

AP[®] European History

Syllabus 1

The course is divided into four quarters. Each quarter consists of four units. Each unit is concluded with a 25 item multiple-choice quiz and a thematic essay. I use items and essay prompts from released AP Exams as well as original items and prompts. In each quarter students write one DBQ and one Quarter Paper. [C4] In the fourth quarter students do a Visual Closure project following the AP Exam.

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

Historiography readings from various readers including: Sherman, Dennis. *Western Civilization: Sources, Images and Interpretations*, Volumes I and II (McGraw-Hill) by Dennis Sherman.

Primary sources from various readers and internet sources including:
<http://www.fordham.edu/halsall/mod/modsbook.html>

First Quarter

DBQ choices: Renaissance Education, Did Women Have a Renaissance, Witchcraft, Dutch Wars

Quarter Paper: Interpretive Biography or Social History [C4]

Primary source readings including: Burkhardt, Castiglione, Macchivelli, Cellini, Luther, Calvin, Council of Trent, Charles V, Henry VIII, Elizabeth I, Bossuet, Bodin, James I, Louis XIV, Laws of Peter the Great. Visual sources: maps, charts, graphs, and images from Sherman anthology and online sources [C3]

Historiography reading: Historians' essays from Sherman on a theme from this unit. [C2]

Art Days lecture and slide show: Italian Renaissance, Northern Renaissance, Mannerism. [C3]

Unit 1: End of Feudalism and Renaissance [C1]

- Generic attributes of feudalism: agriculture, guilds, kings versus nobles, kings versus popes, popes versus cardinals
- Generic description of the Renaissance: social and economic aspects
- Compare and contrast: Renaissance in the south versus Renaissance in the north.
- Individualism and humanism
- Why does it happen in Italy first?
- Burckhardt Thesis
- Kelly Thesis
- Heavy hitters in art, architecture, literature, and science

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- In what ways was the Renaissance more secular?
- What was new and what was “reborn” in the Renaissance?

Unit 2: Reformation and New Monarchies [C1]

- Compare and contrast the New Monarchies in England, France and Spain.
- Foreign and domestic policy in England, France, and Spain
- Causes of the Reformation (religious and political especially)
- Political, diplomatic, and social consequences of Reformation
- English Reformation
- Political and religious consequences of Reformation
- Doctrines of Luther and Calvin compared to the Roman Catholic Church
- Catholic Reformation and Council of Trent
- Peace of Augsburg

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Unit 3: Opening of the Atlantic, Rise of the World Economy, Rise and Fall of Habsburg Power, French Wars of Religion [C1]

- Political and economic and technological causes for exploration of the New World
- Golden Age of Spain
- Commercial Revolution, bullionism, mercantilism
- Reasons for the decline of Spain: economic, social, and political
- Revolt of the Netherlands
- Causes and effects of the 30 Years War: diplomatic, social, economic, and cultural
- How important was religion as a cause of the 30 Years War?
- Richelieu and Balance of Power
- Stages of the 30 Years War
- Politiques (Bodin)
- Weber Thesis
- Progress and Resolution of the French Wars of Religion: Catherine de Medici, St. Bart’s Day, Coligny, Henry IV, Edict of Nantes)
- Peace of Westphalia

Unit 4: Tudor/Stuart England: The Rise of Constitutionalism and the Age of Louis XIV: The Success and Failure of Absolutism [C1]

- Political, social, and economic problems of James I and Charles I
- Oliver Cromwell and English Civil War

- Domestic and foreign policy in Stuart Restoration
- Glorious Revolution
- Changes in religious toleration in England
- Movement towards constitutionalism in England
- Definition and examples of absolutism under Louis XIV
- Ideology of Absolutism, James I, and Bossuet
- Louis XIV's domestic policy
- Wars of Louis XIV
- Role of Mazarin, the Fronde, and the nobles
- Social and economic problems of Louis XIV
- War of Spanish Succession, role of William III, and Treaty of Utrecht

Second Quarter

DBQ choices: Gin Laws, Dutch Wars

Quarter Paper: Social History or Interpretive Biography [C4]

Primary source readings including: Hobbes, Locke, Rousseau, Voltaire, Paine, Wollstonecraft, Montesquieu, Beccaria, d'Holbach, Goethe, Fichte. Visual sources: maps, charts, graphs, and images from Sherman anthology and online sources [C3]

Historiography reading: Historians' essays from Sherman on a theme from this unit. [C2]

Art Days Lecture and slide show: Baroque, Neoclassicism, Romanticism.

Unit 5: England and France in the 18th Century plus Prussia, Russia and Austria [C1]

- Peter the Great, reforms from above, and westernization
- Partitions of Poland. Rise of Prussia
- Rise of Prussia from the Great Elector to Frederick the Great
- Multi-national character of Habsburg lands and the attendant problems thereof.
- Special economic and social characteristics of Eastern Europe
- English and French domestic and foreign policy after Utrecht
- Bubbles
- Seven Years War and Consequences
- Evolution of the World Economy in the 18th Century

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Unit 6: Scientific Revolution plus Hobbes, Locke, and Rousseau [C1]

- Causes of Scientific Revolution
- What was revolutionary about the Scientific Revolution?
- Political, military, economic and religious implications of the Scientific Revolution
- Important people and ideas of the Scientific Revolution
- Compare and contrast Hobbes, Locke, and Rousseau

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Unit 7: Enlightenment and Enlightened Despots [C1]

- Define the Enlightenment/Age of Reason
- Economic and Demographic changes in the 18th century
- Philosophers: who were they and what did they say?
- New ideas in political and social theory
- Deism
- New economic theories, end of mercantilism, laissez-faire, Adam Smith
- Enlightened Despots: Catherine the Great, Frederick the Great, Maria Theresa, Joseph II, Louis XV and Louis XVI. Who was? Who wasn't? Why? Compare and contrast Enlightened Despots, Despots Manqués and Despot Wannabes.

Unit 8: French Revolution [C1]

- Distant, Intermediate and Immediate Causes (social, economic, and political)
- Brinton Theory of Revolutions
- French society before the Revolution
- Causes, Chronology and Periodization
- Legislation in each period
- Committee on Public Safety and Reign of Terror
- Enduring consequences of the Revolution
- Rise of Napoleon: causes and consequences
- Napoleon's foreign and domestic policy
- Birth of nationalism
- Congress of Vienna

Third Quarter

DBQ choices: Corn Laws, Juvenile Crime in England, Peterloo Massacre, German nationalism—1848, Manchester.

Quarter Paper: Historians or Historiography [C4]

Primary source readings including: Malthus, Smith, Riccardo, Marx and Engels, Herbert Spencer, Syllabus of Errors, Metternich, Baudelaire, Wagner, Mill, Bentham, Bismarck, Freud, Darwin. Visual sources: maps, charts, graphs, and images from Sherman anthology and online sources [C3]

Historiography reading: Historians' essays from Sherman on a theme from this unit. [C2]

Art Days Lecture and slide show: Romanticism, Realism, Naturalism, Symbolism, Impressionism, Postimpressionism, Cubism, Expressionism, Social Realism, and others. [C3]

Unit 9: Liberalism, Nationalism, and the Industrial Revolution 1760-1850 [C1]

- Industrial Revolution: causes and development
- Inventions and inventors
- Development of Capitalism
- Riccardo and Malthus
- Utopian Socialists
- Liberalism and how it changed over the course of the 19th century. John Stuart Mill and Jeremy Bentham
- Suffrage Reform, Corn Laws and Chartist movement
- Labor and factory legislation
- Effects of Industrial Revolution, historiography of optimists and pessimists.

Unit 10: Romanticism and Reaction and Marxism 1815–1871 [C1]

- Age of Metternich
- Romantic art movement
- Marxism
- Political and social upheaval in France 1815–1852
- Social and Political Republicans
- Revolutions of 1848, especially in Prussia and Austria
- Frankfort Assembly
- Rule of Napoleon III and his domestic and foreign policies
- Jews: from emancipation to anti-Semitism

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Unit 11: England, France, and Germany: Domestic and Foreign (plus unification of Italy and guest appearance by Russia) [C1]

- Cavour, Garibaldi and the unification of Italy
- Realpolitik and its art movement, Realism
- Bismarck and the unification of Germany
- Bismarck's domestic policy, especially re: suffrage, kulturkampf, and socialism
- Bismarck's foreign policy before and after 1871
- New forms of socialism in England, France, and Germany/Relationship of feminism and socialism
- Increase in suffrage and social programs in England
- Cultural relativism and other cultural and intellectual changes in the late 19th century: science, psychology, anthropology, Freud
- Franco-Prussian War, Paris Commune, and formation of the Third Republic
- Social and political changes in Russia 1848–1881
- Social and cultural changes in England, France, and Germany from 1871–1914: Belle Epoque, Fin de Siecle, bras and bicycles
- History of feminism/Arguments for woman suffrage
- Compare and contrast the women's movements of England, France, and Germany
- Class differences in the women's movement

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Unit 12: Imperialism and World War I [C1]

- Alliance Systems
- Arms Race
- Scramble for Africa and other imperialist rivalries
- Russo Japanese War
- Role of nationalism in provoking the war, especially in the Balkans
- Economics of the "New Imperialism" and how it was different from the old imperialism
- Goals and expectations of each combatant in 1914 (also Schlieffen Plan and Plan 17)
- Goals and expectations of U.S.A., Woody's War Wishes, self-determination, 14 Points
- How the war was fought and won: home front, social and economic events
- Relative importance of the different causes of the war
- Versailles Treaty
- Consequences of the Versailles Treaty (also evaluation of Versailles Treaty)

- What happened to Russia in the war
- Historiography of origins of the war

Fourth Quarter

DBQ choices: Civil Peace in Germany, Attitudes toward Russian peasants, Pan-Slavism, Attitudes about EU

Quarter Paper: Student's choice [C4]

Visual Closure project

Primary source readings including: Lenin, Stalin, Count Witte, Woodrow Wilson, Hitler, Treaty of Versailles, Marshall Plan, Charles de Gaulle, Jean-Paul Sartre, Simone de Beauvoir. Visual sources: maps, charts, graphs, and images from Sherman anthology and online sources [C3]

Historiography reading: Historians' essays from Sherman on a theme from this unit. [C2]

Art Days Lecture and slide show: Nazi exhibition of "Degenerate Art," Soviet Art 1919-1930, Socialist Realism, modernisms, postmodernism [C3]

Unit 13: Russia 1881-1939 [C1]

- Domestic policy of Alexander III
- Agricultural and industrial conditions in Russia
- Russo-Japanese War and Revolution of 1905
- Stolypin's Reforms and other responses to Revolution of 1905
- Role of Intelligentsia
- Different radical groups and their competing ideologies
- Events leading up to February (or March) and October (or November) Revolution of 1917
- How Lenin and the Bolsheviks take control
- Lenin's domestic and foreign policies, including "war Communism" and NEP Succession of Stalin, and Stalin's domestic policies (toward nationalities, collective agriculture, kulaks, factories)
- How Stalin consolidated his position as dictator, and his fight with Trotsky
- The purges of the 1930s
- Stalin's foreign and domestic policies/The Five Year Plans
- Lenin and Stalin: in what ways were they good Marxists? In what ways were they not?

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Unit 14: World Between the Wars and World War II [C1]

- Why were England and France less susceptible to totalitarianism than Italy and Germany?
- How did Germany recover from defeat in World War I?
- When, if ever, could Hitler have been stopped?
- Diplomatic “Countdown to Catastrophe”
- World Economy in the Interwar Period
- Role of the Great Depression in leading up to the war
- Holocaust
- Role of the Versailles Treaty in leading up to the war
- Events leading up to the outbreak of World War II. Taylor Thesis
- How the war was fought and won
- Compare and contrast the origins of World War I with the origins of World War II.
- Peace settlements after World War II—compare and contrast to World War I.

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Unit 15: Postwar International and Domestic Politics and Changes in the World Economy [C1]

- Causes and course of the Cold War: Origins of the Cold War, Truman Doctrine, Marshall Plan, United Nations, atomic arms race, policy of “containment”
- Military conflicts in the Cold War
- Compare and Contrast U.S.A. and U.S.S.R. for domestic and foreign issues 1945–1991
- Moves toward European economic unity. Rise of the EU.
- Individual economic recoveries of England, France, and Germany. Compare and contrast English, French, and German domestic issues.
- Nature of Eastern European societies
- Détente
- French politics in the 4th and 5th Republics, including role of de Gaulle
- Dismantling of colonialism by England and France
- Efforts to oppose Russian domination in Eastern and Central Europe (especially Hungary, Poland, Yugoslavia, and Czechoslovakia)
- Social and economic policy in Britain, France, and Germany
- Khrushchev’s “de-Stalinization” policy
- Russia under Brezhnev and Gorbachev

- The collapse of the Soviet Union/rise of nationalism in Russia and Eastern Europe
- The unification of Germany
- The world economy from 1945–2001

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Unit 16: 20th century culture, demography, and stuff [C1]

- Existentialism
- 20th century art, postmodernism
- Youth movement of the '60s
- Racism, demographic changes, and problems with minority groups
- The Green Movement and other environmentalists
- Literature, music, theatre and movies, postmodernism, deconstructionism
- The Women's movement, and changes in women's roles in society, politics, and the economy
- Nationalism

First and Second Quarter Papers

For AP Euro Social and Cultural History or Interpretive Biography From 1450-1648 (First Quarter) or from 1648-1789 (Second Quarter)

- Five pages with normal type and margins, plus two copies of annotated bibliography
- Minimum of five sources and evidence of their use within the paper. Primary sources considered a big plus.
- Footnotes or endnotes.
- 200 points

Social And Cultural History

Find out a lot about an experience in everyday life of Early Modern Europe. Choose from among various classes, genders and ages under various conditions in different countries. The idea is to understand the experience from the point of view of those who were living it, AND ALSO to put the experience in a broader context—to interpret it as a reflection of the values and limitations of the times, and the trends of change it may represent. That’s a lot of thinking and learning! Then choose an assertion you know is true and want to prove to your reader: that’s your thesis! [C2]

In general, the longer you think about your project, and the more you talk about it, the better your question will be, the better your understanding will be, the better your thesis will be, and therefore the better your paper will be.

Select your choice of topics from the list I provide, or speak to me about devising a project of your own.

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Interpretive Biography, or “The Life and Times of...”

Find out a lot about a person who interests you who was relevant to European history between 1450-1648 or between 1648-1789. Your essay will INTERPRET the person’s life: discussing it in the context of his/her times, evaluating his/her importance, judging his/her contributions, successes, failures by his/her own standards or by modern ones. In short, there needs to be much of YOUR INSIGHT in your work. You will explain the MEANING of your subject’s life, interpret his or her actions, or otherwise explain something significant about him or her to your reader. That means, naturally, that you will need a thesis about what that meaning is. Of course, you will NOT use first person in your writing, nevertheless.

Use the life of the person you study to enrich your understanding of the period in which he/she lived and worked. Be sure to consider the appropriate social, political, economic, religious or military events/issues he or she lived through. [C2]

Follow the style sheet and include TWO COPIES of an ANNOTATED bibliography. Use citations copiously, for crediting sources and also for discussion. I prefer footnotes, but endnotes are acceptable.

Third Quarter Paper

For AP Euro Historians and Historiography

- Five pages not including 2 copies of annotated bibliography.
- Five VALID sources minimum, and evidence of their use in your paper. Primary sources considered a big plus.
- Footnotes or endnotes
- 200 pts.

Your goal is to write an essay discussing different historians' treatments of one topic in European history from the period 1450-1991—OR—the body of work of ONE historian. Make your choice from the list I provide or talk with me about your own ideas.

For Historiography

Historiography is the history of history. How have people thought about and written about an historical person or event over the course of time?

After reading and pondering the works you choose, you will write a paper discussing your topic in light of the similarities and differences in the works you read. OR you will write a paper discussing the historical debate surrounding the event or issue you choose.

You may try to discover a trend in historical interpretation, or to trace how the different interpretations of your topic changed over time. If you are really good you can relate the historiographical changes to the other cultural ideas of the period in which they were written. Sometimes historians will argue over interpretation of events or personalities. Discuss their different positions. How do the combatants use the same evidence, or different evidence to make their points?

Here are some ideas, not an exhaustive list, to consider as you read and prepare to write: What is each author's thesis? Author's political, social, religious or economic biases; Context in which each work was written; Do the authors consciously argue with each other or refer to each other? Are the authors doing the same kind of history? How does each work contribute to an understanding of the topic? Do any of your authors contradict each other? If they do what sense can you make of the disagreement? Authors motives? Are any of their interpretations generally accepted? Have any interpretations been accepted in the past but are now discredited? What evidence does each author use? What questions remain unasked or unanswered? [C2]

For Historians

You will read several of his or her works and you will also read assessments by other historians of his or her works. Your paper will discuss his or her contributions to scholarship, personal point of view, changes in how his or her work is perceived by historians, ways in which the work reflects the time in which it was written, or ways in which the work reflects the ideological biases of the author.

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Fourth Quarter Paper

The Last Thing You Will Write For Euro

Choice 1.

Write the Quarter Paper you always wanted to write, making it as long as you want. Annotated bibliography, of course.

Choice 2.

Write a thoughtful essay responding to one of the following questions. Use any sources you wish. Make it as long as it needs to be to be good. You are NOT required to do any research, but if you cite sources or quote please include two copies of annotated bibliography.

Possible choices for your essay (or select another with my approval):

- Argue the case that European history is really the history of conquest.
- Argue the case that European history is really the history of technology.
- Discuss how the role of the church has changed between 1450-1990.
- Compare the relative benefits and harms of nation-states and empires.
- Compare religion and patriotism as factors in European history.
- “Famous nut-balls in history”
- How much impact can one individual have on history? Which individuals have had the greatest impact on European history?
- Role(s) of “Ism”s in history.
- “In disorder there is a kind of freedom.” Discuss with examples from European history.
- “Wilhelm II was the person most responsible for all the disasters of the 20th Century.” Discuss.
- How To Run A Successful European Country

Choice 3.

Discuss and interpret any patterns you may have noticed in any area of European history. You may consider trends in culture, politics, economics, religion or relationships between the SPERM factors. You are encouraged to make interesting connections cross-factor, cross-country or cross-time.

Choice 4.

Discuss and interpret the trends or themes in political, cultural and intellectual development you perceive in any one European country from among England, Germany, Russia, or France.

Visual Closure Project For Euro

Devise and be able to defend a visual project worth 100 points relevant to European history from 1450-2001. It is supposed to be a *learning tool*, for you and for others.

You may make a map or series of maps, create a piece of art, make a graph, table, pie chart, creative “safety net” project, concept map, flow chart, family tree, cartoon or series of cartoons, or something else with my approval.

You may choose to use other kinds of media such as videos, music videos, powerpoint (NOT encouraged) original art work (encouraged) or miscellaneous evidence of genius. If your idea falls into these categories, TALK TO ME FIRST!

You must provide a bibliography showing the sources of your information.

What Kinds Of Information Can You Make Visual Projects From?

Here are some ideas to turn into charts, graphs, time lines or tables

1. Military statistics: Casualties of different wars, costs of wars, deaths from combat versus deaths from disease, numbers of soldiers in different armies during a war, production of various weapons over time, death statistics for different tyrants, proportion of male population in uniform, fatality rates
2. Demography: Population growth, rise or decline of birth rates, infant mortality rates, death rates, deaths from disease, marriage rates, age at first marriage, average number of children born to a marriage, changes in proportion of the population in given occupations, changes in proportion of population in different religions, union membership, suffrage, literacy rates, number of books published, amount of education, proportion of income spent on food or shelter.
3. Economics: Rise and fall of interest rates, rise and fall of price of gold, price of wheat, average annual income of different classes, gross national product, rise and fall of spending deficits, comparative value of different national currencies at one time and at different times, comparative production of natural resources, coal, steel or electricity, comparative production of food, number of books published, imports and exports, changes in tariff rates, changes in national debt
4. Politics and culture: maps of changing borders (be careful not to choose ones that are too easy) maps of migrations, literacy, locations of presses, timelines of zeitgeists and ideologies, family trees of important ruling families (make sure it is not too easy)