

AP[®] European History

Sample Syllabus 3

Course Description

In addition to providing a basic exposure to the factual narrative, the goals of the AP[®]European History course are to develop: (1) an understanding of the principal themes in modern European history (2) the ability to analyze historical evidence, and (3) the ability to express that understanding and analysis effectively in writing. [C1, C2, C3, C4]

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. [C1]

This course includes history both as content and as methodology. Emphasis is placed on students developing intellectual and academic skills, including (1) effective analysis of such primary sources as documents, maps, statistics, and pictorial and graphic evidence; [C3] (2) effective note-taking; (3) clear and precise written expression; [C4] and (4) the ability to weigh evidence and reach conclusions on the basis of facts. [C2]

Course Planner and Texts

The Course Planner does not attempt to show everything we do in class; instead, it is meant to be a guide that indicates the course's pacing, readings, and test schedule. The principle textbook and reader for the course are listed below, although I rely upon a range of other textbooks, readers, and monographs throughout the course.

Kagan, Donald, Steven Ozment, and Frank M. Turner. *The Western Heritage*. 8th ed. Upper Saddle River, N.J.: Prentice Hall, 2003.

Sherman, Dennis, ed. *Western Civilization: Sources, Images, and Interpretations, Renaissance to the Present*. 4th ed. New York: McGraw-Hill, 2004.

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.

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).

Primary and Secondary Sources

I use a selection of short primary and secondary sources, or excerpts from them, for each unit rather than entire works like *The Prince* or *Candide*. This allows students to have contact with many voices and points of view from each era. Many primary and secondary sources are increasingly available on the Internet. [C3]

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.

Semester One

Unit 1. The Renaissance [C1]

Textbook	Unit Readings
Kagan	Chapter 10
Primary Sources	
Readings from Sherman, Chapters 1 and 4	“Niccolo Machiavelli, <i>The Prince</i> ”; “Baldesar Castiglione, <i>The Book of the Courtier</i> ”; “Heinrich Kramer and Jacob Sprenger, <i>The Hammer of Witches</i> ”
Readings from Perry, Chapter 9	“Francesco Guicciardini, <i>The Greatness of Lorenzo de Medicis</i> ”
Excerpts from various sources, including . . .	Benedetto Dei, <i>Florence, 1472</i> ; Anonymous, <i>The Wealth of the Church</i> ; Pico della Mirandola, <i>Oration on the Dignity of Man</i> ; Marsilio Ficino, <i>The Soul of Man</i> ; Vespasiano, <i>The Rule of Cosimo de' Medici</i> ; Girolamo Savonarola, <i>This Will Be Your Final Destruction</i> ; Leonardo da Vinci, <i>The Notebooks of a Universal Man</i> ; Baldassare Castiglione, <i>On the Nature and Purpose of Women and Men</i> ; Desiderius Erasmus, <i>In Praise of Folly</i> [C3]
Secondary Sources	
Readings from Sherman, Chapter 1	“Jacob Burckhardt, <i>The Civilization of the Renaissance in Italy</i> ”; “Peter Burke, <i>The Myth of the Renaissance</i> ”; “Federico Chabod, <i>Machiavelli and the Renaissance</i> ”

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Unit 1 Day by Day

Day 1. Welcome. Introductions. Short overview of the syllabus and course expectations. Review summer assignments and administer a quiz. Assign homework reading and distribute materials, the syllabus, the European Studies Student Toolkit, and Renaissance unit terms sheet (approximately 45

terms and concepts or questions). Organizing questions for class discussion: *Why study history? Why study European history? Why take this course?*

Day 2. "Renaissance in Italy" (pp. 332-49 of the Burckhardt reading). Continue introductions with students briefly describing their summer reading for the course. Continue course overview and expectations. Review samples from students' terms and concepts sheets. Do History Lab 1 (see "Student Activities" in this syllabus for a description of this class activity). Quiz with notes. Introduce/review/model APPARTS process with primary sources from homework reading:

- 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? [C3]

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Organizing questions for class discussion: Why do historians use names (e.g., the Renaissance) for periods? What are the benefits and pitfalls to using names? How valid is the term *Renaissance*? [C2]

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

Day 3. Italian Renaissance primary source readings due (APPARTS). History Lab 2 (see "Student Activities" in this syllabus for a description of this class activity). PowerPoint lecture: Art and the Milieu of the Italian Renaissance. Students apply characteristics to Italian art and architecture.

Day 4. The Renaissance outside of Italy. Work on history lab problems. Debrief New Monarchy characteristics, causes, and significant examples. PowerPoint Lecture: POV Analysis of Columbian Exchange.

Day 5. Writing Lab 1: Develop Renaissance Concepts. Using the scoring guidelines and essay frames from their Toolkits, students respond to three essay prompts for 15 minutes each, developing a working thesis and topic sentences for three or four paragraphs and listing relevant factual information for each paragraph, depending on the question. At the end of the 45-minute writing period, students divide into three groups to compare their thesis statements and relevant factual information. Groups select one or two thesis statements to read to the class. Students write brief critiques of their own efforts and turn them in for a quiz grade. [C4]

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Day 6. Test: objective (50 multiple-choice questions) and essay (1 question, 35 minutes). The test is debriefed during the next class meeting. To participate in the curve, students must turn in a curve packet—completed terms and concepts sheets for each chapter, APPARTS for primary source readings, and notes for secondary sources—before taking the test.

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Unit 2. The Reformation/Counter Reformation/Religious Wars [C1]

Textbook	Unit Readings
Kagan	Chapters 11 and 12
Primary Sources	
Readings from Sherman, Chapter 2	“John Tetzl, The Spark for the Reformation: Indulgences”; “Martin Luther, Justification by Faith”; “Martin Luther, Condemnation of Peasant Revolt”; “John Calvin, Institutes of the Christian Religion: Predestination”; “Constitution of the Society of Jesus”; “Teresa of Avila, The Way of Perfection”; “Peter Paul Rubens, Loyola and Catholic Reform”
Excerpts from various sources, including . . .	Argula von Grumbach, letters and other writings; various Catholic and Protestant illustrations; Caravaggio, <i>The Calling of St. Matthew</i> ; Giovanni Bernini, <i>The Ecstasy of St. Teresa</i> ; Catholic and Protestant church architecture [C3]
Secondary Sources	
Readings from Sherman, Chapter 2	“John C. Olin, The Catholic Reformation”; “Steven E. Ozment, The Legacy of the Reformation”; “Marilyn J. Boxer and Jean H. Quataert, Women in the Reformation”
Excerpt from . . .	Steven Ozment, <i>Bürgermeister’s Daughter: Scandal in a Sixteenth-Century German Town</i>

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Unit 2 Day by Day

Day 1. Tradition and change to religious protest. Luther and the Reformation in the Holy Roman Empire.

Day 2. Other Protestant Reformations: Calvin, Zwingli, Tudor England.

Day 3. The Catholic Reformation. Effects of the Reformations on social groups.

Day 4. Monarchy and the Reformations; religious wars; political aspects.

Day 5. Europe at the end of the era: evaluating the political and diplomatic status of European states; the status of women, the Catholic Church, Protestantism, peasants, nobility, and the monarchy.

Day 6. DBO Exercise: The class practices working step-by-step with a DBO from a previous AP Exam. They receive an entire DBO or, more often, several documents from a DBO. They have about 15 minutes to identify groups and/or point of view. Then, in groups of two or three, students compare their work before debriefing as a class. No reading is assigned today to give students a chance to catch up and prepare for the test. [C3]

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Day 7. Test: objective (65 multiple-choice questions) and essay (1 question, 35 minutes); curve packets due (terms and concepts sheets, APPARTS for primary sources, document analyses/notations for secondary sources, and charts on Protestant and Catholic reformers).

Unit 3. Political Philosophy and Organization in the Sixteenth and Seventeenth Centuries [C1]

Textbook	Unit Readings
Kagan	Chapters 13 and 15 (skip 14 for now)
Primary Sources	
Readings from Sherman, Chapter 5	“John Locke, Second Treatise of Civil Government: Legislative Power”
Excerpts from various sources, including . . . (these vary with individual assignments)	Elizabeth I, Armada speech and Golden speech; Jacques Benigne Bossuet, <i>Political Treatise on Kingship</i> ; Duc d’ St. Simon, <i>Memoirs</i> ; James I, <i>True Law of Free Monarchies</i> and Speech to Parliament; Thomas Hobbes, <i>Leviathan</i> ; John Locke, <i>An Essay Concerning Human Understanding</i> ; Philippe du Plessis-Mornay, <i>Defense of Liberty Against Tyrants</i> ; Jean Domat, “On Social Order and Absolute Monarchy” [C3]
Secondary Sources	
Readings from Sherman, Chapter 5	“G. Durand, Absolutism: Myth and Reality”; “George Macaulay Trevelyan, The English Revolution, 1688–1689”

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Unit 3 Day by Day

Day 1. Political theory: concept of sovereignty; constitutionalism versus absolutism in England. Assumptions about the limits of government. The English Civil War and its outcome. English society.

Day 2. Political theory: development of the theory of absolutism. Louis XIV, the *grand monarch*. Distribution and centralization of power. The role of nobles, monarchs, and bourgeois. The practice of monarchy: comparisons of

monarchs up to this point (students choose monarchs from Eastern and Western Europe for comparison with Louis XIV, Elizabeth I, and Phillip II).

Day 3. Examination of society and political culture during the reigns of Louis XIV, Elizabeth I, and Phillip II.

Day 4. Political practice elsewhere: Spain, the Netherlands, Sweden, Poland, Prussia, Austria, and Russia.

Day 5. Synthesis: small-group discussions, charts on monarchy and rule, chronology. Short-answer essays.

Day 6. Test: objective (80 multiple-choice questions) and essay (1 question, 35 minutes). Curve packets due (terms and concepts sheets, APPARTS on primary sources, notations for secondary sources, and charts on the chronology of monarchs).

Unit 4. Society, Science, and Philosophy in the Sixteenth Through Eighteenth Centuries [C1]

Textbook	Unit Readings
Kagan	Chapters 14, 16, and 17
Primary Sources	
Readings from Sherman, Chapters 6 and 8	["Rene Descartes, Discourse on Method"; "Galileo Galilei, Letter to Christina of Tuscany: Science and Scripture"; "The Papal Inquisition of 1633: Galileo Condemned"; "Sir Isaac Newton, Mathematical Principles of Natural Philosophy"; "Immanuel Kant, What Is Enlightenment"; "Denis Diderot, Prospectus for the Encyclopedia of Arts and Sciences"; "Voltaire, Philosophical Dictionary: The English Model"; "Mary Wollstonecraft, A Vindication of the Rights of Woman"; "Jean Jacques Rousseau, The Social Contract"]
Excerpts from various sources, including . . .	Arthur Young, <i>Beggars, Rags, and Misery</i> ; Jean Jacques Rousseau, <i>Émile</i> ; Pierre de Beaumarchais, <i>Marriage of Figaro</i> ; Joseph II, Catherine II, and Frederick the Great, selected letters; Adam Smith (selections); Baron d'Holbach, <i>Common Sense</i> ; Cesare Beccaria, <i>Essay on Crimes and Punishments</i> ; Baron de Montesquieu, <i>The Spirit of Laws</i> ; David Hume, <i>An Enquiry Concerning Human Understanding</i> ; De Condorcet (selections) [C3]
Secondary Sources	
Readings from	"Bonnie S. Anderson and Judith P. Zinsser, Women in

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Sherman, Chapter 8	the Salons”
Excerpts from . . .	Richard Holmes, “Voltaire’s Grin”; H. M. Scott, <i>Enlightened Absolutism</i>
Film	
Excerpts from . . .	<i>Marriage of Figaro</i>

Unit 4 Day by Day

Day 1. The Scientific Revolution: foundations, development, confrontation, and institutionalization. Charts on contributions; importance of reasoning. Individual case studies: Bacon, Descartes, Newton, Spinoza, Leibniz. DBQ practice using the Women in Science DBQ from the 1997 AP European History Exam.

Day 2. Witch-hunts (discussion and documents). Literature: Shakespeare, Cervantes, and Milton. Lives of peasants and the urban poor (readings and discussion). Organizing question for class discussion: What do we make of the juxtaposition of great men of letters and women witches in this chapter?

[C2, C3]

Day 3. Ancien régime: tiers of society, expectations, and reality. The Industrial Revolution. Groups answer the question *Why England?* by creating and drawing “The English Machine” (see “Student Activities” in this syllabus for a description of this class activity). Popular and elite urban society and culture.

Day 4. The Enlightenment: the philosophes. Students play Duels. Commonalities and contrasts between the philosophes. Organizing question for class discussion: *To what degree is philosophes a legitimate grouping?*

Day 5. Enlightened absolutists: class discussion and informal debate on attributes and characteristics. Class research for additional information on absolutists.

Day 6. Eighteenth-century wars and empires. Economic theory and practice: mercantilism and slavery. Struggles for dominance in Europe and overseas.

Day 7. DBQ Exam (15 minutes for planning and 45 minutes for writing).

Day 8. Test: oral essays on Chapters 14, 16, and 17.

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Unit 5. French Revolution, Napoleon, and the Congress of Vienna

[C1]

Textbook	Unit Readings
Kagan	Chapters, 19, 20, and 21
Primary Sources	
Readings from Sherman, Chapters 9 and 10	“Arthur Young, <i>Travels in France: Signs of Revolution</i> ”; “The Declaration of the Rights of Man and Citizen”; “Olympe de Gouges, Declaration of the Rights of Woman”; “Maximilien Robespierre, Speech to the National Convention, February 5, 1794: The Terror Justified”; “Joseph Fouché, <i>Memoirs: Napoleon’s Secret Police</i> ”
Excerpts from various sources, including . . .	Cahiers of various French towns and regions; Marquis d’Argenson, <i>Corruption of the French Court</i> ; writings by other nobility; Abbé Sieyès, <i>What Is the Third Estate?</i> ; National Convention, various decrees; Madame Jeanne Marie Roland, <i>Reflections on Louis XVI</i> ; Edmund Burke, <i>Reflections on the Revolution in France</i> ; Committee of Public Safety, various decrees; Napoleon, letters and journals
Secondary Sources	
Readings from Sherman, Chapters 9, 10, and 12	“Ruth Graham, <i>Loaves and Liberty: Women in the French Revolution</i> ”; “William Doyle, <i>An Evaluation of the French Revolution</i> ”; “Louis Bergeron, <i>France under Napoleon: Napoleon as Enlightened Despot</i> ”; “Martyn Lyons, <i>Napoleon Bonaparte and the Legacy of the French Revolution</i> ”; “Bonnie G. Smith, <i>Women and the Napoleonic Code</i> ”; “Hajo Holborn, <i>The Congress of Vienna</i> ”
Excerpts from various sources, including . . .	George Rudé, <i>The Crowd in the French Revolution</i> ; various graphs, maps, paintings, and political cartoons

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[C3]

Unit 5 Day by Day

Day 1. Painting a portrait of France on the eve of revolution: society, economy, financial situation, and the monarchy; calling of the Estates General; analysis of the Cahiers. Comparison of France and other European countries in 1789. Class Activity: Students are assigned roles to play as they follow the stages of the Revolution: urban poor, rural peasant, cardinal, village priest, aristocracy, bourgeois, military officer, foot soldier, observers (American, Austrian, and English), Olympe de Gouges, Abbé Sieyès, members of the National Assembly, the Committee of Public Safety, and Lafayette. Students keep journals of their reactions to the events of the Revolution, reflecting on their goals, actions, reactions, and fears at different stages. Various characters read to the class from their journals each day.

Day 2. Class activity (continued). Students develop their roles by using textbooks, primary sources, other classroom materials, and the Internet to gather information. They work in groups to develop their information. Roundtable discussion of results.

Day 3. The reconstruction of France: goals and outcomes of the first revolution. Analysis of the causes, leadership, and conduct of the second revolution. Views of the French Revolution from England, Austria, Germany, Russia, Spain, and the Netherlands. Students determine and then justify their perceptions of the phases of revolution. Chronology quiz. [C2]

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Day 4. The rise of Napoleon. Internal versus external enemies of the Revolution. Student assessment and evaluation of Napoleon’s career. Class Activity: Students create a chart comparing France under the Old Regime, the first revolution, and the Empire. The class discusses the categories needed for an effective chart.

Day 5. The Congress of Vienna and diplomacy: analysis of the treaty; comparison of Vienna and the Treaty of Westphalia; discussion of statecraft using Metternich, Castlereagh, Louis XIV, and Napoleon. Read aloud portions from Paul Johnson’s *Birth of the Modern*, which describes the participants and milieu of the Congress of Vienna.

Day 6. Test: objective (80 multiple-choice questions) and essay (1 question, 35 minutes). Curve packets due (APPARTS for primary sources, notations for secondary sources, charts on the phases of the Revolution and changing conditions, and role journal and notes).

Unit 6. Romanticism, Semester Synthesis [C1]

Textbook	Unit Readings
Kagan	Chapter 20, page 705 to the end
Primary Sources	
	[[bold]] Student-selected poetry and prose (coordinated with their English teachers), music (coordinated with their music/orchestra teachers), paintings (includes Delacroix’s <i>Liberty Leading the People</i> and <i>Greece on the Ruins of Missolonghi</i> , Friedrich’s <i>The Wanderer</i> , and David’s portraits of Napoleon and Marat) [[bold]] [[C3]]

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Unit 6 Day by Day

Day 1. Romanticism: “Bliss it was in that dawn to be alive/But to be young was very heaven!” (William Wordsworth). Introduction and exploration of Romanticism expressed in poetry, the visual arts, and music. Students

choose poems to recite; each student is responsible for at least four verses or an entire poem to be recited to the class, without notes or prompts (two tries). Students turn in an analysis of the poem’s usefulness to a historian studying Romanticism (not a literary analysis). The poem or the poet should be linked to historical themes. No duplication of poems is allowed, but students may divide and share long poems. They may also substitute a musical performance for a poetry recitation if time allows.

Day 2. Continuation of Romanticism presentations. Quiz is an analysis of Romantic paintings and short selections of music and poetry.

Day 3. DBQ Exam (15 minutes for planning and 45 minutes for writing).

Day 4. Semester synthesis. Students receive review packets for the midterm exam and analyze the areas in which they need the most review. In-class essay prompts and cross-period analysis using *AP European History Course Description* subheadings like “forms of political protest reform, and revolution” and “changing definitions of and attitudes toward mainstream groups and groups characterized as the ‘other.’”

Semester Exam. All students take the two-hour first semester exam, which has 200 multiple-choice questions covering the entire semester of study. Students study from their notes, curve packets, and review packets, all of which they turn in as their curve packets for the midterm.

Semester Two

Unit 7. Post-Napoleonic Europe to Mid-Century, 1815–50

[C1]

Textbook	Unit Readings
Kagan	Chapters 21 and 22
Palmer	Chapter 11, Part 53, “Advent of the Isms”
Primary Sources	
Readings from Sherman, Chapter 12	[[bold]] “Prince Klemens von Metternich, Secret Memorandum to Tsar Alexander I, 1820: Conservative Principals”; “The Carlsbad Decrees, 1819: Conservative Repression”; “Jeremy Bentham, English Liberalism”; “The Economist, 1851, Liberalism: Progress and Optimism”; “The First Chartist Petition: Demands for Change in England”; “Annual Register, 1848: An Eyewitness Account of the Revolutions of 1848 in Germany” [[bold]] [[C3]]
Secondary Sources	
Readings from Sherman, Chapter	“Jonathan Sperber, <i>The European Revolutions, 1848–1851</i> ”; “John Weiss, <i>The Revolutions of 1848</i> ”

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Unit 7 Day by Day

Day 1. Nationalism, liberalism, domestic politics; the “-isms” (the Palmer reading); analysis of the political spectrum with case studies.

Day 2. Conservatism: the Congress system.

Day 3. Industrialism: effects on labor, family, women, crime, and order.

Day 4. Classical economics: policy, wages, population. Early Socialism: utopianism, anarchism, and Marxism.

Day 5. Revolutions of 1848: France, Austria-Hungary, Italy, and Germany.

Day 6. Test: objective (50 multiple-choice questions) and DBQ (15 minutes for planning and 45 minutes for writing). Curve packets due.

Unit 8. Unification, Industrialism, Imperialism, Society, and Culture Up to WWI

[C1]

Textbook	Unit Readings
Kagan	Chapters 23, 24, 25, and part of 26
Primary Sources	
Readings from Sherman, Chapters 13 and 14	“Giuseppe Mazzini, <i>The Duties of Man</i> ”; “Rudyard Kipling, <i>The White Man’s Burden</i> ”; “Charles Darwin, <i>The Origin of Species and The Descent of Man</i> ”; “Herbert Spencer, <i>Social Statics: Liberalism and Social Darwinism</i> ”; “John Stuart Mill, <i>On Liberty</i> ”; “Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> ”; “Emmeline Pankhurst, <i>Why We Are Militant</i> ”; “Pope Pius IX, <i>Syllabus of Errors</i> ”
Excerpts from various sources, including . . .	Otto von Bismarck, <i>Iron and Blood</i> speech and the Ems Dispatch; John Stuart Mill, <i>On the Subjection of Women</i> ; various writings on women in England; Gustave Flaubert, <i>Madame Bovary</i> ; Anatole France, <i>Programme</i> ; Heinrich von Treitschke, <i>Politics</i> ; George Bernard Shaw, <i>The Man of Destiny</i> ; Wilfrid Scawen Blunt, <i>My Diaries</i> ; John Hobson, <i>Imperialism</i> ; George Martelli, <i>Leopold to Lumumba</i> ; Adam Hochschild, <i>King Leopold’s Ghost</i> [C3]
Secondary Sources	
Readings from Sherman, Chapter 13	Eric Hobsbawm, “ <i>The Age of Empire</i> ”; David Blackbourn, “ <i>German Unification</i> ”

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Excerpts from various sources, including . . .	Frederic Morton, <i>Thunder at Twilight: Vienna 1913–1914</i> ; Alan Palmer, <i>Twilight of the Habsburgs</i>
Film	
Excerpts from . . .	<i>Battleship Potemkin, Strike, Madame Bovary</i>

Unit 8 Day by Day

Day 1. Political developments: unification in Germany and Italy.

Day 2. Survey of domestic political conditions and issues in France, the Hapsburg Empire, Russia, and Great Britain: conservative governments and liberal reforms. Class Activity: Students create *USA Today*-style graphs that demonstrate the growth of suffrage in England.

Day 3. Imperialism: map study; “judging” history; document/POV analysis of imperialism sources. European sense of supremacy. Discussion groups using primary sources.

Day 4. Late nineteenth-century European society: migration; portraits of the European middle class in art, literature, and statistics. Art, music, and literature before World War I (students choose works to analyze). Haussmann’s Paris and other imperial cities.

Day 5. Pre-World War I diplomacy and Bismarck’s alliances. Charts, discussion. Socialism: drawing the family tree.

Day 6. Test: objective (80 multiple-choice questions) and essay (1 question, 35 minutes). Curve packets due.

Unit 9. World War I and the Russian Revolution

[C1]

Textbook	Unit Readings
Kagan	Chapter 26
Palmer	Chapters 17 and 18
Primary Sources	
Readings from Sherman, Chapter 15	“V. I. Lenin, April Theses: The Bolshevik Opposition”; “Woodrow Wilson, The Fourteen Points”
Readings from BYU Web site	Willy-Nicky telegrams (www.lib.byu.edu/~rdh/wwi/1914/willynilly.html)
Excerpts from various sources, including . . .	V. I. Lenin, speeches; Alexandra Kollontai, <i>Communism and the Family</i> (maps); World War I packet of readings, including poetry, propaganda, diaries, and memoirs [C3]

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Secondary Sources	
Excerpts from various sources, including . . .	Charles L. Mee Jr., <i>The End of Order, Versailles, 1919</i> ; Robert K. Massie, <i>Castles of Steel</i> ; Orlando Figes, <i>People's Tragedy</i>
Film	
Excerpts from . . .	<i>Grand Illusion, Paths of Glory, October</i>

Unit 9 Day by Day

Day 1. Reasons for peace and prosperity in Europe.

Day 2. Failure of diplomacy; causes of WWI; short war expectations and optimism.

Day 3. Fighting the war: battles, weapons, home front protest, and support.

Day 4. The Treaty of Versailles: maps, analysis of the treaty, and comparison with the Vienna treaties following the Napoleonic Wars.

Day 5. The Russian Revolution: long-term and short-term causes, triggers. Comparison of the stages of the Russian Revolution with the French Revolution. (Unit 9 is tested with Unit 10, depending on where the grading period ends. A separate test and essay is given for Chapter 9 only if needed to balance grades for the grading period. At this point in the year I usually try to move to less frequent testing. It saves class time and allows for a more comprehensive type of testing that is closer to the AP Exam in style and pacing.)

Unit 10. Interwar Era and World War II

[C1]

Textbook	Unit Readings
Kagan	Chapters 27, 28, 29, and 30
Primary Sources	
Readings from Sherman, Chapter 17	“Benito Mussolini, The Doctrine of Fascism”; “Adolf Hitler, Mein Kampf”; “Guida Diehl, The German Woman and National Socialism [Nazism]”; “Joseph Stalin, Problems of Agrarian Policy in the USSR: Soviet Collectivization”
Excerpts from various sources, including . . .	George Orwell, “Looking Back on the Spanish War”; Constanca de la Mora, <i>In Place of Splendor: The Autobiography of a Spanish Woman</i> ; F. Scott Fitzgerald, <i>This Side of Paradise</i> ; Evgenia Semyonovna Ginzburg, <i>Into the Whirlwind</i> ; Neville Chamberlain and Winston Churchill, speeches; <i>New</i>

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	<i>York Times</i> facsimiles of Nazi-era articles	[C3]
Film		
Excerpts from . . .	<i>Triumph of the Will</i>	

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.

Unit 10 Day by Day

Day 1. Postwar extremism in Russia (USSR) and Italy; postwar France and England; evaluation of the successor states.

Day 2. The Spanish Civil War; Weimar Germany; the economics of fascism, communism, free-enterprise states, and the Great Depression.

Day 3. The rise of the Nazi regime; anti-Semitism.

Day 4. DBQ Exam (15 minutes for planning and 45 minutes for writing).

Day 5. Test: objective (80 multiple-choice questions) and oral essays. Curve packets due.

Unit 11. World War II, the Cold War, and Post-Cold War Europe to the Present

[C1]

Textbook	Unit Readings
Kagan	Chapters 29, 30, and 31
Primary Sources	
Readings from Sherman, Chapter 18	“B. N. Ponomaryov, <i>The Cold War: A Soviet Perspective</i> ”; “Jens Reich, <i>The Berlin Wall</i> ”; “Simone de Beauvoir, <i>The Second Sex</i> ”; “George F. Kennan, <i>Appeasement at Munich Attacked</i> ”; “A. J. P. Taylor, <i>The Origins of the Second World War: Appeasement Defended</i> ”
Excerpts from various sources, including . . .	Newspaper articles and newsreel items; concentration camp survivor accounts; Winston Churchill, Iron Curtain speech at Fulton, Missouri; Joseph Stalin, reply to Churchill, 1946; Nikita Khrushchev, <i>The Secret Speech: The Cult of Personality</i> and other speeches; Imre Nagy, <i>Last Message</i> (November 4, 1956); Mikhail Gorbachev, <i>Restructuring the Party’s Personnel Policy</i> ; Lyubov Sirota, <i>Chernobyl Poems</i>
Secondary Sources	
Readings from Sherman, Chapter 19	“John Lukacs, <i>The Short Century—It’s Over</i> ”; “Raymond L. Garthoff, <i>The End of the Cold War</i> ”; “Carol Skalnik Leff, <i>The Collapse of Communism in Eastern Europe</i> ”; “Robert J. Donia, <i>War in Bosnia and</i>

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.

	Ethnic Cleansing”
Excerpts from various sources, including . . .	Jean-Yves Potel, <i>The Promise of Solidarity</i> ; Nigel Harris, <i>The New Untouchables: Immigration and the New World Worker</i>
Film	
Excerpts from . . .	News footage, <i>Dr. Strangelove</i>

Unit 11 Day by Day

Day 1. Prewar diplomacy; military history of World War II.

Day 2. The War, selected topics: chronology, alliances, major battles, and the Holocaust.

Day 3. The Peace: wartime conferences, settlements, postwar economic stabilization. Students choose Cold War assignments for day 6 class.

Day 4. The Cold War: American and European perspectives (economics, society, and culture).

Day 5. The Cold War: Soviet life (politics, economy, regimes, society, and culture). Guest speaker.

Day 6. The Cold War experience in Western, Central, and Eastern Europe. Students research and film news reports of selected events of the Cold War (see “Student Activities” in this syllabus for a description of this class activity).

Day 7. Decolonization, postwar prosperity, and economic stagnation; American influence.

Day 8. The end of the Soviet empire, collapse of the USSR

Day 9. Post-Cold War topics: European Union history and future, Balkan issues, women and minorities, environmental interdependence, and security.

Day 10. Test: 100 multiple-choice questions.

Day 11. DBQ Exam (15 minutes for planning and 45 minutes for writing). Curve packets due.

Course Synthesis and Review for the AP European History Exam

This schedule leaves six unscheduled days before the AP Exam for review. Students complete an extensive review packet, mostly outside of class, but with some class time to check their progress and answer questions. Class time is spent reviewing concepts and brainstorming responses to free-response questions. I encourage students to identify concepts and material they do not understand. My time is spent working with small groups of students on those topics or other areas of concern.

Teaching Strategies

This is a large lecture course and, as such, the teaching strategies I use focus on giving students opportunities to “think-pair-share” in class, to write miniessays of 50 words or so reacting to provocative statements, and to do short role-play simulations. The goal is to include one break to the monotony of lecture in each class.

Students must complete a summer reading assignment on the Middle Ages before the course begins. They also receive maps to familiarize themselves with European geography and nations.

On the first day of class I give each student a European Studies Student Toolkit, a collection of study guides and exam preparation materials they will use throughout the course. The Toolkit contains:

- Essay organization diagram for free-response questions
- Excerpt from the 3rd edition of Richard Marius’s *A Short Guide to Writing about History* (New York: Longman, 1999)
- Essay tasks for AP Exam free-response questions
- List of directive terms used in free-response questions (from the *AP European History Course Description*)
- Reminders for answering timed essay questions
- Essay frame
- Generic free-response scoring guidelines
- Generic core-structure scoring guidelines
- Guidelines for responding to a DBQ
- Test packet for a DBQ (excerpted from an AP Released Exam)
- “Student Instructions for the DBQ” (a copy of the official instructions students will receive in their AP Exam booklets in May)
- Generic DBQ scoring guidelines (this is a form I created based on the forms given to Readers at the AP Reading)

- Generic DBQ core-scoring guidelines (students are allowed to use these guidelines when they write their first several essay responses to DBQs and free-response questions)

Student Evaluation

Quizzes are given daily on virtually all of the reading assignments and count as one-half of the students' six-weeks' grade. Occasional outside-of-class assignments may also count as daily grades. These are graded on a 10-point scale but often have up to 12 or 15 questions to give students some leeway.

Tests are averaged and count as one-half of the six-weeks' grade. At least two (usually three) tests are given every six weeks. Test formats are objective (multiple choice), free-response questions (called essay tests in the Course Planner), and DBQs. [C4]

Most objective tests consist of 80 to 85 multiple-choice questions and a 35-minute essay question, and are timed to approximate the time allowed on the AP Exam. Occasionally, due to time constraints, the essay question and DBQ part of a test are given on a different day than the multiple-choice part.

The **DBQ** part of each test is composed of a 15-minute planning period and a 45-minute writing period. Students may not begin formally writing their responses during the planning period; they may only plan. This is the same timing they will experience during the AP Exam. I stop students after 15 minutes and take approximately 3 minutes to ask them to check whether their planning (1) responds to all of the tasks specified by the essay prompt, (2) includes at least four or five groupings of documents, and (3) identifies point of view for most of the documents. This is meant to help students recognize that the planning period is a good start but that they probably need several more minutes to plan before beginning to write their responses. [C4]

Oral essays are based on a list of essay questions that has been created for a unit exam. The list usually covers two to three textbook chapters and outside primary and secondary source readings. The questions are printed on slips of paper. I have a numbered list of all the questions, a timer, and index cards. [C2, C3]

Students draw for the order in which they will answer their oral essay question. When they draw a slip, they have up to one minute to silently read the essay question on it and decide whether to accept that question or draw another one. Students who decide to reject their first selection must accept the next slip they draw, and they may not elect to answer their first selection. After accepting a question, students have three minutes to write notes (or a thesis) for the essay on one side of an index card, which also

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).

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.

includes their name and the question number from the slip. During this preparation period, the next student in line selects a slip. The first student returns to where I am sitting and has three minutes to give me an answer to the question while the next student in line prepares an answer.

Students sometimes need to pause to collect their thoughts, but they usually get through the three minutes as well as they would a written essay. I may try to give students who get completely stalled a prompt, which often puts them at ease enough to continue. I take notes on each student's major points and omissions to help me when assigning grades later. While I do not grade on the spot, I usually write a score range on a 10-point scale (e.g., 8–8.5). The students and teachers I have shared this evaluation tool with over the years have all expressed initial reservations, but over time it has become a popular tradition with my students.

Curve packets are accepted before students begin to take a test. Unit tests are designed to be at least as long and rigorous as the AP European History Exam, and most students answer no more than 70 to 80 percent of the questions correctly. Most tests have significant curves, which students earn by turning in the completed terms and concepts sheets that correspond to each assigned reading they receive at the beginning of each unit. While their contents vary, all curve packets include students' handwritten responses to unit terms and/or outlines; questions about readings, notations, and/or APPARTS for assigned primary and secondary sources; and charts that pertain to the unit (e.g., characteristics, similarities, and differences between absolute monarchs, schools of art, etc.). Well-completed terms and concepts sheets demonstrate a student's effort and therefore earn eligibility for the test curve, which most students find to be indispensable in maintaining a high grade point average.

Curve packets are graded as complete or incomplete, and therefore eligible or not eligible for the test curve, which is usually in the 10- to 15-point range. Curves on multiple-choice tests can be the equivalent of as much as a full letter grade or more. Analyses of primary source materials, charts, and maps are usually part of the curve packet as well. [C4]

I call all parents of students who do not earn the curve on the first few tests and share with them the difference between the earned score and what the curved score would have been.

The midterm exam is a requirement of the European Studies course and students may not be exempted from it. It is comprehensive for all material covered during the first semester.

The final exam is a performance-based evaluation that helps students review and synthesize their learning from the entire year. It consists of a variety of written exercises and cooperative group activities that also help students prepare for the AP European History Exam. This format is designed

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).

as a practical response to the considerable demands on students' time at the end of the year.

The AP European History Exam is comprehensive, covering material from the entire school year. Students who are enrolled in the AP European History course are expected to take the AP European History Exam. Class time is allotted for review, and many students participate in informal study group review sessions and take a practice test, which is also scheduled outside of school hours.