

AP[®] European History

Syllabus 4

Course Overview

The objective of the course is to increase students' understanding and appreciation of European history while helping each student succeed on the AP[®] European History Exam. The course is divided into two semesters: (1) the Later Middle Ages through the French Revolution, and (2) the Industrial Revolution to the present. Areas of concentration include historical, political, and economic history coupled with an intense study of cultural and intellectual institutions and their development. These areas are studied from a variety of perspectives with the hope of providing a balanced view of history.

[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.

This course is taught at the college level. The major difference between a regular high school history course and a college-level history course is the greater amount of reading and the depth of focus that is found in the college-level course. Moreover, the AP curriculum demands higher-order thinking skills within a rigorous academic context. Thus, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts.

[C2, C3]

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

Course Outline

- Introduction and the Later Middle Ages (1 week)
- Unit 1. The Renaissance—includes humanism, the rise of the New Monarchs, and the age of exploration (3 weeks)
- Unit 2. The Reformation and Religious Wars (2 weeks)
- Unit 3. The Age of Absolutism and Constitutionalism (4 weeks)
- Unit 4. The Eighteenth Century—includes the Scientific Revolution, the Enlightenment, and economics and society (4 weeks)

- Unit 5. The French Revolution and Napoleonic Era (1 week)
- Unit 6. The Industrial Revolution (2 weeks)
- Unit 7. Politics from 1815 to 1848 and Nineteenth-Century Society (2 weeks)
- Unit 8. Unification, the Age of Mass Politics, and Imperialism (3 weeks)
- Unit 9. World War I and the Interwar Period (2 weeks)
- Unit 10. The Rise of Dictatorships and World War II (3 weeks)
- Unit 11. 1945 to the Present (1 week)
- Unit 12. AP European History Exam Review (3 weeks) [C1]

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.

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Course Planner

The Course Planner is only a guideline, as real life often dictates the need for flexibility. The amount of class discussion time that is spent on the supplementary readings depends on the extent to which the lecture material is completed. Certain reading assignments and an occasional practice DBQ may be cancelled if we fall behind. The principle textbook for the course:

McKay, John P., Bennett D. Hill, and John Buckler. *A History of Western Society: Since 1300*. 7th ed. Boston: Houghton Mifflin, 2002.

Supplementary source readings:

Kishlansky, Mark A., ed. *Sources of the West: Readings in Western Civilization*. 3rd ed. 2 vols. New York: Longman, 1998.

Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue, eds. *Sources of the Western Tradition*. 2 vols. 4th ed. Boston: Houghton Mifflin, 1999.

Rumsey, Thomas R. *Men and Women of the Renaissance and Reformation, 1300–1600*. Wellesley Hills, Mass.: Independent School Press, 1981.

Sherman, Dennis, ed. *Western Civilization: Sources, Images, and Interpretation, from the Renaissance to the Present*. 2nd ed. Boston: Houghton Mifflin, 1995.

Weisner, Merry E., Julius R. Ruff, and William Bruce Wheeler. *Discovering the Western Past: A Look at the Evidence*. 2 vols. 3rd ed. Boston: Houghton Mifflin, 1997.

First Semester

Introduction and the Later Middle Ages

Week 1

Tues.	Introduction to the course
Wed.	McKay: Chapter 12, “The Crisis of the Later Middle Ages” Lecture: From Antiquity to the Middle Ages
Thurs.	Homework: “Christine de Pisan, The City of Ladies”—Perry “A Merchant of Paris, On Love and Marriage”—Perry (answer questions 2–6 for both readings) [C3] Lecture: The Crisis of the Later Middle Ages

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Unit 1. The Renaissance

Fri.	McKay: Chapter 13, "European Society in the Age of the Renaissance" Lecture: Renaissance Economics and Politics
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Week 2

Mon.	Homework: "Professor Burckhardt and the Renaissance"—Rumsey (write a one-page précis) [C2] "Baldassare Castiglione's <i>The Courtier</i> "—Weisner (write a half-page précis) Lecture: Humanism
Tues.	Homework: "Niccolò Machiavelli, <i>The Prince</i> (1513)"—Kishlansky (answer questions 1–6) "Dante Alighieri, <i>The Divine Comedy</i> "—Perry (answer questions 1–2) [C3] Lecture: Italian Renaissance Art: Painting [C3]
Wed.	Homework: "Petrarch: The Father of Humanism"—Perry "Leonardo Bruni: Study of Greek Literature and a Humanist Educational Program"—Perry "Pico della Mirandola, Oration on the Dignity of Man"—Perry (answer questions 1–4 for all three readings) Lecture: Italian Renaissance Art: Sculpture and Architecture
Thurs.	Lecture: Northern Renaissance and Christian Humanism: Erasmus, More, Rabelais, Montaigne
Fri.	Homework: "Desiderius Erasmus, <i>In Praise of Folly</i> (1509)"—Kishlansky "Sir Thomas More, <i>Utopia</i> (1516)"—Kishlansky (answer all questions for both readings) [C3]

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Week 3

Mon.	Homework: "François Rabelais, <i>Gargantua and Pantagruel</i> "—Perry (answer this question: In what ways did the curriculum recommended by Gargantua reflect the ideas of the Renaissance humanists?) Lecture: Northern Renaissance Art
Tues.	McKay: Chapter 15 (Part II), "European Expansion" (pp. 502-23) Lecture: Northern Renaissance Art (continued)
Wed.	Lecture: The New Monarchs
Thurs.	Lecture: The Age of Discovery: Conquerors and the Conquered
Fri.	Geography Exam: Map of Europe [C3] Presentation: Free-Response Essay Writing Tips

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Week 4

Mon.	Homework: Practice with free-response question I Activity: Peer review of the free-response question responses (read-arounds) (see “Teaching Strategies” in this syllabus for a description of the class activity)
Tues.	Homework: Practice free-response question II Activity: Peer review of the free-response question responses (read-arounds)
Wed.	Review for the unit exam
Thurs.	Unit 1 Exam (multiple-choice and free-response questions)
Fri.	Review the unit exam

Unit 2. The Reformation and Religious Wars

Week 5

Mon.	McKay: Chapter 14, “Reform and Renewal in the Christian Church” Lecture: The Folly of the Renaissance Popes and the Disintegration of the Medieval Church
Tues.	Homework: “Thomas à Kempis, <i>The Imitation of Christ</i> ”—Perry (answer questions 1–2) [C3] Lecture: Pre-Luther Reform Movements, the Gutenberg Revolution, Christian Humanism’s Impact [C2]
Wed.	Lecture: The Protestant Reformation: Luther and Calvin, the Hapsburg Resistance to Protestantism
Thurs.	Homework: “Martin Luther, <i>The Freedom of a Christian</i> (1520) and <i>Marriage and Celibacy</i> (1566)”—Kishlansky (answer questions 1–8) “John Calvin, <i>Institutes of Christian Religion</i> (1534) and <i>Catechism</i> (ca. 1540)”—Kishlansky (answer questions 1–8) [C3] Lecture: The English Reformation
Fri.	Homework: “ <i>The Twelve Articles of the Peasants of Swabia</i> (1524) and Martin Luther, <i>Admonition to Peace</i> (1525)”—Kishlansky (answer questions 1–5) “Canons and Decrees of the Council of Trent”—Perry “Saint Ignatius Loyola, <i>The Spiritual Exercises</i> ”—Perry (answer questions 1–4 for both Perry readings) Lecture: The Catholic (Counter) Reformation

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Week 6

Mon.	McKay: Chapter 15 (Part I), “The Age of Religious Wars” (pp. 487–502)
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	Homework: "Henry IV, <i>The Edict of Nantes</i> (1598)"—Kishlansky (answer questions 1–5) Lecture: Wars of Religion
Tues.	Homework: "Cardinal Richelieu, <i>The Political Testament</i> (1638)"—Kishlansky (answer questions 1–5) "Hans von Grimmelshausen, <i>Simplicissimus</i> (1669)"—Kishlansky (answer questions 1–5) [C3] Lecture: Wars of Religion (continued)
Wed.	Review for the unit exam
Thurs.	Unit 2 Exam (multiple-choice and free-response questions)
Fri.	Review the unit exam

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Unit 3. The Age of Absolutism and Constitutionalism

Week 7

Mon.	McKay: Chapter 16, "Absolutism and Constitutionalism in Western Europe (ca. 1589–1715)" Lecture: The Development of Absolutism in Western Europe [C2]
Tues.	Lecture: The Age of Louis XIV
Wed.	Homework: Weisner, Chapter 14, pp. 324-50 (answer the questions on Louis XIV) Lecture: The Wars of Louis XIV
Thurs.	Lecture: The Wars of Louis XIV (continued)
Fri.	Homework: "Thomas Hobbes, <i>Leviathan</i> (1651)"—Kishlansky (answer questions 1–5) "James I, True Law of Free Monarchies and A Speech to Parliament"—Perry (answer questions 1–2) "Conrad Russell, <i>The Causes of the English Civil War</i> "—Sherman [C2] Lecture: The English Civil War

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Week 8

Mon.	Homework: "The English Declaration of Rights"—Perry (answer questions 1–2) Lecture: The Glorious Revolution
Tues.	Lecture: The Glorious Revolution (continued)
Wed.	McKay: Chapter 17, "Absolutism in Eastern Europe to 1740" Lecture: The Fall of Three Empires: Holy Roman, Poland, and Ottoman; the Rise of the Austrian Empire
Thurs.	Lecture: The Fall of the Three Empires (continued)
Fri.	Lecture: The Rise of Prussian and Russian Absolutism [C2]

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Week 9

Mon.	Homework: Multiple-choice review set I Activity: Review for the midterm exam, Jeopardy style (see “Teaching Strategies” in this syllabus for a description of the class activity)
Tues.	Homework: Complete teacher-created practice multiple-choice test Activity: Review for the midterm exam, Jeopardy style
Wed.	Homework: Complete teacher-created practice multiple-choice test Activity: Review free-response question themes for the midterm exam
Thurs.	Midterm Exam: Units 1–3 (multiple-choice and free-response questions)
Fri.	Review the midterm exam

End of the First Quarter

Week 10

Mon.	Activity: Introduction to document-based question (DBQ) writing
Tues.	Homework: DBQ practice exam (2004-B, Pilgrimage of Grace) Activity: Peer review of the DBQ responses (read-arounds)
Wed.	Homework: DBQ practice exam (2000, Festivals) Activity: Peer review of the DBQ responses (read-arounds)
Thurs.	DBQ Exam (2004, Attitudes Toward “the Poor”)
Fri.	Review the DBQ exam McKay: Chapter 18, “Toward a New World-View” Lecture: The Scientific Revolution

Unit 4. The Eighteenth Century

Week 11

Mon.	Homework: “Nicolaus Copernicus, On the Revolutions of the Heavenly Spheres”—Perry “Cardinal Bellarmine, Attack on the Copernican Theory”—Perry “Galileo Galilei, The Starry Messenger”—Perry “Galileo Galilei, Letter to the Grand Duchess Christina”—Perry “Francis Bacon, Refutation of Philosophies”—Perry “William Harvey, The Motion of Heat and Blood in Animals”—Perry (answer all questions related to
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	these six readings) [C3] Lecture: Impact of the Scientific Revolution on Society
Tues.	Veterans Day (no school)
Wed.	Homework: "René Descartes, <i>Discourse on Method</i> (1637)"—Kishlansky (answer questions 1–5) "Isaac Newton, <i>Principia Mathematica</i> "—Perry (answer questions 1–4) Lecture: The Enlightenment
Thurs.	Homework: "John Locke, <i>The Second Treatise Concerning Government</i> "—Kishlansky (answer questions 1–5) "Immanuel Kant, What Is Enlightenment?"—Perry (answer questions 1–3) "Thomas Jefferson, Declaration of Independence"—Perry (answer questions 1–2) Lecture: Classical Liberalism
Fri.	Homework: "Adam Smith, <i>The Wealth of Nations</i> (1776)"—Kishlansky (answer questions 1–5) "John Locke, Essay Concerning Human Understanding"—Perry "John Locke, Some Thoughts Concerning Education"—Perry "Claude Helvétius, <i>Essays on the Mind and A Treatise on Man</i> "—Perry "Jean Jacques Rousseau, <i>Émile</i> "—Perry (answer questions 1–7 for the four Perry readings) Lecture: The Enlightenment and Society

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Week 12

Mon.	Homework: ["Voltaire, <i>Candide</i> (1759)"—Kishlansky "Jean Jacques Rousseau, <i>The Social Contract</i> (1762)"—Kishlansky "Montesquieu, <i>Spirit of the Laws</i> (1748)"—Kishlansky (answer all 16 questions related to these three readings) [C3] Lecture: The Philosophes
Tues.	Homework: "Voltaire, A Plea for Tolerance and Reason"—Perry (answer questions 1–4) "Thomas Paine, The Age of Reason"—Perry "Baron d'Holbach, Good Sense"—Perry (answer questions 1–2) Lecture: The Philosophes (continued)
Wed.	Homework: "Denis Diderot, Encyclopedia"—Perry (answer questions 1–4) Lecture: The Later Enlightenment and the Challenge of

	Romanticism
Thurs.	Lecture: Enlightened Despotism
Fri.	McKay: Chapter 19, "The Expansion of Europe in the Eighteenth Century" Lecture: The Agricultural Revolution, Population Explosion, and the Cottage Industry

Week 13

Mon.	Lecture: The Atlantic Economy in the Seventeenth and Eighteenth Centuries, and the Colonial Wars
Tues.	McKay: Chapter 20, "The Changing Life of the People" Lecture: Life in the Eighteenth Century
Wed.	Thanksgiving Holiday (no school)
Thurs.	Thanksgiving Holiday (no school)
Fri.	Thanksgiving Holiday (no school)

Week 14

Mon.	Homework: DBQ practice exam (1993, Renaissance Education)
Tues.	Discuss the practice DBQ exam and review for the DBQ and unit exams
Wed.	DBQ Exam (1998, Gin Act)
Thurs.	Unit 4 Exam (multiple-choice and free-response questions)
Fri.	Review the DBQ and unit exams

Unit 5. The French Revolution and Napoleonic Era

Week 15

Mon.	McKay: Chapter 21, "The Revolution in Politics, 1775–1815" Lecture: The Age of Montesquieu (1789–91): National Assembly and Legislative Assembly
Tues.	Homework: "Abbé de Sieyès, <i>What Is the Third Estate?</i> (1789)"—Kishlansky (answer questions 1–5) "The Declaration of the Rights of Man (1789) and Olympe de Gouges, <i>The Declaration of the Rights of Woman</i> (1791)"—Kishlansky (answer questions 1–6) "Edmund Burke, <i>Reflections on the Revolution in France</i> (1790)"—Kishlansky (answer questions 1–5) [C3] Lecture: The Age of Rousseau (1791–99): The National Convention and Robespierre
Wed.	Lecture: Thermidor and the Directory
Thurs.	Lecture: Napoleon: The Age of Voltaire (1799–1815)
Fri.	Lecture: Napoleon: Empire and Fall

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Unit 6. The Industrial Revolution

Week 16

Mon.	McKay: Chapter 22, "The Revolution in Energy and Industry" Lecture: The Industrial Revolution
Tues.	Homework: "Thomas R. Malthus, On the Principle of Population"—Perry (answer questions 3–6) Lecture: The Industrial Revolution in Continental Europe
Wed.	Lecture: Social Implications of the Industrial Revolution
Thurs.	Review for the units exam
Fri.	Units 5 and 6 Exam (multiple-choice and free-response questions)

Winter Break

Week 17

Mon.	Review the units exam
Tues.	McKay: Chapter 23, "Ideologies and Upheavals, 1815-50" Lecture: The Congress of Vienna and Conservatism
Wed.	Homework: "Karlsbad Decrees"—Perry (answer questions 3–4) "J. S. Mill, <i>On Liberty</i> (1859)"—Kishlansky (answer questions 1–5) Lecture: Liberalism and the Revolutions of 1830 and 1848
Thurs.	Homework: "Pierre Proudhon, <i>What Is Property?</i> (1840) and <i>The Great Charter</i> (1842)"—Kishlansky (answer questions 1–10) "Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> (1848)"—Kishlansky (answer questions 1–5) Lecture: Nationalism and the Revolutions of 1830 and 1848
Fri.	Homework: "Giuseppe Mazzini, Young Italy"—Perry "Alexis de Tocqueville, <i>Recollections</i> "—Perry "Carl Schurz, <i>Reminiscences</i> "—Perry (answer questions 1–6 for these three readings) Lecture: Romanticism and Socialism

Week 18

Mon.	review for the final exam this week Homework: Multiple-choice review set I Quiz 1: Unit 1 (identification and fill-in-the-blank)
Tues.	Homework: Multiple-choice review set II

	Quizzes 2 and 3: Units 1 and 2 (identification and fill-in-the-blank)
Wed.	Homework: Multiple-choice practice test I Quizzes 4 and 5: Units 2 and 3 (identification and fill-in-the-blank)
Thurs.	Homework: Multiple-choice practice test II Quizzes 6 and 7: Units 3 and 4 (identification and fill-in-the-blank)
Fri.	Homework: Multiple-choice practice test III Quizzes 8 and 9: Units 4 and 5 (identification and fill-in-the-blank)

Week 19

Mon.	Martin Luther King, Jr. Day (no school)
Tues.	Homework: Multiple-choice practice test IV Quizzes 9 and 10: Unit 6 and “Periods” (identification and fill-in-the-blank)

Final Exam: Units 1–6 (80 multiple-choice questions, 1 free-response question)

Second Semester

Unit 7. Politics from 1815 to 1848 and Nineteenth-Century Society

Week 1

Mon.	Day between semesters (no school)
Tues.	Review the final exam
Wed.	McKay: Chapter 24, “Life in the Emerging Urban Society” Lecture: The Second Industrial Revolution
Thurs.	Homework: “Sir Edwin Chadwick, <i>Inquiry into the Condition of the Poor</i> (1842)”—Kishlansky (answer questions 1–6) Lecture: Urbanization
Fri.	Homework “Charles Darwin, <i>The Descent of Man</i> (1871)”—Kishlansky (answer questions 1–4) “Sigmund Freud, <i>The Interpretation of Dreams</i> (1899)”—Kishlansky (answer questions 1–5) [C3] Lecture: Social Structure and the Changing Family in the Nineteenth Century

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Week 2

Mon.	Lecture: Romanticism, Realism, and Impressionism in Art
Tues.	Lecture: Fin-de-Siècle, Philosophy, and Science
Wed.	Homework: “Émile Zola, <i>The Experimental Novel</i> ”—Perry “Charles Dickens, <i>Hard Times</i> ”—Perry (answer questions 2–4 for both readings) Activity: Review for the DBQ and unit exams
Thurs.	DBQ Exam (2002, Industrial Revolution)
Fri.	Unit 7 Exam (multiple-choice and free-response questions)

Unit 8. Unification, the Age of Mass Politics, and Imperialism

Week 3

Mon.	Lincoln’s Birthday (no school)
Tues.	Review the DBQ and unit exams
Wed.	McKay: Chapter 25, “The Age of Nationalism, 1850–1914” Lecture: The Second French Empire and the Crimean War
Thurs.	Lecture: The Unification of Italy
Fri.	Lecture: The Unification of Germany

Week 4

Mon.	Presidents’ Day (no school)
Tues.	Homework: “Emmeline Pankhurst, <i>Why We Are Militant</i> ”—Perry (answer questions 3–4 and write a half-page précis) Lecture: The Age of Mass Politics (1871–1914): Great Britain and France
Wed.	Lecture: The Age of Mass Politics (1871–1914): Germany and Austria-Hungary
Thurs.	McKay: Chapter 26, “The West and the World” Lecture: Causes of the “New Imperialism”
Fri.	Lecture: Imperialism in Africa and Asia

Week 5

Mon.	Homework: “J. A. Hobson, <i>Imperialism</i> (1902)”—Kishlansky “Cecil Rhodes, <i>Confession of Faith</i> (1877)”—Kishlansky “Rudyard Kipling, <i>The White Man’s Burden</i> (1899)”—Kishlansky (answer all questions related to these three readings) [C3] Lecture: Imperialism (continued)
Tues.	Review for the DBQ exam
Wed.	DBQ Exam (1998, German Nationalism)

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Thurs.	Review the DBQ exam and review for the unit exam
Fri.	Unit 8 Exam (multiple-choice and free-response questions)

Unit 9. World War I and the Interwar Period

Week 6

Mon.	Review the unit exam
Tues.	McKay: Chapter 27, "The Great Break: War and Revolution" Lecture: Causes of World War I
Wed.	Homework: "Heinrich von Treitschke, The Greatness of War"— Perry (answer questions 1–4) "Erich Maria Remarque, All Quiet on the Western Front"—Perry (answer questions 1–3) Lecture: The Great War
Thurs.	Lecture: European Society during World War I
Fri.	Homework: "Woodrow Wilson, <i>The Fourteen Points</i> (1918)"— Kishlansky (answer questions 1–5) Lecture: The Versailles Treaty and Consequences of the War

Week 7

Mon.	Homework: "Alexander II and Prince Kropotkin, <i>The Emancipation of the Serfs</i> (1861)"—Kishlansky "Prince Peter Kropotkin, <i>Memoir</i> "—Kishlansky (answer questions 1–4 for the two Kropotkin readings) "V. I. Lenin, <i>What Is to Be Done?</i> (1902)"—Kishlansky (answer questions 1–5) "The Kishinev Pogrom, 1903"—Perry "Theodor Herzl, <i>The Jewish State</i> "—Perry (answer questions 6–7 for both Perry readings) Lecture: Russian Politics and Society, 1815–1917
Tues.	Homework: "N. N. Sukhanov, <i>Trotsky Arouses the People</i> "— Perry "V. I. Lenin, <i>The Call to Power</i> "—Perry (answer questions 1–3 for the Sukhanov and Lenin readings) "Proclamation of Kronstadt Rebels"—Perry (answer question 1) Lecture: Causes of the Russian Revolution
Wed.	Lecture: Results of the Russian Revolution
Thurs.	McKay: Chapter 28, "The Age of Anxiety" Lecture: Modern European Thought
Fri.	Homework: "Jean-Paul Sartre, <i>Existentialism</i> (1946)"— Kishlansky (answer questions 1–5)

	<p>“Paul Valéry, Disillusionment”—Perry (answer question 1)</p> <p>“Friedrich Nietzsche, Birth of Tragedy, The Will to Power, and The Antichrist”—Perry (answer questions 1–6) [C3]</p> <p>Lecture: European Politics in the 1920s and the Great Depression</p> <p>Review for the unit exam</p>
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Unit 10. The Rise of Dictatorships and World War II

Week 8

Mon.	Unit 9 Exam (multiple-choice and free-response questions)
Tues.	Review the unit exam
Wed.	McKay: Chapter 29, “Dictatorships and the Second World War” Lecture: Totalitarianism in Russia: Lenin and Stalin
Thurs.	Homework: “Alexander Solzhenitsyn, <i>One Day in the Life of Ivan Denisovich</i> (1962)”—Kishlansky (answer questions 1–5) “Joseph Stalin, Liquidation of the Kulaks”—Perry “Lev Kopelev, Terror in the Countryside”—Perry (answer questions 1–3 for both Perry readings) Lecture: Totalitarianism (continued)
Fri.	Lecture: Fascism in Italy

Week 9

Mon.	Homework: “Benito Mussolini, <i>Fascist Doctrine</i> (1932)”—Kishlansky “Adolf Hitler, <i>Mein Kampf</i> (1923)”—Kishlansky (answer all questions related to both readings) [C3] Lecture: Fascism (continued)
Tues.	Lecture: Nazi Germany
Wed.	Homework: “Neville Chamberlain, In Defense of Appeasement”—Perry (answer questions 1–3) “Winston Churchill, A Disaster of the First Magnitude”—Perry (answer questions 4–6) Lecture: Nazi Germany (continued)
Thurs.	Lecture: The Road to War
Fri.	Lecture: The World at War

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*End of the Third Quarter
Spring Break
Begin studying for the AP European History
Exam! Do Practice tests I–V.*

Unit 11. 1945 to the Present

Week 10

Mon.	Lecture: Results of World War II Review for the DBQ exam
Tues.	DBQ Exam (1999, Russian Revolution)
Wed.	Review the DBQ exam McKay: Chapter 30, “Cold War Conflicts and Social Transformations, 1945–1985” Lecture: The Cold War, 1945-68
Thurs.	Homework: “Charter of the United Nations (1946)”—Kishlansky (answer questions 1–5) [C3] “Winston Churchill, <i>The Iron Curtain</i> (1946)”—Kishlansky (answer questions 1–5) Lecture: De-Stalinization and Re-Stalinization: Khrushchev and Brezhnev
Fri.	Homework: “George Kennan, Containing the Soviet Union”—Perry (answer questions 3–5) “Nikita Khrushchev, Khrushchev’s Secret Speech”—Perry (answer questions 1–3) Lecture: Decolonization after World War II

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Week 11

Mon.	McKay: Chapter 31, “Revolution, Reunification, and Rebuilding, 1985 to the Present” Homework: Multiple-choice practice tests I–V Lecture: The Cold War, 1968-91
Tues.	Lecture: European Unity, 1946 to the Present
Wed.	Homework: “Simone de Beauvoir, <i>The Second Sex</i> (1949)”—Kishlansky (answer questions 1–5) Lecture: European Society in the Postwar Era
Thurs.	Homework: “Vaclav Havel, <i>Living in Truth</i> (1986)”—Kishlansky “Lech Walesa, <i>A Way of Hope</i> (1987)”—Kishlansky “Mikhail Gorbachev, <i>Perestroika</i> (1987)”—Kishlansky “Francis Fukuyama, <i>The End of History?</i> (1989)”—Kishlansky (answer all questions related to these four readings) [C3]

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	Lecture: The 1990s and Beyond
Fri.	Lecture: The Role of Nationalism in Post-1945 Europe Review for the DBQ and unit exams

Unit 12. AP Exam Review

Week 12

Mon.	DBQ Exam (2003, Burgfrieden)
Tues.	Unit 11 Exam (multiple-choice and free-response questions)
Wed.	Review the DBQ and unit exams
Thurs.	AP Exam Review: The Renaissance Quiz: Periods and Dates (identification and fill-in-the-blank)
Fri.	AP Exam Review: The Reformation Quiz: Periods and Dates (identification and fill-in-the-blank)

Week 13

Mon.	Homework: 1984 AP Released Exam, multiple-choice section AP Exam Review: New Monarchs, Absolutism, and Constitutionalism
Tues.	Homework: Practice DBQ (2000-B, Mussolini) AP Exam Review: The Scientific Revolution and the Enlightenment
Wed.	Homework: 1988 AP Released Exam, multiple-choice section Review the practice DBQ AP Exam Review: The French Revolution and Napoleon
Thurs.	Homework: Practice DBQ (2001, Greek Independence) AP Exam Review: The Agricultural Revolution and the Industrial Revolution
Fri.	Homework: 1994 AP Released Exam, multiple-choice section AP Exam Review: The Nineteenth Century: Conservatism, Liberalism, Nationalism

Week 14

Mon.	Homework: 1999 AP Released Exam, multiple-choice section AP Exam Review: Unification, the Age of Mass Politics, Application of Socialism in the Nineteenth Century
Tues.	Homework: Practice DBQ (2003-B, Marshal Pétain) AP Exam Review: The Twentieth Century, 1914-45
Wed.	Homework: 2004 Released Exam, multiple-choice section AP Exam Review: The Twentieth Century, 1945 to the Present Review the practice DBQ
Thurs.	AP Exam Review: Anything and Everything

Teaching Strategies

My approach to teaching the course is fairly traditional. Most days consist of lectures and discussions. I use a SMART Board™ (an electronic white board that is connected to my computer) to teach the entire course with PowerPoint presentations. In addition to using an outline format, these presentations contain a huge number of images—maps, art, political cartoons, tables, and graphs—that help students develop skills in analyzing visual stimuli. I also use short movie clips from time to time. [C3]

The AP European History curriculum is extensive, so I choose to emphasize broad themes and make connections to various historical periods. [C1, C2]

I do not try to cover every last little detail in the curriculum; AP students are capable of mastering these facts on their own using the textbook readings, homework assignments, study guides, and lecture outlines I provide.

I frequently use free-response questions from previous AP European History Exams to illuminate these themes. The AP Exam is a strong motivator in my course. I believe it is an outstanding test that requires mastery of historical material and excellent analytical and writing skills, all of which students will need to succeed in college.

We do several exercises in class to help students develop the skills they will need for the AP Exam and college history courses.

- Read-arounds are one of the most valuable in-class activities we do several times a year. The procedure is fairly simple. I assign a free-response question for homework and tell my students that they are to take no more than 35 minutes to write their responses. I reassure them that their essays will not count as an exam grade but rather as a homework assignment that will be graded as either complete or incomplete. This helps prevent them from spending countless hours trying to write the “perfect” essay. The next day I hand out scoring guidelines and instruct students on how to score their essays using the standard nine-point scale. Students exchange essays and score them. On average, a student will score about four essays during class. I save the last 10 to 15 minutes for debriefing. This activity not only helps students see the essays from an AP Reader’s perspective, it also helps them internalize the scoring guidelines. This activity works well for DBQs, too. Every year students tell me that peer assessment is among the most effective activities we do in the course. [C3, C4]
- European History Jeopardy is another exercise that students tell me is a highly effective review activity. I obtained a PowerPoint Jeopardy template from a teacher on the AP European History

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.

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

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).

Electronic Discussion Group on AP Central® and modified it for my course. Each game has two rounds and each round has 30 questions. Including Final Jeopardy, students see 61 questions. This activity works well for reviewing for unit or midterm exams. I tend not to use Jeopardy in the weeks prior to the AP European History Exam, however, because I prefer to focus on free-response question themes. By this point in the school year, students should have the basic facts well in hand.

- My philosophy for post-AP European History Exam activities is simple: since I have put my students through an eight-month boot camp in European history, the last month of the school year should be more fun and relaxing. Students have plenty to do in preparing for the culmination of their five other courses. So, for the remainder of the school year after the AP Exam, my students watch and discuss historical movies. My choices vary from year to year, but I like to show students great movies that they might not otherwise watch, such as *Luther*, *Lawrence of Arabia*, *Dr. Zhivago*, and *A Man for All Seasons*.

Student Evaluation

Grades are based on free-response and DBQ exams (both of which are also called essay exams), multiple-choice exams, homework, and quizzes.

Grade Categories	Percent of Grade
Essay exams	31.7%
Multiple-choice exams	31.7%
Homework	31.6%
Quizzes	5.0%

Grading Scale

A = 90–100%
 B = 80–89%
 C = 70–79%
 D = 60–69%
 F = 0–59%

Exams

Exams are rigorous because they are intended to challenge students at the AP Exam level. Moreover, they are designed to give students frequent experience with the types of multiple-choice questions, free-response [C4] questions, and document-based questions that appear on the AP European History Exam. Frequent exams also ensure that students read the textbook and supplementary readings, consistently check for understanding, and take copious notes that are thorough and well organized.

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).

Students take a total of six exams during the first semester; each consists of multiple-choice and free-response (essay) questions. The first semester midterm exam and final exam are cumulative. Students also take two DBQ exams during the first semester.

[C4]

Two of their multiple-choice exam scores and two of their essay exam scores are dropped during the first semester. Fewer exams are given during the second semester, though preparation for the AP Exam is extensive.

Students who are legitimately absent on a test day must make up the test on the day they return to class. If a student is absent for an extended period of time, an appointment for making up the test must be made. Complete loss of credit for an exam may result if the exam is not completed in a timely fashion. Make-up exams are usually different from the exams given on the day of the test.

Quizzes

Quizzes are a combination of identification and fill-in-the-blank questions that are designed to review essential material that students must master if they are going to succeed on the unit exams.

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).