysis of such primary sources as documents, maps, statistics, and pictorial and graphic evidence; effective note-taking; clear and precise written expression; the ability to analyze, synthesize, organize, and evaluate evidence and reach conclusions and take positions on the basis of facts.

The course is divided into four UNITS. Each unit is concluded with a three part exam including a multiple-choice test, a DBQ, and a thematic free-response essay. Items and essay prompts from released AP Exams as well as original items and prompts will be used for creation of assessments.

Essential Questions and Critical Challenges will form one of the foundations of student activities in the course. Critical Challenges are a form of mini project that involves the student acquiring background information and research. That information can be organized, analyzed, evaluated, ranked, and synthesized in order to answer an Essential Question.

APPARTS presentations will be another foundation – students will be required to lead the class through an examination of a primary document in each Unit. The APPARTS method will form the basis for leading the discussion and presentation.

**Text:** Kagan, et al., The Western Heritage: Since 1300, AP® Edition, 11 ©2016

**Supplemental Text:** R.R. Palmer, Joel Colton and Lloyd Kramer, A History of the Modern World. New York: Knopf Publishing Group, 10th edition.

**Supplemental Resources:** Sherman, Dennis. Western Civilization: Sources, Images and Interpretations, Volumes I and II (McGraw-Hill) by Dennis Sherman.

Mark A. Kishlansky. Sources of the West: Readings in Western Civilization, Volume I and II

Primary Source Documents in Western Civilization CD-ROM Primary sources from various readers and internet sources including:

<http://www.fordham.edu/halsall/mod/modsbook.html>

This Syllabus is not intended as an attempt to demonstrate the activities in the class on a day to day basis but rather indicate the course pacing, readings and test schedule. There will be some flexibility to spend more time on topics that students find particularly interesting and engaging and also other supplemental materials may be added to further elicit understanding.

## UNIT ONE: Europe in Transition, 1300—1750 (Aug 10th to October 09, 2015)

**Sources:** Niccolo Machiavelli, *“The Prince”* (1513); Giorgio Vasari, *The Life of Leonardo da Vinci* (1550); Sir Thomas More, *Utopia* (1516); Christopher Columbus, *Letter from the First Voyage* (1493); Bernal Díaz, *The True History of the Conquest of New Spain* (1552—1568); Martin Luther, *The Freedom of a Christian* (1520); John Calvin, *Institutes of the Christian Religion* (1534); Teresa of Ávila, *The Life of St. Teresa* (1611); Francis Xavier, *Letter from India* (1543); Philippe Duplessis-Mornay, *A Defense of Liberty Against Tyrants* (1579); Anonymous, *The Debate About Women: Hic Mulier and Haec Vir* (1620); Henry IV, *The Edict of Nantes* (1598); Cardinal Richelieu, *The Political Testament* (1638); James I, *True Law of a Free Monarchy* (1598); Thomas Hobbes, *Leviathan* (1651); John Locke, *Second Treatise of Government* (1689); *The English Bill of Rights* (1689); Galileo Galilei, *Letter to the Grand Duchess Christina* (1615); René Descartes, *Discourse on Method* (1637); Thomas Mun, *England’s Treasure by Foreign Trade* (1664); David Hume, *Of Commerce* (1752); Adam Smith, *The Wealth of Nations* (1776); Catherine the Great, *Memoirs* (ca. 1755) Maria Theresa, *Testament* (1749–1750) Viscount Bolingbroke, *The Idea of a Patriot King* (1749) Voltaire, *Candide* (1759) Jean-Jacques Rousseau, *The Social Contract* (1762) Montesquieu, *Spirit of the Laws* (1748) Joseph Crassons de Medeuil, *Notes on the French Slave Trade* (1784–1785) Thomas Jefferson, *The Declaration of Independence* (1776)

### Chapter One: The Late Middle Ages 9 ( Aug 10 -14)

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** The Black Death; the Hundred Years’ War and the Rise of National Sentiment; Ecclesiastical Breakdown and Revival: The Late Medieval Church; Medieval Russia

**Essential Questions:** What were the social and economic consequences of the Black Death? How did Hundred Years’ War contribute to a growing sense of national identity in France and England? How did secular rulers challenge papal authority in the fourteenth and fifteenth centuries? How did Mongol rule shape Russia’s development?

### Chapter Two: Renaissance and Discovery (Aug 17-21)

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** The Renaissance in Italy (1375-1527); Italy’s Political Decline (1492-1527); Revival of Monarchy in Northern Europe; The Northern Renaissance; Voyages of Discovery and The New Empires in the West and East.

Introduce and model APPARTS for use with sources and assign student presentations:

**Author.** Who created the source? What is that person’s point of view?

**Place and time.** Where and when was the source produced?

**Prior knowledge.** What do you already know that would further your understanding of the source?

**Audience.** For whom was the source created? Does this affect the reliability of the source?

Reason. Why was the source produced at the time it was produced?

The main idea. What is the source trying to convey?

Significance. Why is the source important?

**Essential Questions:** How did humanism affect culture and the arts in 14th and 15th century Italy? How did the northern Renaissance affect culture in Germany, England, France and Spain? What were the motives for European voyages of discovery and what were the consequences?

### **Chapter 3: The Age of Reformation (Aug 24-28)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** Society and Religion; Martin Luther and German Reformation; Political, Social and Religious causes and effects of the Reformation in Western Europe; Counter Reformation; **Essential Questions:** What was the social and religious background of the Reformation? Why did Martin Luther challenge the church? What were the political ramifications of the reformation? How was the transition from medieval to modern reflected in the works of the great literary figures of the time? What was the social significance of the Reformation and how did it affect family life?

### **Chapter 4: The Age of Religious Wars (Aug 31- Sept 4)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** Renewed Religious Struggle; The French Wars of Religion; Imperial Spain and Phillip II; England and Spain; the Thirty Years War

**Essential Questions:** How did religious conflict in Europe evolve over the second half of the sixteenth century? What caused the French wars of Religion and what was the outcome? How did Philip the II dominate international politics for the latter half of the sixteenth century? What toll did the Thirty Years war take?

### **Chapter 5: European State - Consolidation in the Seventeenth and Eighteenth Centuries (Sept 7-11) (September 7 holiday-no school)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** The Netherlands: Golden Age to Decline; Models of European Political Development; Constitutional crisis in Stewart England; Rise of Absolutism in France: Louis XIV; Poland, Austria and Prussia; Russia Enters the European Political Arena; The Ottoman Empire

**Essential Questions:** What led to the decline of the Dutch Golden Age? What factors led to the different paths taken by England and France in the seventeenth century? How did conflicts over taxation and

religion lead to civil war in Stuart England? Why was absolutism successful in France? How did Peter the Great transform Russia? How did the Ottoman empires attitude towards religion transform the Empire?

## **Chapter 6: New Directions in Thought and Culture in the Sixteenth and Seventeenth Centuries (Sept 14-18)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** Scientific Revolution; Philosophy Responds to Changing Science; New Institutions of Expanding Natural Knowledge; Women in the World of Scientific revolution; The new Science and Religious Faith; Continuing Superstition; Baroque Art.

**Essential Questions** What was the scientific revolution? What impact did the new science have on philosophy? What role did women play in the scientific revolution? What efforts were made to reconcile the new science with religion? What explains the witch hunts and panics of the sixteenth and seventeenth century? How did baroque art serve religious and secular ends?

## **Chapter 7: Society and Economy under the Old Regime in the Eighteenth Century 9 (Sept 21-25)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** the Old regime; The Aristocracy; The Serfs; Preindustrial Economy; Revolution in Agriculture; Industrial Revolution; Urbanization

**Essential Questions:** What role did tradition, hierarchy and privileged play in shaping the old Regime? What was the foundation of wealth and power for the aristocracy? What role did the serf play in the economy of the eighteenth century? What led to the agricultural revolution? Why did the Industrial Revolution begin in Britain? What problems accompanied Urbanization?

## **Chapter 8: The Transatlantic Economy, Trade Wars, and Colonial Rebellion (Sept 28- Oct 2)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** European Overseas Empires; Mercantile Empires; Spanish Colonialism; African Slavery and the Transatlantic Economy; Seven Years War; American Revolution

**Essential Questions:** How did European contact evolve? What are the characteristics of mercantile empires? How did Spanish colonialism reflect imperialist goals? What were the origins of life long hereditary racial based slavery in the Americas? How did European wars become global conflicts? What were the causes of the American Revolution?

## **UNIT 1 REVIEW and EXAM Window: October 5-9, 2015**

**~End of School Quarter, October 9, 2015 ~**

## **UNIT TWO: Enlightenment and Revolution, 1700—1850** (October 12<sup>th</sup> to Dec

**11, 2015) Sources:** Voltaire, *Candide* (1759); Jean-Jacques Rousseau, *The Social Contract* (1762); Montesquieu, *Spirit of the Laws* (1748); Thomas Jefferson, *The Declaration of Independence* (1776) Cesare Beccaria, *On Crimes and Punishments* (1764) Marquis de Condorcet, *The Progress of the Human Mind* (1793); Abbé de Sieyès, *What Is the Third Estate?* (1789); *The Declaration of the Rights of Man* (1789); Olympe de Gouges, *The Declaration of the Rights of Woman* (1791); Edmund Burke, *Reflections on the Revolution in France* (1790); Maximilien Robespierre, *Report on the Principles of Political Morality* (1794); Thomas Malthus, *The Iron Law of Population Growth* (1798); Samuel Smiles, *Self-Help* (1859); Sir Edwin Chadwick, *Inquiry into the Condition of the Poor* (1842); J. S. Mill, *On Liberty* (1859); *The Great Charter* (1842); Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848); Alexander II and Prince Kropotkin, *The Emancipation of the Serfs* (1861); Otto von Bismarck, *Reflections and Reminiscences* (1898); Pope Leo XIII, *Rerum Novarum* (The Condition of Labor) (1891)

### **Chapter 9: The Age of Enlightenment: Eighteenth-Century Thought (Oct 12-16)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** Enlightenment and Religion; Political Thought of the Philosophes; Women and the Enlightenment; the Enlightened Despots; Rococo and Neoclassical Art

**Essential Questions:** What was the intellectual, social, and religious background of the Enlightenment? How did the Philosophes challenge political, social and economic ideas? What role did women play in the Enlightenment?

#### **Topic Nine: The French Revolution**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** Crisis of the Monarchy; Revolution of 1789; the Reconstruction of France; The second Revolution; Europe at War with the Revolution; the Reign of Terror

**Essential Questions:** How did financial weakness lead to revolution? How did the calling of the Estates general lead to revolution? How was France reorganized by the National Assembly? How did Europe respond to the French Revolution? How did the Committee on Public Safety and revolutionary ideology combine to form the Reign of Terror?

### **Chapter 10: The French Revolution (Oct19-23)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** Crisis of the Monarchy; Revolution of 1789; the Reconstruction of France; The second Revolution; Europe at War with the Revolution; the Reign of Terror

**Essential Questions:** How did financial weakness lead to revolution? How did the calling of the Estates general lead to revolution? How was France reorganized by the National Assembly? How did Europe

respond to the French Revolution? How did the Committee on Public Safety and revolutionary ideology combine to form the Reign of Terror?

## **Chapter 11: The Age of Napoleon and the Triumph of Romanticism (Oct 26-30)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** Rise of Napoleon; the Consulate; Napoleonic Empire; Congress of Vienna; Romanticism; Romantic Literature and Art.

**Essential Questions:** How did Napoleon come to power and build an empire in France? How did Europe respond to the rule of Napoleon? What were the consequences of the Congress of Vienna? How was Romanticism reflected in literature and art?

## **Chapter 12: The Conservative Order and the Challenges of Reform (1815—1832) (Nov 2-6)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** Challenges of Nationalism and Liberalism

**Essential Questions:** How did early 19th century nationalist define the nation?

## **Chapter 13: Economic Advance and Social Unrest (1830—1850) (Nov 9- 13)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** Industrialization Spreads across Europe; Industrialization and the family; Women and Industrialization; Classical Economics; Early Socialism; Revolutions of 1848

**Essential Questions:** How did industrialization spread? How did industrialization affect the labor force? What role did women play in the industrial revolution? What were the key ideas of classical economic theory? How did socialism reject classical economics?

## **UNIT 2 Review and Exam Window: November 16-20**

### **November Break Reading and Video Assignment (Nov 21-29)**

### **Semester project accompanied by essay with class presentation (December 1-18)**

**~End of School Quarter 2, December 18, 2015 ~**

## **UNIT 3: Toward the Modern World, 1850—1939** (January 12<sup>th</sup>-March 4, 2016)

**Sources:** Charles Darwin, *The Descent of Man* (1871); Friedrich Nietzsche, *Beyond Good and Evil* (1886); Sigmund Freud, *The Interpretation of Dreams* (1899); E. Sylvia Pankhurst, *History of the Suffrage Movement* (1912); J. A. Hobson, *Imperialism* (1902); Rudyard Kipling, "The White Man's Burden" (1899); George Orwell, "Shooting an Elephant" (1936)

### **Chapter 14: The Age of Nation-States (Jan 11-15)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** Crimean War; Reforms of Ottoman Empire; Italian Unification; German Unification; France: The Third Republic; The Hapsburg Empire; Russia Emancipation; Great Britain: Toward Democracy.

**Essential Questions:** Why was the Crimean War fought? How were Italy and Germany Unified? Why did Russian reforms fail? What forces led to the expansion of democracy in Great Britain?

### **Chapter 15: Building of European Supremacy: Society and Politics to World War I (Jan 18-22)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** Rise of the Middle Class; Rise of political Feminism; Labor Socialism and Politics to WW I

**Essential Questions:** What led to the rise of the middle class in late 1800's; How did women's experience give rise to the early feminist movement? What role did socialist and labor movements play in political life before WWI?

### **Chapter 16: The Birth of Modern European Thought (Jan 25-29)**

**Reading:** Kagan + historiography reading of assigned sources from Sherman

**Topics:** Advances in Public Education; Social Darwinism; Realism and naturalism; Modernism; Nietzsche & Freud; New directions in Feminism

**Essential Questions:** What was the effect of public education? What was the impact of science in the second half of the 19th century? How did developments in art, psychology and science challenge religion and shift Western thought? How did women challenge social expectations in the early 20th century?

### **Chapter 17: The Age of Western Imperialism (Feb 1-5)**

**Topics:** Early Colonization vs. Modern Imperialism and Free Trade; The "New Imperialism"; Division of Africa by Imperial Powers; Russia Expands; The Boxer Rebellion; Missionaries; **Essential Questions:** How did early colonization and modern imperialism differ? How did Britain expand her influence and dominance? What were the economic and social reasons for the new imperialism? What technological innovations allowed for European dominance?

### **Chapter 18: Alliances, War, and a Troubled Peace (Feb 8-12)**



**Topics:** The German Empire and System of Alliances; The Triple Alliance and Triple Entente; The Road to WWI; The Outbreak of War; War in the West and War in the East; The Russian Revolution and the Rise of the Bolsheviks; The Peace at Versailles; Colonies and the Mandate System;

**Essential Questions:** Why did the alliance system fail? What factors led to the rise of the Bolsheviks in Russia? How did the peace at Versailles set the table for the Second World War?

## **Chapter 19: The Interwar Years: The Challenge of Dictators and Depression (Feb 15-19)**

**Topics:** The Great Depression; War Communism, New Economic Policy and the Soviet Experiment; Stalin and the purges; Rise of Mussolini; Hitler comes to Power; Racial Ideology;

**Essential Questions:** What factors contributed to the Great Depression? How did politics and economics combine in the early decades of the Soviet Union? Why did Italians and later Germans embrace Fascism?

## **UNIT 3 EXAM: Feb 22-26, 2016**

## **UNIT FOUR: Global Conflict, Cold War, and New Directions, 1939—2012 ( Feb 29 – APRIL 6<sup>th</sup> 2016)**

**Sources:** *Voices from the Battle of the Somme* (1916); Ernst Jünger, *Storm of Steel* (1920); Woodrow Wilson, *The Fourteen Points* (1918); V. I. Lenin, *What Is to Be Done?* (1902); J. M. Keynes, *The Economic Consequences of the Peace* (1919); Winifred Holtby, *Women and a Changing Civilization* (1934); Benito Mussolini, *Fascist Doctrine* (1932); Adolf Hitler, *Mein Kampf* (1923); *Memories of the Holocaust* (1938–1945); Winston Churchill, *Speeches* (1940); Virginia Woolf, *A Room of One's Own* (1929); Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich* (1962); Jean-Paul Sartre, *Existentialism* (1946) Simone de Beauvoir, *The Second Sex* (1949); Winston Churchill, "The Iron Curtain" (1946); Nikita Khrushchev, *Report to the Communist Party Congress* (1961); Mikhail Gorbachev, *Perestroika* (1987) Francis Fukuyama, *The End of History?* (1989); *Charter of the United Nations* (1946); Kofi Annan, *Report on the Fall of Srebrenica* (1999)

## **Chapter 20: World War II (Feb29- March 4)**

**Topics:** The Road to WWII; Appeasement; The Nazi-Soviet Pact; WWII (1939-1945); War in Europe; War in the Pacific; Racism and the Holocaust; War on the Homefront; Yalta and Potsdam

**Essential Questions:** Why is WWII considered "total" war? How did social, economic and scientific failures lead to the holocaust? How did the Allies prepare for a postwar Europe?

## **Chapter 21: The Cold War Era, Decolonization, and the Emergence of a New Europe (March 7-11)**

**Topics:** Cold War; Expansionism vs. Containment; Truman Plan and Marshall Plan; NATO vs. Warsaw Pact; The Berlin Wall; Korean War; Brinkmanship and the Cuban Missile Crisis; Détente; Afghanistan; Decolonization and the Vietnam War; Gorbachev's Reforms; Solidarity; The collapse of the USSR; Putin Rising; Radical Political Islam

**Essential Questions:** What were the foreign relations tools that contributed to the cold war? How did the US and USSR move between Brinkmanship and Détente? Why did communism fail? What forces gave rise to political Islam?

## **Chapter 22: Social, Cultural, and Economic Challenges in the West through the Present ( March 14-18)**

**Topics:** Movement of Peoples; The Welfare State; Women and the Workforce; Existentialism and Postmodernism; Consumerism; Environmentalism; Art since WWII; European Unification; The Great Recession

**Essential Questions:** How has migration challenged the west? What led to the formation of the EU post WWII? What challenges are facing the west after the events of 2001 and 2008?

**~End of School Quarter 3, March 18, 2016 ~**

**March Break march 19-27 (Begin Review AP Euro Crash Course book)**

**UNIT 4 Review and EXAM window March 28-April 1, 2016**

**AP Review until May 5<sup>th</sup>, 2016**

**Collage Board Exam: May 6<sup>th</sup>, 2016**

### **TEACHING STRATEGIES**

**Lectures:** Classes will consist of pre-reading of text resources and supplemental sources, enhanced by lectures and discussions. I use a SMART Board with PowerPoint presentations. My website supports all electronic PowerPoint files and handouts as well as supplemental handouts. Presentations contain a huge number of images— with the goal of improving student visual literacy and ability to analyze sources including: maps, art, political cartoons, propaganda, charts, tables, graphs, and short movie clips or other video. Writing the DBQ and Free Response Questions will be explicitly taught with guides and practice opportunities posted online.

**Focus:** The AP European History curriculum is extensive, so the teaching in the course will emphasize broad themes with regards to building factual knowledge on the intellectual, cultural, political, economic, social, religious, and environmental dimensions of European History.

**Historiography and Student Led APPARTS presentations for Supplemental Resources from Sherman (Sherman, Dennis. Western Civilization: Sources, Images and Interpretations, Volumes I and II (McGraw-Hill) by Dennis Sherman.)**

Students will have an opportunity to explore historiography and to analyze evidence and interpretations presented in historical scholarship. Once per Unit all students will have an opportunity to lead the class in an examination of historical scholarship – using selected readings from Sherman. The format for the presentation will include a summary analysis of the appropriate historical source using the APPARTS method and a presentation that informs discussion on the common topics of historiography including – but not limited to:

1. Reliability of the sources used, in terms of authorship, credibility of the author, and the authenticity or corruption of the text.
2. Historiographical tradition or framework. Every historian uses one (or more) historiographical traditions, for example Marxist, Annales School, "total history", or political history.
3. Moral issues, guilt assignment, and praise assignment
4. Revisionism versus orthodox interpretations
5. Historical meta narratives

**Exams:** Exams will occur at the end of each PART of the course. Exams will be in three parts. The Multiple choice exam will be rigorous and are intended to challenge students at the AP Exam level. There will be two written exams in each PART of the course – the first will be a DBQ write and the second will be a Free-Response thematic essay. Frequent exams also ensure that students read the textbook and supplementary readings, consistently check for understanding, and take copious notes that are thorough and well organized.

**STUDENT EVALUATION**

Unit Exam One (multiple choice + DBQ + Free Response)	15%
Unit Exam Two (multiple choice + DBQ + Free Response)	15%
Unit Exam Three (multiple choice + DBQ + Free Response)	15%
Unit Exam Four (multiple choice + DBQ + Free Response)	15%
Quizzes	10%
Critical Challenges and Historiography APPARTS presentations	30%
TOTAL:	100%