

AP[®] European History

Syllabus 2

Course Objective

This course will aim to heighten students' ability to see relationships and distinctions in European political, social, economic, and intellectual history. The study of history goes far beyond the mastery of content. The study of history is about developing critical skills that will serve students in college and as lifelong learners.

Objectively, this course will help students improve on the following skills:

- Time management, organization, and study skills
- Critical reading of primary and secondary sources
- Constructing and evaluating historical interpretations
- Essay writing and oral communication
- Cause-and-effect relationships
- Comparative analysis
- Making historical analogies
- Inductive and deductive reasoning

Course Purpose

The AP[®] European History course is a college-level survey course that introduces students to the rich political, cultural, social, and intellectual heritage of Europe. It is part of a cooperative endeavor by high schools, colleges, and the College Board to provide highly motivated students the challenge and opportunity to earn college credit during their high school years. Performance on the AP European History Exam determines a student's eligibility to earn college credit. Course curriculum, materials, and expectations are designed to prepare students for success with this three-hour exam. The overall purpose of this course, however, extends beyond the possibility of earning college credit by providing students the opportunity to develop skills and knowledge that will form a foundation for their continuing educational endeavors.

Course Description and Course Themes

AP European History develops an understanding of the main themes in modern European history, including political and diplomatic, intellectual and cultural, and social and economic history. Analyzing historical evidence and reading critical literary narratives is integrated into the chronologically ordered whole picture of the modern history of Europe. Using a college-level textbook, this course begins with the Renaissance and concludes with the demise of communism in Eastern Europe, the reunification of Germany, and the crisis of global terrorism. [C1]

C1—The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.

Resources

- The growth in power of the state and competition among nation-states.
- Individualism as a force for progress and its conflict with the demands of society.
- The impact of economic innovation on the standard of living and traditional ways of life.
- The struggle by women, workers, peasants, and ethnic minorities for emancipation and power.
- The dynamism and destructiveness resulting from Europe's quest for mastery of its natural and human environments.

Course Format

This course will be taught as a seminar, which means that each student will play a vital role in the learning process. As in most of my courses, there is a tremendous amount of discussion. In the traditional seminar, students are responsible for completing outside readings so that the interpretation of the literature can be discussed for deeper analysis and understanding in class. As part of class participation, each student is expected to guide a class session over an assigned problem and/or concept.

Testing

Students will take objective exams covering material from the textbook, supplemental readings, discussions, and lectures. The design of each exam will be multiple-choice or essay questions. Students will also write a minimum of four DBQs and four thematic essays. [C4]

C4—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the *AP European History Course Description* for more information).

Class Participation

Participation points can be earned during each class session. A student may earn points during each class meeting by taking an active leadership role in explaining a concept and/or problem, engaging in a dialogue of historical significance, and by turning in assigned work. Not taking notes, drawing, or doing other things will negate any attempt to gain points.

Grading

- Grades are based on 100 points for each assignment
- M/C Exams and Essays (FRQ/DBQ) = 50 percent of total grade
- Other assignments including participation/homework = 50 percent of the total grade

Resources

- McKay, John, Bennet D. Hill, and John Buckler. *A History of Western Society Since 1300*. 7th ed. New York: Houghton Mifflin, 2003.
- http://college.hmco.com/history/west/mckay/western_society/7e/instructors/index.html with History Companion (HC)
- For Primary Source and recent historical scholarship: [C2, C3] <http://college.hmco.com/history/west/mosaic/home.html>
- Documents in Western Civilizations CD-Rom., New Jersey: Prentice Hall (WC)
- *The Journal of Modern History* [C4]

C2—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

C3—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

C4—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the *AP European History Course Description* for more information).

C1—The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.

Reading and Discussion Schedule [C1, C2, C3, C4]

Date	Reading in McKay	Reading Packs and Images
8/14	<p>Chapter 12—The Crisis of the Later Middle Ages, 379 [C1]</p> <ul style="list-style-type: none"> • Course Expectations and analysis of AP College Board sample multiple-choice questions 	<ul style="list-style-type: none"> • Boccaccio Discusses the Plague in Florence, 1348 • The Plague Arrives in France • Contemporary Explanations for the Plague. Ca. 1340
8/15	<ul style="list-style-type: none"> • The Black Death 	<ul style="list-style-type: none"> • “Procession of Saint Gregory.” Ca. 1300. Musée Condé, Chantilly. [C3]
8/16	<ul style="list-style-type: none"> • The Hundred Years War 	<ul style="list-style-type: none"> • The Pope Calls for More Ordinations
8/17	<ul style="list-style-type: none"> • The Decline of the Church’s Prestige 	<ul style="list-style-type: none"> • The Ordinance of Laborers
8/18	<ul style="list-style-type: none"> • The Life of the People 	<ul style="list-style-type: none"> • Death and Mourning in the Era of the Black Death
8/21	<ul style="list-style-type: none"> • Individuals in Society: Jan Hus 	<ul style="list-style-type: none"> • “The Triumph of Death.” Woodcut. Ca. 1400. Museum of Fine Arts, Boston. [C3]
8/22	<ul style="list-style-type: none"> • Vernacular Literature 	<ul style="list-style-type: none"> • The Black Death’s Impact
8/23	<ul style="list-style-type: none"> • Listening to the Past: Christine de Pisan 	
8/24	<ul style="list-style-type: none"> • M/C Test on Chapter 12 • Chapter tests must be reviewed online at quizplace.com access passwords will be issued to each student 	<ul style="list-style-type: none"> • Appropriate maps, graphs, charts, and statistical materials [C3]

Date	Reading in McKay	Reading Packs and Images	
8/25	<p>Chapter 13—European Society in the Age of the Renaissance, 415 [C1]</p> <ul style="list-style-type: none"> The Evolution of the Italian Renaissance 	<ul style="list-style-type: none"> The Discovery of the Modern State and Individual The Political Structure of the Republic of Florence, 1439. <i>Dante’s Inferno</i> 	<p>C1—The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.</p>
8/28	<ul style="list-style-type: none"> Intellectual Hallmarks of the Renaissance [C1] 	<ul style="list-style-type: none"> Domenico di Michelino. “Dante as the Poet of ‘The Divine Comedy’”. Tempera on panel. 1465. Florence Cathedral. [C3] 	<p>C3—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</p>
8/29	<ul style="list-style-type: none"> Art and the Artist 		
8/30	<ul style="list-style-type: none"> Individuals in Society: Leonardo de Vinci 	<ul style="list-style-type: none"> <i>The Decameron</i>, 1349 	
8/31	<ul style="list-style-type: none"> Social Change [C1] 	<ul style="list-style-type: none"> How to Have a Good Family, 1432 	
9/1	<ul style="list-style-type: none"> The Renaissance in the North 	<ul style="list-style-type: none"> “City of the Ladies.” Manuscript Illumination. 1405. Bibliothèque Nationale. 	
9/4	<ul style="list-style-type: none"> Politics and the State in the Renaissance [C3] 	<ul style="list-style-type: none"> Petrarch’s <i>Africa</i> 	
9/5	<ul style="list-style-type: none"> Listening to the Past: An Age of Gold 	<ul style="list-style-type: none"> Humanist History Machiavelli on the Ancients 	
9/6	<ul style="list-style-type: none"> Labor Day No School Essay Test using past AP College Board thematic questions or DBQ [C4] Analyze past responses to the above essay 	<ul style="list-style-type: none"> A Successful <i>Condottiere</i> Pope Pius II Appeals to a Faded Ideal, 1459 A Diplomat’s Account of Italy in 1494 “Machiavelli.” Ca. 1500 A View of Early Renaissance Society: <i>Piers Plowman</i> [C3] English as a Literary Language: Chaucer Albrecht Dürer. “Portrait of Oswolt Krel.” Oil on linden wood. 1499. Alte Pinakothek, Munich, Germany. Appropriate maps, graphs, charts, and statistical materials [C3] 	<p>C4—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the <i>AP European History Course Description</i> for more information).</p>

Date	Reading in McKay	Reading Packs and Images
	<p>Chapter 14—The Condition of the Church (1400–1517) [C1]</p>	<ul style="list-style-type: none"> • Germany’s Political Structure on the Eve of the Reformation
9/7	<ul style="list-style-type: none"> • Martin Luther and the Birth of Protestantism 	<ul style="list-style-type: none"> • Amman, Jost. “The Divine Art of Printing.” Woodcut. 1559. <i>Book of Trades</i>.
9/8	<ul style="list-style-type: none"> • Listening to the Past: Martin Luther; On Christian Liberty 	<ul style="list-style-type: none"> • Luther’s Ninety-Five Theses [C3]
9/11	<ul style="list-style-type: none"> • Germany and the Protestant Revolution 	<ul style="list-style-type: none"> • The Diet of Worms Condemns Luther
9/12	<ul style="list-style-type: none"> • The Growth of the Protestant Reformation 	<ul style="list-style-type: none"> • Lucas Cranach the Elder. “Passional Christi und Antichristi.” Woodcut. 1521.
9/13	<ul style="list-style-type: none"> • The Catholic Reformation and the Counter Reformation 	<ul style="list-style-type: none"> • Albrecht Dürer. “Market Peasants.” 1512. • Protestant Disunity
9/14	<ul style="list-style-type: none"> • The Catholic Reformation and the Counter Reformation 	<ul style="list-style-type: none"> • The Radical Reformation
	<ul style="list-style-type: none"> • Teresa of Ávila 	<ul style="list-style-type: none"> • England Breaks with Rome England
9/15	<ul style="list-style-type: none"> • M/C Test on Chapters 13 and 14 	<ul style="list-style-type: none"> • “Henry VIII Triumphs over Pope Clement.” Woodcut. Ca. 1569. Foxe’s <i>Actes and Monuments</i>, <i>British Museum</i>.
	<ul style="list-style-type: none"> • Chapter tests must be reviewed online at quizplace.com 	<ul style="list-style-type: none"> • Calvin Defends the Faithful of France • Peace Between Catholics and Lutherans in Germany • Russian Church “Reform”: Moscow as “Third Rome” • The Secular Causality of the Reformation • Religion Caused the Reformation • The First Printed Original Language Bible • A Printed Page of the Polyglot

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Date	Reading in McKay	Reading Packs and Images
		<ul style="list-style-type: none"> • The Oratory of Divine Love Seeks Catholic Renewal • Catholics Profess Their Faith Anew, 1564 • Teresa of Avila Reforms the Carmelite Order • Pope Paul III Sets up the Roman Inquisition • Canons and Decrees of the Council of Trent • Jesuits Respond to a Call for Missionaries • A Renewed Catholicism in Europe and the World • Michelangelo. "Last Judgment." Fresco. 1534. Sistine Chapel, Rome. • El Greco. "The Burial of Count Orgaz." Oil on canvas. 1586. S. Tomé, Toledo, Spain. • Did Catholicism Retard Capitalism? [C2] • Appropriate maps, graphs, charts, and statistical materials [C3]

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Date	Reading in McKay	Reading Packs and Images	
9/18	<p>Chapter 15—The Age of Religious Wars and European Expansion [C1]</p> <ul style="list-style-type: none"> Politics, Religion, and War [C1] 	<ul style="list-style-type: none"> Standards for the Torture of Witches Graf, Urs. “Witches’ Sabbat.” 1514. Albertina, Vienna. 	<p>C1—The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.</p>
9/19	<ul style="list-style-type: none"> Discovery, Reconnaissance, and Expansion 	<ul style="list-style-type: none"> Contemporary Accounts of German Witch Hunts 	
9/20	<ul style="list-style-type: none"> Discovery, Reconnaissance, and Expansion 	<ul style="list-style-type: none"> A Massacre of French Protestants 	
9/21	<ul style="list-style-type: none"> Later Explorers 	<ul style="list-style-type: none"> Dubois, François. “St Bartholomew’s Day Massacre.” Oil on canvas. Ca. 1572. Musée Cantonal des Beaux-Arts, Lausanne. [C3] 	<p>C3—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</p>
9/22	<ul style="list-style-type: none"> Changing Attitudes 	<ul style="list-style-type: none"> The Best Seller About the Thirty Years’ War 	
9/25	<ul style="list-style-type: none"> Individuals in Society: Juan de Pareja 	<ul style="list-style-type: none"> An Englishman’s Report on the Thirty Years’ War 	
9/26	<ul style="list-style-type: none"> Literature and Art 	<ul style="list-style-type: none"> Breugel, Pieter the Elder. “The Land of Cockaigne.” Oil on canvas. 1567. Alte Pinakothek, Munich; Scala, Florence. [C3] 	
9/27	<ul style="list-style-type: none"> Listening to the Past: Columbus describes his first voyage 	<ul style="list-style-type: none"> Account of the Devastation of the Thirty Years’ War 	
9/29	<ul style="list-style-type: none"> Essay Test using past AP College Board thematic questions or DBQ [C4] Analyze the essay samples responses 	<ul style="list-style-type: none"> Shakespeare and Social Order Skepticism Regarding Witch Hunts A Challenge to the Existence of Evil An Early Look at a Religious War An Age of Anxiety Brings on the Witch Craze Van Nieulandt, Adriaen. “Peace of Westphalia.” 1648. Rijksmuseum, Amsterdam. “Oseborg Ship.” Wooden ship. Atlas of Medieval Europe. Ca. 800. University Museum of National Antiquities, Oslo. 	<p>C4—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the <i>AP European History Course Description</i> for more information).</p>

Date	Reading in McKay	Reading Packs and Images
		<ul style="list-style-type: none"> • The First European Settlement in the Americas, ca. 1000 • Prester John’s Letter • Marco Polo’s Description of China, 1290 • The Cult of the Assassins • The Road to China: A Merchant’s Guide • “Marvels of the East.” Manuscript on vellum. 1492. Library of Sint-Baafskathedraal, Ghent, Belgium. • The Fictitious Travels of Sir John Mandeville • Mu, Yi and Kim Sahyong. “The Kangnido Map.” Ink on silk. 1402. Ryukoku University Library, Kyoto, Japan. • A Potential Mongol-French Alliance, 1289 • Dürer, Albrecht. “An Oriental Ruler Seated on His Throne.” Pen and black ink. Ca. 1495. National Gallery of Art, Washington, D.C. [C3] • English Merchants in Moscow, 1598 • “World Map.” Manuscript on vellum. Ca. 1466. Biblioteca Nazionale di Napoli, Italy. • “The Reception of the Ambassadors in Damascus.” Oil on canvas. Ca. 1488. The Louvre, Paris, France. • The Jesuit Mission to China

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Date	Reading in McKay	Reading Packs and Images
		<ul style="list-style-type: none"> • The Connection Between Medieval and Renaissance Expansion • “Vasco da Gama.” Ca. 1510. Bibliothèque Nationale, Paris. • An Englishman’s Perception of Southern Africa, 1613 • “Pepper Harvest.” Ca. 1400. Bibliothèque Nationale, Paris. • European Slaving in West Africa Begins • A Contract for African Slaves, 1614 • The English Enter the Atlantic Slave Trade, 1564–1565 • A Papal Condemnation of Slavery, 1537 • A Traditional Analysis of the Slave Trade • Beginning of the Transatlantic Slave Trade • Columbus in the New World • De Insulis Nuper in Mari Indico Repertis. Woodcut. Historia Baetica. 1494. • Cortes Describes Aztec Sacrifices, 1521 • “An Aztec Sacrifice from the Duran Codex.” Ca. 1500. Biblioteca Nazionale, Florence/SCALA • Sahagún on the Spaniards in Mexico

Date	Reading in McKay	Reading Packs and Images
		<ul style="list-style-type: none"> <li data-bbox="678 247 1089 310">• “Map of the World.” 1489. The British Library. <li data-bbox="678 342 1117 405">• “Map of Tenochtitlan.” Woodcut. 1524. AKG London <li data-bbox="678 436 1117 531">• “Map of South America in 1526.” 1526. The Hispanic Society of America, New York. <li data-bbox="678 562 1084 657">• “Sebastian Cabot’s Map of the World.” 1544. Bibliothèque Nationale, Paris. <li data-bbox="678 688 1089 783">• “World Map Drawn in a Fool’s Head.” Ca. 1590. Bibliothèque Nationale, Paris. [C3] <li data-bbox="678 814 1127 909">• Astrolabe and Shooting the Sun. 1561. Rare Book Room, New York Public Library. <li data-bbox="678 940 1003 1014">• “Cross-Staff; A Table of Declination.” 1937. <li data-bbox="678 1045 1127 1140">• Holbein, Hans. “The Ambassadors.” Oil on panel. 1533. National Gallery, London. <li data-bbox="678 1171 1127 1245">• Appropriate maps, graphs, charts, and statistical materials [C3]

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Date	Reading in McKay	Reading Packs and Images
	Chapter 16—Absolutism and Constitutionalism in Western Europe (Ca. 1589–1715) 489 [C1]	<ul style="list-style-type: none"> • The House of Commons Protests Against Royal Policy • The Putney Debates • The Sentence Against Charles I
10/2	<ul style="list-style-type: none"> • Absolutism 	
10/3	<ul style="list-style-type: none"> • Constitutionalism [C1] 	<ul style="list-style-type: none"> • “Frontispiece. Execution of Charles I.” “The true characters of. . . those Bloody and Barbarous persons, &c.” Ca. 1660.
10/4	<ul style="list-style-type: none"> • Listening to the Past: Glückel of Hameln 	
10/5	<ul style="list-style-type: none"> • Listening to the Past: The Court at Versailles 	<ul style="list-style-type: none"> • The Digger’s Song • “The Ranter’s Ranting.” Woodcut. Ranter’s Ranting. Ca. 1650.
10/6	<ul style="list-style-type: none"> • M/C Test on Chapters 15 and 16 	<ul style="list-style-type: none"> • Thornycroft, Hamo. “Cromwell Statue.” Statue. 1899. • The Declaration of Breda • Anonymous. “Procession of Charles II.” Oil on canvas. The Illustrated Pepys. Ca. 1662. • The Causes of the English Revolution I • The Causes of the English Revolution II • The Rise of Political Parties • An Invitation to William of Orange • The Bill of Rights • John Locke Defends the Glorious Revolution • The Theory of Absolutism • Richelieu Promotes Kingship • The Edict of 1626 • Jansenists vs. Jesuits

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Date	Reading in McKay	Reading Packs and Images
		<ul style="list-style-type: none"> • Louis XIV’s Advice to His Heir • Dunn, Allyson. “Vaux le Vicomte Chateau.” Photograph. 2001. [C3] • Kings Answer to God Alone • Charles Le Brun. “Louis XIV.” Oil on canvas. Ca. 1600. • His Own Code of Honor • Dunn, Allyson. “Hall of Mirrors.” Photograph. 2001. • <i>A jour d’appartement</i> • Dunn, Allyson. “Versailles Garden.” Photograph. 2001. • Louis XIV Rids France of Protestants • Dunn, Allyson. “Versailles Apartment.” Photograph. 2001. • The Absolutist Roots of Modern Civilization • Appropriate maps, graphs, charts, and statistical materials [C3]

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Date	Reading in McKay	Reading Packs and Images	
10/9	<p>Chapter 17—Absolutism in Eastern Europe to 1740, 565 [C1]</p> <ul style="list-style-type: none"> Lords and Peasants in Eastern Europe 	<ul style="list-style-type: none"> Changes in Appearance “The Barber Wants to Cut the Old Believer’s Whiskers.” Woodcut. Ca. 1770. Peter and Serfdom 	<p>C1—The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.</p>
10/10	<ul style="list-style-type: none"> The Rise of Austria and Prussia 	<ul style="list-style-type: none"> Reforming the Church 	
10/11	<ul style="list-style-type: none"> The Development of Russia Individuals in Society: Stenka Razin, Russian Rebel Listening to the Past: A foreign traveler in Russia 	<ul style="list-style-type: none"> The Table of Ranks Louis Karavack. “Peter the Great.” Oil on canvas. Ca. 1700. Hermitage, St. Petersburg. Problems of Succession Drinking at Peter’s Palace 	
10/12	<ul style="list-style-type: none"> Absolutism and Baroque Architecture [C1] 	<ul style="list-style-type: none"> From Michael Holford. “St. Petersburg.” Etching. Ca. 1760. 	<p>C4—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the <i>AP European History Course Description</i> for more information).</p>
10/13	<ul style="list-style-type: none"> Teacher Planning—No School 	<ul style="list-style-type: none"> Peter as Antichrist “He Has Given Birth to Russia” 	
10/16	<ul style="list-style-type: none"> Essay Test using past AP College Board thematic questions or DBQ [C4] 	<ul style="list-style-type: none"> “The Bronze Horseman” E. Falconet. “The Bronze Horseman.” Bronze statue. 1782. St. Petersburg. 	
10/17	<ul style="list-style-type: none"> Analyze the essay samples responses from the essay above 	<ul style="list-style-type: none"> The Reforming Tsar’s Revolution “Progress Through Coercion” Appropriate maps, graphs, charts, and statistical materials [C3] 	<p>C3—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</p>

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10/18	<p>Chapter 18—Toward a New World-view, 595 [C1]</p> <ul style="list-style-type: none"> The Scientific Revolution [C1] 	<ul style="list-style-type: none"> Copernicus on the Earth’s Revolution The Starry Messenger 	<p>C1—The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.</p>
10/19	<ul style="list-style-type: none"> The Enlightenment 	<ul style="list-style-type: none"> Galileo Galilei. “Paintings of the Moon.” Oil on canvas. Ca. 1600. Museum of Science, Florence/Scala/Art Resource. 	
10/20	<ul style="list-style-type: none"> Individuals in Society: Moses Mendelssohn and the Jewish Enlightenment 	<ul style="list-style-type: none"> Bacon’s Reasoning 	<p>C2—The course teaches students to analyze evidence and interpretations presented in historical scholarship.</p>
10/23	<ul style="list-style-type: none"> The Enlightenment and Absolutism 	<ul style="list-style-type: none"> Bacon on the New Science 	
10/24	<ul style="list-style-type: none"> Listening to the Past: Voltaire on Religion 	<ul style="list-style-type: none"> Circulation of the Blood Leeuwenhoek’s Observations [C2] 	<p>C4—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the <i>AP European History Course Description</i> for more information).</p>
10/25	<ul style="list-style-type: none"> Essay Test using past AP College Board thematic question or DBQ [C4] 	<ul style="list-style-type: none"> Robert Hooke. Image from <i>Micrographia. Micrographia, or, Some Physiological Descriptions of Minute Bodies.</i> 1667. [C3] 	
10/26	<ul style="list-style-type: none"> Analyze the essay samples responses from the essay above 	<ul style="list-style-type: none"> “I Think, Therefore I Am” Newton’s Principles God’s Universe No Revolution Revolutionizing Science The Spirit of Tolerance Small Latin and Less Greek Alexander Pope. <i>An Essay on Man.</i> As reproduced in <i>Poetical Works</i>, ed. H. F. Cary (London: Routledge, 1870), 225-26. The Spirit of Intolerance Forced to Be Free! <i>Candide</i> Encyclopedia. <i>Encyclopedie; ou Dictionnaire Raisonne des Sciences, des Arts ...</i> . 1772. State and Religion 	<p>C3—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</p>

Date	Reading in McKay	Reading Packs and Images
		<ul style="list-style-type: none"> • My Three Sons • Will We Ever Grow Up? • Fiat Lux • Ingenious Pursuits • “The Five Blazing Stars Seen in England.” Pamphlet. 1682. Houghton Library, Harvard University. • Bayle Ridicules Some Superstitions Circulating About Comets • Popular Science? • Peter the Great’s Oddities • Harvey Praises His King and His Collaborators • Frederick the Great Writes Voltaire • “Frederick the Great and Voltaire.” Oil on canvas. [C3] Ca. 1750. Bildarchiv Preussischer Kulturbesitz. • The Anti-Machiavel • Voltaire and Catherine the Great • A Just Complaint • Nature Much Less Cruel than Man • The Spectator and Coffee-House Culture • “The World Turned Upside Down.” Chapbook. Ca. 1700. • Appropriate maps, graphs, charts, and statistical materials [C3]

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Date	Reading in McKay	Reading Packs and Images
	Chapter 19—The Expansion of Europe in the Eighteenth Century, 629 [C1]	<ul style="list-style-type: none"> • Selective breeding • Vernet, Building Highway
10/27	<ul style="list-style-type: none"> • Agriculture and the Land 	<ul style="list-style-type: none"> • Industrious Activity and Improved Processes in Agriculture
10/30	<ul style="list-style-type: none"> • Listening to the Past: The Decline of the Guilds 	<ul style="list-style-type: none"> • Teaching midwives
10/31	<ul style="list-style-type: none"> • The Beginning of the Population Explosion [C1] 	<ul style="list-style-type: none"> • Science from Fontenelle’s work
11/1	<ul style="list-style-type: none"> • The Growth of Cottage Industry 	<ul style="list-style-type: none"> • Vernet, Building Highway • Friedrich, Traveler Looking Over Sea of Fog
11/2	<ul style="list-style-type: none"> • Building the Atlantic Economy [C1] • Individuals in Society: Olaudah Equiano 	<ul style="list-style-type: none"> • English food riot • An Urban Crime Wave in Eighteenth-Century London
11/3	<ul style="list-style-type: none"> • Interpretation of images from the period [C3] 	<ul style="list-style-type: none"> • Births and Deaths in an English Gentry Family [C3]
11/6	<ul style="list-style-type: none"> • M/C Test on Chapter 18 and 19 	<ul style="list-style-type: none"> • Colbert Promotes “The Advantages of Overseas Trade” • The English Parliament Pursues Mercantilistic Trading Policies • <i>The Wealth of Nations: A Natural Law of Economy</i> • Turgot Abolishes the French Guilds • Appropriate maps, graphs, charts, and statistical materials [C3]

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Date	Reading in McKay	Reading Packs and Images	
11/7	<p>Chapter 20—The Changing Life of the People, 661 [C1]</p> <ul style="list-style-type: none"> • Marriage and the Family [C1] 	<ul style="list-style-type: none"> • Tortured Execution vs. Prison Rules (WC) • An Artisan’s Journey (WC) 	<p>C1—The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.</p>
11/8	<ul style="list-style-type: none"> • Individuals in Society: Madame du Courdray, the nation’s midwife 	<ul style="list-style-type: none"> • Jonathan Swift: <i>A Description of a City Shower</i>. • Protesting the Steam Looms 	<p>C2—The course teaches students to analyze evidence and interpretations presented in historical scholarship.</p>
10/9	<ul style="list-style-type: none"> • Children and Education 	<ul style="list-style-type: none"> • G. M. Trevelyan: Chapter XIII from <i>English Social History</i> [C2] 	
11/10	<ul style="list-style-type: none"> • Veteran’s Day—No School 	<ul style="list-style-type: none"> • A Doctor Criticizes Midwives 	
11/13	<ul style="list-style-type: none"> • Children and Education 	<ul style="list-style-type: none"> • Medicine from Turkey: The Small Pox Vaccination 	
11/14	<ul style="list-style-type: none"> • Food and Medical Practice 	<ul style="list-style-type: none"> • Anguissola, Portrait of Artist’s Three Sisters 	
11/15	<ul style="list-style-type: none"> • Food and Medical Practice 	<ul style="list-style-type: none"> • “Spider and Fly” 	
11/16	<ul style="list-style-type: none"> • Religion and Popular Culture 	<ul style="list-style-type: none"> • Erhard Schon’s 1523 woodcut, “There Is No Greater Treasure Here on Earth than an Obedient Wife Who Desires Honor” 	
11/17	<ul style="list-style-type: none"> • Listening to the Past: Gender constructions and Education for Girls 	<ul style="list-style-type: none"> • Bruegel the Elder, “Peasant Wedding” 	
11/20	<ul style="list-style-type: none"> • Interpretation of images from the period [C3] 	<ul style="list-style-type: none"> • Chardin’s Kitchen Maid [C3] 	<p>C3—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</p>
11/21	<ul style="list-style-type: none"> • Essay Test using past AP College Board thematic question or DBQ [C4] 	<ul style="list-style-type: none"> • A Woman’s Usefulness • On Liberty for Women 	
11/22	<ul style="list-style-type: none"> • Begin Thanksgiving—No School 	<ul style="list-style-type: none"> • Appropriate maps, graphs, charts, and statistical materials [C3] 	<p>C4—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the <i>AP European History Course Description</i> for more information).</p>

Date	Reading in McKay	Reading Packs and Images
	Chapter 21—The Revolution in Politics, 1775–1815, 691 [C1]	<ul style="list-style-type: none"> • Montesquieu on the Ideal Form of Government
11/27	<ul style="list-style-type: none"> • Liberty and Equality [C1] 	<ul style="list-style-type: none"> • Rousseau Presents His Ideal Form of Government
11/28	<ul style="list-style-type: none"> • The American Revolution Era, 1776–1791 	<ul style="list-style-type: none"> • Nobles Attempt to Preserve Ancient Privileges
11/29	<ul style="list-style-type: none"> • The French Revolution, 1789–1791 	<ul style="list-style-type: none"> • Louis XV Asserts His Absolute Authority Over the Parlements
11/30	<ul style="list-style-type: none"> • Listening to the Past: Revolution and Women’s Rights 	<ul style="list-style-type: none"> • Observing the French Peasantry on the Eve of Revolution [C1]
12/1	<ul style="list-style-type: none"> • World War and Republican France, 1791–1799 	<ul style="list-style-type: none"> • Claude Cholat. “The Storming of the Bastille.” Print. Ca. 1789. Musée Carnavalet, Paris. Photo: AKG London.
12/4	<ul style="list-style-type: none"> • The Napoleonic Era, 1799–1815 	<ul style="list-style-type: none"> • The French Revolutionaries Declare Their Rights
11/5	<ul style="list-style-type: none"> • Individuals in Society: Jakob Walter, German draftee with Napoleon 	<ul style="list-style-type: none"> • The Third Estate Is the Nation • The Attempted Dechristianization of France
12/6	<ul style="list-style-type: none"> • The Napoleonic Era, 1799–1815 	<ul style="list-style-type: none"> • One Woman’s Response to the Rights of Man
12/7	<ul style="list-style-type: none"> • M/C Test on Chapter 21 	<ul style="list-style-type: none"> • The Problem with the “Rights”
12/8	<ul style="list-style-type: none"> • 12/11–12/15 Review content from the beginning of course 	<ul style="list-style-type: none"> • A Justification of Terror • The Cultural Origins of Revolutionary Violence [C1, C2]
12/18	<ul style="list-style-type: none"> • Begin Semester Exams 	<ul style="list-style-type: none"> • A Description of Napoleon
12/21	<ul style="list-style-type: none"> • Begin Winter Break 	<ul style="list-style-type: none"> • Irish Song Supporting the Ideals of the French Revolution • Napoleon Enacts the Continental System • Goya, Francisco. “The Third of May, 1808.” Oil on canvas. 1815. Museo del Prado, Madrid, Spain. [C3]

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Date	Reading in McKay	Reading Packs and Images
		<ul style="list-style-type: none"> • Ivan Terebenev. “Napoleon’s Treatment in Russia.” Lithograph. Russkie Narodnye Kartinki: Atlas. 1813. [C3] • Napoleonic Indoctrination • Heir to the Revolution, Napoleon Bonaparte • How to Interpret Napoleon’s Reign [C2] • David, Jacques-Louis. “The Oath of the Horatii.” Oil on canvas. 1784. The Louvre, Paris, France. • David, Jacques-Louis. “The Tennis Court Oath.” Oil on canvas. Ca. 1793. • David, Jacques Louis. “The Death of Marat.” Oil on canvas. 1793. Musées Royaux des Beaux-Arts, Brussels, Belgium. • David, Jacques-Louis. “The Coronation of the Emperor Napoleon.” Oil on canvas. 1806. The Louvre, Paris, France. • Appropriate maps, graphs, charts, and statistical materials [C3]
1/3	<ul style="list-style-type: none"> • 2007 • Teacher Planning—No School 	

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Date	Reading in McKay	Reading Packs and Images	
	<p>Chapter 22—The Revolution in Energy and Industry, 725 [C1]</p>	<ul style="list-style-type: none"> • Too Many Mouths to Feed? • <i>Prometheus Unbound</i> 	<p>C1—The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.</p>
1/4	<ul style="list-style-type: none"> • The Industrial Revolution in Britain 	<ul style="list-style-type: none"> • Hargreaves’ Invention of the Spinning Jenny, ca. 1764 	
1/5	<ul style="list-style-type: none"> • Industrialization in Continental Europe 	<ul style="list-style-type: none"> • Arkwright’s Establishment of the Factory System 	<p>C2—The course teaches students to analyze evidence and interpretations presented in historical scholarship.</p>
1/8	<ul style="list-style-type: none"> • Capital and Labor [C1, C2, C3] 	<ul style="list-style-type: none"> • “Certainly No Man Ever Bestowed Such a Gift on His Kind” 	
1/9	<ul style="list-style-type: none"> • Individuals in Society: The Strutt Family 	<ul style="list-style-type: none"> • And Machines Replace Men . . . 	
1/10	<ul style="list-style-type: none"> • Listening to the Past: the testimony of young mine workers • M/C Test on Chapter 21 and 22 	<ul style="list-style-type: none"> • The Economic Benefits of Belgian Railways • Factory Discipline in Berlin [C1] • “Manchester, England, 1851.” Oil on canvas. 1851. The Royal Collection, England. • Child Labor inquiry (WC) • Extolling the Virtues of the Manufacturer (WC) • Dunn, Allyson. “Eiffel Tower.” Photograph. 2002. • One Thing Leads to Another • “At the Mytischensk Factory,” ca. 1897 • Pissaro, Camille. “L’avenue de l’Opéra, Sunlight, Winter Morning.” Oil on canvas. 1898. Musée Saint-Denis/Art Resource. • Opening Day at the Great Exhibition of 1851 • The Great Exhibition in Epic Terms 	<p>C3—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</p>

Date	Reading in McKay	Reading Packs and Images
		<ul style="list-style-type: none"> • “Crystal Palace From the North-East.” Dickinson’s Comprehensive Pictures of the Great Exhibition of 1851. 1854. • Appropriate maps, graphs, charts, and statistical materials [C3]
<p>1/11</p> <p>1/12</p> <p>1/15</p> <p>1/16</p> <p>1/17</p> <p>1/18</p> <p>1/19</p> <p>1/22</p>	<p>Chapter 23—Ideologies and Upheavals, 1815–1850, 755 [C1]</p> <ul style="list-style-type: none"> • The Peace Settlement [C1] • Radical Ideas and Early Socialism • Martin Luther King Jr. Birthday—No School • The Romantic Movement [C1] • Individuals in Society: Germaine de Staël • Reforms and Revolution [C1] • The Revolutions of 1848 • Listening to the Past: Faith in Democratic Nationalism • Essay Test using past AP College Board thematic question or DBQ [C4] • Analyze the essay samples responses from the essay above 	<ul style="list-style-type: none"> • Goethe’s <i>Sorrows</i> • Beethoven’s <i>Pastoral Symphony</i> • Friedrich, Caspar David. “Traveler Looking Over a Sea of Fog.” Oil on canvas. 1815. Hamburger Kunsthalle. • Romanticizing Peasants • The Revolutionary Etude • Byron’s Romanticism • Turner, Joseph. “Snowstorm, Steamboat Off a Harbour’s Mouth.” Oil on canvas. 1842. Tate Gallery, London. • Young Italy • <i>Grimm’s Fairy Tales</i> • Nationalist Anthems • The Fall of the Serbian Empire • Belinsky and Gogol Argue Over Russian Identity • 1812 Overture • Appropriate maps, graphs, charts and statistical materials [C3]
<p>1/23</p> <p>1/24</p>	<p>Chapter 24—Life in the Emerging Urban Society, 787 [C1]</p> <ul style="list-style-type: none"> • Taming the City • Rich and Poor and Those In Between 	<ul style="list-style-type: none"> • A View from Downstairs: A Servant’s Life (WC) • Improving the Poor [C1] • Women Without Power Change the System (WC) • Sex in Society (WC)

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1/25	<ul style="list-style-type: none"> The Changing Family [C1] 	<ul style="list-style-type: none"> John Stuart Mill: from <i>The Subjection of Women</i> (WC)
1/26	<ul style="list-style-type: none"> Individuals in Society: Franziska Tiburtius 	<ul style="list-style-type: none"> Bernard Shaw: Act III from <i>Mrs. Warren's Profession</i> (WC)
1/29	<ul style="list-style-type: none"> Science and Thought [C1] 	<ul style="list-style-type: none"> Gertrude Himmelfarb: from <i>Poverty and Compassion</i> (WC) [C2]
1/30	<ul style="list-style-type: none"> Listening to the Past: Middle class youth and sexuality 	<ul style="list-style-type: none"> George Eliot: Essay on Margaret Fuller and Mary Wollstonecraft (WC)
1/31	<ul style="list-style-type: none"> Images in Society: Class and gender boundaries in women's fashion, 1850–1914 [C3] 	<ul style="list-style-type: none"> An Advocate for Science Education (WC)
	<ul style="list-style-type: none"> M/C Test on Chapters 23 and 24 	<ul style="list-style-type: none"> Sexual Science (WC)
		<ul style="list-style-type: none"> Auguste Comte: from <i>The Age of Ideology</i> (WC)
		<ul style="list-style-type: none"> Friedrich Nietzsche: from <i>The Age of Ideology</i> (WC)
		<ul style="list-style-type: none"> Sir Edmund Gosse: from <i>Father and Son</i> (WC)
		<ul style="list-style-type: none"> Appropriate maps, graphs, charts, and statistical materials [C3]
	<p>Chapter 25—The age of Nationalism, 1850–1914, 823 [C1]</p>	<ul style="list-style-type: none"> What Is a Nation?
2/1	<ul style="list-style-type: none"> Napoleon III in France 	<ul style="list-style-type: none"> Nationalism as a Modern Phenomenon
2/2	<ul style="list-style-type: none"> Nation Building in Italy and Germany 	<ul style="list-style-type: none"> The Benevolent Invisible Hand of Natural Liberty
2/5	<ul style="list-style-type: none"> Nation Building in the United States 	<ul style="list-style-type: none"> Constructing Nationhood
2/6	<ul style="list-style-type: none"> The Modernization of Russia 	<ul style="list-style-type: none"> The Religion of Liberty [C1]
2/7	<ul style="list-style-type: none"> The Responsive National State, 1871–1914 	<ul style="list-style-type: none"> Pain and Pleasure
2/8	<ul style="list-style-type: none"> Marxism and the Socialist Movement 	<ul style="list-style-type: none"> Liberalism = Smith + Bentham
		<ul style="list-style-type: none"> The Ignorance of the Enlightenment
		<ul style="list-style-type: none"> “There Shall Be No Appeal . . .”
		<ul style="list-style-type: none"> A Woman's Usefulness

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Date	Reading in McKay	Reading Packs and Images
2/9	<ul style="list-style-type: none"> • Individuals in Society: Theodor Herzl • Listening to the Past: The Making of a Socialist • Essay Test using past AP College Board thematic question or DBQ [C4] 	<ul style="list-style-type: none"> • On Liberty for Women • Society Does Not Really Need Government • An Economic Revolution Must Be Attempted • Original Sin, Liberalism, and Socialism • <i>The Communist Manifesto</i> • “Karl Marx.” Photograph. Ca. 1880. [C3] • A Voice for the Russian People • Socialist Ideas in the First Half of the Nineteenth Century • Liberty: Freedom From, or Freedom to? • Art and Nationhood • Devis, Arthur William. “The Death of Nelson.” Oil on canvas. 1805. National Maritime Museum, London. • Schinkel, Karl Friedrich. “Medieval City on a River.” Oil on canvas. 1815. Nationalgalerie, Berlin. • Vryzakis, Theodoros. “The Sortie of Messologhi.” Oil on canvas. Ca. 1850. National Art Gallery, Athens. • Surikov, Vasilii. “The Morning of the Execution of the Streltsy.” Oil on canvas. 1881. Tretyakov Gallery, Moscow. • Matejko, Jan. “The Battle of Grunwald.” Oil on canvas. 1878. National Museum, Warsaw. • Matejko’s Masterpiece • Renggli, Jean. “Der Rutlischwur.” Oil on canvas. 1891.
2/12	<ul style="list-style-type: none"> • Analyze the essay samples response 	

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		<ul style="list-style-type: none"> Appropriate maps, graphs, charts, and statistical materials [C3]
2/13	<p>Chapter 26—The West and the World, 855 [C1]</p> <ul style="list-style-type: none"> Industrialization and the World Economy [C1] 	<ul style="list-style-type: none"> Russian Imperial Expansion The Imperial Domino Effect “The White Man’s Burden”
2/14	<ul style="list-style-type: none"> The Great Migration 	<ul style="list-style-type: none"> Social Darwinism and Imperialism
2/15	<ul style="list-style-type: none"> Western Imperialism Individuals in Society: Cecil Rhodes 	<ul style="list-style-type: none"> A European Critique of Imperialism [C1] An Englishwoman in Nigeria
2/16	<ul style="list-style-type: none"> Listening to the Past: A French Leader Defends Imperialism 	<ul style="list-style-type: none"> Dunn, Allyson. “Cleopatra’s Needle.” Photograph. 2002. [C3]
2/20	<ul style="list-style-type: none"> President’s Day—No School Responses to Western Imperialism M/C Test on Chapter 25 and 26 	<ul style="list-style-type: none"> Orientalism Lenin on Imperialism Appropriate maps, graphs, charts, and statistical materials [C3]
2/21	<p>Chapter 27—The Great Break: War and Revolution, 887 [C1]</p> <ul style="list-style-type: none"> The First World War [C1] 	<ul style="list-style-type: none"> Excerpts from CBS Documentary film series World War I Austria’s Ultimatum
2/22	<ul style="list-style-type: none"> Listening to the Past: The Experience of War 	<ul style="list-style-type: none"> “The Great European War.” Poster. Ca. 1914. Hoover Institution.
2/23	<ul style="list-style-type: none"> The Home Front 	<ul style="list-style-type: none"> “Unsettling the Empire: Violent Migrations and Social Disaster in Russia During World War I.” Sanborn, Joshua A., <i>The Journal of Modern History</i>, June 2005. [C4]
2/26	<ul style="list-style-type: none"> The Russian Revolution 	<ul style="list-style-type: none"> Wilson, David. “Red Cross or Iron Cross?” Poster. Ca. 1915. Hoover Institution. [C3]
2/27	<ul style="list-style-type: none"> Individuals in Society: Rosa Luxemburg 	<ul style="list-style-type: none"> “Anthem for Doomed Youth”
2/28	<ul style="list-style-type: none"> The Peace Settlement [C1] 	<ul style="list-style-type: none"> Scott, Septimus. “These Women are Doing Their Bit.” Poster. Ca. 1917. Hoover Institution.

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Date	Reading in McKay	Reading Packs and Images
3/1	<ul style="list-style-type: none"> Test on Chapter 27 	<ul style="list-style-type: none"> Remarque, Erich Maria. <i>All Quiet on the Western Front</i>. trans. A. W. Wheen (New York: Ballantine Books, 1982), 262-64. [C3]
3/2	<ul style="list-style-type: none"> Essay Test using past AP College Board thematic question or DBQ [C4] 	<ul style="list-style-type: none"> Erler, Fritz. "Help Us Win!" Poster. 1917. Hoover Institution.
3/5	<ul style="list-style-type: none"> Analyze the essay samples responses 	<ul style="list-style-type: none"> Nash, Paul. "The Menin Road." Oil on canvas. 1919. Imperial War Museum. Engelhard, Julius Ussy. "Bolshevism Brings War, Unemployment, and Famine." Poster. 1918. Hoover Institution. Agricola, Herbert. "Bolshevism Unmasked." Poster. 1937. Hoover Institution on War, Revolution, and Peace. Stalin's Call to Arms Stalinist Interrogation Techniques Revealed (HC) Ivanov, Viktor and Olga Burova. "Our Hope is in You, Red Warrior!" Poster. 1943. Hoover Institution. Barbarism on the Eastern Front Retribution Birth of the Modern Age? Mourning and the War What Is to Be Done? The February Revolution Order Number 1 Moor, Dmitri. "Have You Volunteered?" Poster. 1920 Apsit, Alexander. "A Year of the Proletarian Dictatorship." Poster. 1918. Hoover Institution.

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Date	Reading in McKay	Reading Packs and Images
		<ul style="list-style-type: none"> • One Woman’s Memories of 1917 • Lenin’s Testament • Voron, Maria. “For Shock-Brigade Reaping and for a Bolshevik Harvest.” • Poster. 1934. Hoover Institution. • Appropriate maps, graphs, charts, and statistical materials [C3]
<p>3/6</p> <p>3/7</p> <p>3/8</p> <p>3/9</p> <p>3/12</p> <p>3/13</p> <p>3/14</p> <p>3/15</p> <p>3/16</p> <p>3/19</p>	<p>Chapter 28—The Age of Anxiety, 921 [C1]</p> <ul style="list-style-type: none"> • Uncertainty in Modern Thought • Modern Art and Music • Images in Society: Pablo Picasso and Modern Art • Movies and Radio [C1, C2, C3, C4] • Individuals in Society: Gustav Stresemann • The Search for Peace and Stability • Listening to the Past: Life on the dole in Great Britain [C1] • M/C Test on Chapters 27 and 28 • Teacher Planning Day—No School • Begin Spring Break 	<ul style="list-style-type: none"> • Werner Heisenberg: Uncertainty (WC) • Jean-Paul Sartre: Existentialism (WC) • <i>A Room of One’s Own</i> (WC) • An Economist Analyzes the Versailles Treaty and Finds It Lacking (HC) [C1] • Neville Chamberlain Defends the Policy of Appeasement (WC) • Josephine Baker in Paris (HC) • Virginia Woolf (HC) • “Smokeless Chimneys/Anxious Mothers” (HC) • “The War, As I Saw It” (HC) • “History is the Opposite of Forgetting: The Limits of Memory and the Lessons of History in Interwar France.” Siegel, Mona. <i>The Journal of Modern History</i>, December 2002. [C4] • “There’s No Way Like The American Way” (HC) • Cartoon: Unlocking Power of Atom (HC) • Appropriate maps, graphs, charts, and statistical materials [C3]

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Date	Reading in McKay	Reading Packs and Images
3/26	<p>Chapter 29—Dictatorships and the Second World War, 953 [C1]</p> <ul style="list-style-type: none"> The Great Depression, 1929–1939 [C1] 	<ul style="list-style-type: none"> Grosz, “Draussen und Drinnen” (HC) Dorothea Lange Depression photo (HC)
3/27	<ul style="list-style-type: none"> Authoritarian States [C1] 	<ul style="list-style-type: none"> Gidal, N. Tim. “Florence.” Photograph. 1934 (HC)
3/28	<ul style="list-style-type: none"> Listening to the Past: Witness to the Holocaust 	<ul style="list-style-type: none"> Daily Life in Berlin: A Working Woman’s Description
3/29	<ul style="list-style-type: none"> Individuals in Society: Le Chambon, a refuge for the persecuted 	<ul style="list-style-type: none"> Little Man, What Now? Mussolini on the War’s Significance
3/30	<ul style="list-style-type: none"> Stalin’s Soviet Union 	<ul style="list-style-type: none"> “Blood, Toil, Tears, and Sweat”
4/2	<ul style="list-style-type: none"> Mussolini and Fascism in Italy 	<ul style="list-style-type: none"> The Source of Future Conflict?
4/3	<ul style="list-style-type: none"> Hitler and Nazism in Germany 	<ul style="list-style-type: none"> “Never Was So Much Owed by So Many to So Few.” Poster. 1940. Hoover Institution.
4/4	<ul style="list-style-type: none"> Nazi Expansion and the Second World War 	<ul style="list-style-type: none"> Schweitzer, Hans. “Our Last Hope: Hitler.” Poster. 1932. Hoover Institution.
4/5	<ul style="list-style-type: none"> Nazi Expansion and the Second World War Essay Test using past AP College Board thematic question or DBQ [C4] Analyze the essay samples responses 	<ul style="list-style-type: none"> The War as Inner Experience Dunn, Allyson. “American Cemetery Near Omaha Beach.” Photograph. 2001. “Hitler at the Feldherrnhalle, August 1, 1914.” Photograph. 1914. <i>Mein Kampf</i> Schulz-Neudamm. “Metropolis.” Lithograph. 1926. Museum of Modern Art. Motherhood and War Are the Key Riefenstahl, Leni. <i>Triumph of the Will</i>. Film still. 1934. Museum of Modern Art/Film Stills Archive. [C3] An Appeal to Reason

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C3—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

Date	Reading in McKay	Reading Packs and Images
		<ul style="list-style-type: none"> • The Hitler Myth • Understanding the Third Reich • “A Total Conception of Life” • A New Civilization • Famine in Soviet Ukraine • Norris, Stephen M. “Worker and Collective Farm Girl.” Photograph. 2000. • “Life Is Not Easy, Damn It!” • The Great Terror • Lavrov, A. “The People’s Dreams Have Come True!” Poster. 1950. Hoover Institution. • The End of the Revolution? • Berezovskii, Boris, Mikhail Solov’ev, and Ivan Shagin. “Under the Leadership of the Great Stalin.” Poster. 1951. Hoover Institution. • The Legacies of Revolution • Requiem • The Definition of Genocide • The Nuremberg Laws • Kristallnacht • “The Eternal Jew.” Poster. 1937. Hoover Institution. • Hitler on the Jews • “A Total Solution” • Perpetrators • Banal Evil? • The Holocaust in Ukraine • Children in the Ghetto

Date	Reading in McKay	Reading Packs and Images
		<ul style="list-style-type: none"> • “Birkenau Tower.” Photograph. 2000. • The Drowned and the Saved • Ordinary Men • Ordinary Germans [C2] • Jewish Life After the War • Appropriate maps, graphs, charts, and statistical materials [C3]
<p>4/6</p> <p>4/9</p> <p>4/10</p> <p>4/11</p>	<p>Chapter 30—Cold War Conflicts and Social Transformations, 1945–1985, 989 [C1]</p> <ul style="list-style-type: none"> • The Division of Europe [C1] • The Western Renaissance, 1945–1968 • Soviet Eastern Europe, 1945–1968 • Individuals in Society: Tito and the Rise of Independent Communism • Postwar Social Transformations, 1945–1968 [C1] 	<ul style="list-style-type: none"> • “An Iron Curtain Has Descended Across the (HC) Continent” • “The Crack in the Plaster: Crisis in Romania and the Origins of the Cold War.” Rieber, Alfred J. <i>The Journal of Modern History</i>, March 2004. [C4] • A “Long Telegram” Recommends a Western Policy of Containment (HC) • A Breath of Springtime in Prague: Intellectuals Issue the “2000 Words” Manifesto (HC) • <i>A Day in the Life of Ivan Denisovich</i> Describes the Stalinist Gulag (HC) [C3] • A Philosopher Explains His Anti-Nuclear Position (HC) • A Realpolitiker Dissects the Bismarckian Balance of Power (HC)

C2—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

C3—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

C1—The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.

C4—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the *AP European History Course Description* for more information).

Date	Reading in McKay	Reading Packs and Images	
4/12	<ul style="list-style-type: none"> Conflict and Challenge in the Late Cold War, 1968–1985 	<ul style="list-style-type: none"> A Soviet Assessment of American Post-War Intentions (HC) Existentialism Defined (HC) [C1] 	<p>C1—The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.</p>
4/13	<ul style="list-style-type: none"> Conflict and Challenge in the Late Cold War, 1968–1985 	<ul style="list-style-type: none"> Jean-Paul Sartre Interviews Daniel Cohn-Bendit (HC) 	
4/16	<ul style="list-style-type: none"> Listening to the Past: A Feminist Critique of Marriage 	<ul style="list-style-type: none"> Post-War Soviet Literature Is Brought to Heel by Stalin’s Cultural Hatchetman (HC) 	
4/17	<ul style="list-style-type: none"> M/C Test on Chapters 29 and 30 	<ul style="list-style-type: none"> Presidential Defiance: “Ich Bin Ein Berliner” (HC) The “Twenty-One Demands”: A Call for Workers’ Rights and Freedom in a Socialist State (HC) The Ultimate Sacrifice: A Czech Student Immolates Himself (HC) Third World Advocate Decries Colonized Peoples’ Loss of Identity Germany Divided A Nuclear Arms Race The “Troubles” in Ireland Appropriate maps, graphs, charts, and statistical materials [C3] 	<p>C3—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.</p>

Date	Reading in McKay	Reading Packs and Images
4/18 4/19 4/20 4/23 4/24 4/25 4/26	<p>Chapter 31—Revolution, Rebuilding, and New Challenges: 1985–Present, 1027 [C1]</p> <ul style="list-style-type: none"> • The Decline of Communism in Eastern Europe • Listening to the Past: A Solidarity Leader Speaks From Prison • The Revolutions of 1989 [C1] • Building a New Europe in the 1990s • Individuals in Society: Václav Havel • New Challenges in the Twenty-first Century • M/C Test on Chapter 31 • The Future in Perspective 	<ul style="list-style-type: none"> • Prelude: 1988 • An Arab Revolution • Shakhverdiev, Tofik. “Elite KGB Troops.” Photograph. Ca. 1990. • <i>The Power of the Powerless</i> • “Lech Walesa and Solidarity.” Photograph. 1988. • “A Specter Is Haunting Europe” • Gagovic, Drasko. “Slobodan Milosevic.” Photograph. 1989. [C3] • Reviving Nationalism • The Soviet Union • “Goddess of Democracy.” Photograph. 1989. • The Fall of the Wall • “The Fall of the Wall.” Photograph. 1989. • Thatcher’s “Revolution” • Hudson, D. “Margaret Thatcher.” Photograph. 1989. • “Muslim Women Demonstrate in Paris, 1989.” Photograph. 1989. • “The Year of Truth” • Communism’s Collapse • Dark Continent • TASS. “Yeltsin Outside the White House.” Photograph. 1991. • Appropriate maps, graphs, charts, and statistical materials [C3]
4/27	<ul style="list-style-type: none"> • Review for AP Exam • AP European History Exam—Friday, May 11 	

C1—The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments.

C3—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.