



Syllabus 1 Contents

Curricular Requirements	ii
AP European History	1
Materials and Assignments.....	1
Outline of Course Materials and Resources.....	1
Unit I: A Society Awakens, 1450 – 1556.....	2
Unit II: The Age of Religious Tension, 1556 – 1648.....	3
Unit III: Society in Transition, 1648 – 1750.....	5
Unit IV: An Age of Revolution, 1750 – 1815.....	6
Unit IV ½: Introduction to the Age of Isms, 1815 – 1830.....	7
Unit V: An Age of Change, 1830 – 1871.....	8
Unit VI: An Age of Questioning, 1871 – 1914.....	9
Unit VII: A Time of Crisis, 1914 – 1939.....	10
Unit VIII: A Time of Tragedy and Triumph, 1938 – 2010.....	12
Classroom Rules & Expectations.....	14
Parent Signature Page	16



Curricular Requirements

- CR1a The course includes a college-level European history textbook.
• See page 1
- CR1b The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).
• See pages 2, 4, 5, 6, 8, 9, 10, 12
- CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past.
• See pages 3, 4, 5, 6, 8, 10, 12
- CR2 Each of the course historical periods receives explicit attention.
• See pages 1, 2, 3, 5, 6, 7, 8, 9, 10, 12
- CR3 Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.
• See pages 7, 9
- CR4 Students are provided opportunities to apply learning objectives in each of the themes throughout the course.
• See pages 3, 4, 6, 7, 9, 10, 13
- CR5 Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context. — Analyzing Primary Sources
• See pages 3, 14
- CR6 Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources
• See page 3
- CR7 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison
• See pages 4, 5, 10, 13
- CR8 Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization
• See pages 7, 11, 13



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- CR9 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation
- See pages 3, 8, 10
- CR10 Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time
- See pages 5, 13
- CR11 Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development
- See pages 7, 10
- CR12 Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development
- See pages 3, 4



AP European History

Materials and Assignments

This class introduces students to the political, economic, religious, social, intellectual, and artistic trends that shaped Europe from 1450 to the present. Students will acquire knowledge of the chronology of events and movements as well as develop the ability to analyze historical documents and express historical understanding in writing. As part of the Advanced Placement program, the course prepares students for the AP European History exam. All students are expected to take the exam.

Outline of Course Materials and Resources

Spielvogel, Jackson J. *Western Civilization*. 9th ed. Boston: Wadsworth Publishing, 2015. [CR1a]

Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. 8th ed. New York: McGraw-Hill Education, 2010.

Wiesner-Hanks, Merry, Andrew Evans, William Wheeler, and Julius Ruff. *Discovering the Western Past: A Look at the Evidence, Volume II: Since 1500*. 7th ed. Boston: Wadsworth Publishing, 2014.

[CR1a] — The course includes a college-level European history textbook.

AP European History simultaneously:

1. Divides the material into four historical periods, which we will tackle in two parts accordingly: [CR2]
 - 1450–1648 (1450–1556, 1556–1648)
 - 1648–1815 (1648–1750, 1750–1815)
 - 1815–1914 (1815–1871, 1871–1914)
 - 1914–Present (1914–1945, 1945–Present)

[CR2] — Each of the course historical periods receives explicit attention.

2. Explores six major themes:

- Interaction of Europe and the World (INT)
- Poverty and Prosperity (PP)
- Objective Knowledge and Subjective Visions (OS)
- States and Other Institutions of Power (SP)
- Individual and Society (IS)
- National and European Identities (NI)

3. Develops six history skills and practices.

- 1) Analyzing Primary and Secondary Sources: Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from primary and secondary sources. Diverse primary sources could include written documents, works of art, archaeological artifacts, oral traditions, and others. Conclusions are then drawn about their relevance to different historical issues. A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that source, assessing the usefulness, reliability, and limitations of the source as historical evidence.



- 2) Contextualization: Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.
- 3) Comparison: Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event. It also involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.
- 4) Causation: Historical thinking involves the ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.
- 5) Continuity and Change over Time: Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.
- 6) Argument Development: Historical thinking involves the ability to create an argument and support it using relevant historical evidence.

Unit I: A Society Awakens, 1450 – 1556 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Major Topics:

- 1) Renaissance society: Political, economic, and cultural causes
- 2) Major voices: Machiavelli, Castiglione, Valla, and Della Mirandola
- 3) Northern and southern Renaissance art works
- 4) New monarchs and their tactics: Louis XI, Henry VII, and Ferdinand and Isabella
- 5) European exploration: Causes and consequences (Columbian Exchange and price revolution)
- 6) Problems of the Catholic Church
- 7) Voices of reform: Desiderius Erasmus Roterodamus, and Thomas More
- 8) Luther's Reformation and the growth of Protestantism: Calvin, Anabaptists, and Henry VIII
- 9) The revolution in science: Copernicus speaks from the grave
- 10) The empire strikes back: The Catholic Church's counter Reformation—Jesuits, Trent, and index of books
- 11) Protestant Reformation's effect on German national identity

Excerpted Resources

Primary:

- 1) Art by Brunelleschi, Michelangelo, Raphael, Botticelli, da Vinci, Peter Brueghel, van Eyck, and Durer
[CR1b: visual]
- 2) *The Book of the City of Ladies*, Christine de Pizan (c. 1405) [CR1b: textual]
- 3) *The Prince*, Machiavelli (1532)
- 4) Johann Tetzel's sermons on indulgences
- 5) *Constitution of the Society of Jesus*, Ignatius of Loyola

Secondary: [CR1c]

- 1) Two views of the Renaissance: Jacob Burckhardt vs. Peter Burke
 - a. Jacob Burckhardt, *The Civilization of the Renaissance in Italy* (1860).
 - b. Burke, Peter. *The Renaissance*. Atlantic Highlands, NJ: Humanities Press International, 1987.
- 2) Geoffrey Elton, “Political Interpretation of the Reformation,” in Sherman’s textbook.
- 3) Marilyn J. Boxer and Jean H. Quataert, “Women in the Reformation,” in Sherman’s textbook.
- 4) Exploration Issues:
 - a. Richard Reed, “The Expansion of Europe,” in Sherman’s textbook.
 - b. M. L. Bush, “The Effects of Expansion of the Non-European World,” in Sherman’s textbook.
 - c. Gary Nash, “Red, White, and Black: The Peoples of Early America,” in Sherman’s textbook.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

LEQ Essays:

- 1) Evaluate the differing views of the Renaissance held by Jacob Burckhardt and Peter Burke. Do you believe that the Renaissance is a distinct period? Explain. [CR6]
- 2) Choose one southern piece of art and one northern piece. Using the artwork, compare and contrast the values and ideals of the society that produced them. Be sure to make note of the artist’s purpose, point of view, and intended audience. [CR5]
- 3) Using the three authors above, analyze the reasons for European exploration and its effects upon European and American societies. [CR9]
- 4) Using Burke’s assessment of the Reformation and the primary sources from Tetzl and Ignatius of Loyola, support or challenge the argument that the Reformation was driven primarily by political motives. [CR12]

[CR6] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

Class Roundtable:

- 1) How did the Renaissance and the Reformation change the way society viewed individuality? (IS-4) [CR4]
- 2) How did the movements restructure an individual’s relationship with God? (OS-4) [CR4]
- 3) How did the Reformation shape national identity in the German states? (NI-1) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Unit II: The Age of Religious Tension, 1556 – 1648 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapters 13–14

Major Topics:

- 1) Two key issues: Absolutism and religious uniformity
 - a. French Wars of Religion and Bourbon Rule (Henry IV and Louis XIII)
 - b. Elizabeth vs. Philip II
 - c. The Stuarts vs. Parliament in Great Britain
 - d. The Dutch Golden Age
 - e. Thirty Years' War
- 2) Business: Mercantilism, joint stock, and rise of cities
- 3) Scientific inquiry: Kepler, Galileo, Newton, Vesalius, Harvey, Bacon, and Descartes
- 4) Witch-hunting
- 5) Mannerist/Baroque art

Excerpted Resources**Primary:**

- 1) Art by Rubens, Caravaggio, El Greco, and Gentileschi [**CR1b: visual**]
- 2) *The political will and testament of that great minister of state*, Cardinal Duke de Richelieu (1695)
- 3) *The Hammer of Witches*, Heinrich Kramer and James Sprenger (1487)
- 4) *Leviathan*, Thomas Hobbes (1651)

Secondary: [CR1c]

- 1) Hajo Holborn, “A Political Interpretation of the Thirty Years’ War,” in Sherman’s textbook.
- 2) Carl J. Friedrich, “A Religious Interpretation of the Thirty Years’ War,” in Sherman’s textbook.
- 3) M. S. Anderson, “War and Peace in the Old Regime,” in Sherman’s textbook.

[**CR1b**] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[**CR1c**] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Writing Assignments:

- 1) Compare and contrast the political, economic, and religious reasons for the rise of the Dutch and the decline of the Spanish in the period 1550–1650. [**CR7**]
- 2) Evaluate Holborn and Schiller’s explanations of the Thirty Years’ War. Compare these with the account provided by Spielvogel in the textbook. Drawing on these sources, create and defend an argument as to the significance of the Thirty Years’ War in European history. [**CR12**]

[**CR7**] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

[**CR12**] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

Class Roundtable:

- 1) In what ways did European states and institutions use religion and culture (science and the arts) to control their society? What states were the most effective/least effective at this? (SP–4) [**CR4**]

[**CR4**] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Unit III: Society in Transition, 1648 – 1750 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapters 15–18

Major Topics:

- 1) Louis XIV’s absolutist France
- 2) Absolutism in the East: Prussia and Russia, and Austria (and not Poland)
- 3) Rejecting absolutism: Great Britain and Netherlands
- 4) Enlightenment thinkers (Locke, Smith, Montesquieu, Voltaire, Diderot, Rousseau, and Beccaria)
 - a. Women’s roles in the Enlightenment
 - b. Enlightened absolutists in Eastern Europe
- 5) Rococo and Neo-Classical art
- 6) Compare the lives of the popular classes and the elite class
- 7) War of the Austrian Succession/Seven Years’ War
- 8) Agricultural revolution, cottage industry, and banking

Excerpted Resources**Primary:**

- 1) Art by Watteau, Fragonard, and David
- 2) *Memoirs*, Duc de Saint-Simon (1710-15) [CR1b: textual]
- 3) *A Secret Letter: Monarchical Authority in Prussia*, Frederick William, The Great Elector (1667)
- 4) *What is Enlightenment*, Immanuel Kant (1784)
- 5) *The Slave Trade*, Anonymous

Secondary: [CR1c]

- 1) John Roberts, “The Ancient Regime: Ideals and Realities,” in Sherman’s textbook.
- 2) Leonard Krieger, “The Resurgent Aristocracy,” in Sherman’s textbook.
- 3) Jerome Blum, “Lords and Peasants,” in Sherman’s textbook.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Writing Assignments:

- 1) Evaluate the changing roles of the nobility in European society (1450–1789) using the three secondary sources above. [CR10]
- 2) Compare and contrast the lives of common people and elites during the period 1650–1750. Then compare and contrast their lives with your life today. [CR7]

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison



Class Roundtables:

- 1) In what ways did Enlightenment thinkers challenge previously held notions of human nature, government, and religious beliefs? (OS-7) [CR4]
- 2) In what ways were there overlapping subnational, national, and supranational identities in western Europe in the latter half of the seventeenth century, and first half of the eighteenth century? (NI-2) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Unit IV: An Age of Revolution, 1750 – 1815 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapters 19–20

Major Topics:

- 1) Industrial Revolution in Great Britain
- 2) Issues of industrialization: Urbanization, sanitation, and labor movements
- 3) French Revolution
 - a. Prelude: Three estates, debt, and discontent
 - b. 1789
 - c. Moderate achievements: Civil Constitution, Declaration of the Rights of Man, and French Constitution of 1791
 - d. Radical politics: Republic, economic policies, cultural revolution, CPS, and Thermidor
 - e. Napoleon: Child of the Enlightenment or last enlightened despot
- 4) Congress of Vienna: Metternich and conservatism

Excerpted Resources

Primary: [CR1b: textual]

- 1) “Testimony for the Factory Act of 1833: Working Conditions in England”
- 2) *The Condition of the Working Class in England*, Friedrich Engels (1845)
- 3) “The Report of the Select Committee on Factory Children’s Labour” (1832)
- 4) “The Cahiers: Discontents of the Third Estate” (1789)
- 5) “What is the Third Estate?” Abbé Emmanuel Joseph Sieyès (1789)
- 6) “The Declaration of the Rights of Man and of the Citizen” (1789)
- 7) “Speech to the National Convention,” Maximilien Robespierre (1794)
- 8) “A Soldier’s Letters to His Mother: Revolutionary Nationalism,” Francois-Xavier Joliclerc (1793)

Secondary: [CR1c]

- 1) Georges Lefebvre, “The Coming of the French Revolution,” in Sherman’s textbook.
- 2) Donald Sutherland, “The Revolution of the Notables,” in Sherman’s textbook.
- 3) Louis Bergeron, “France Under Napoleon: Napoleon as Enlightened Despot,” in Sherman’s textbook.
- 4) Rude, George. “Napoleon as Preserver of the Revolution.” In *Perspectives on the European Past*, Vol. II, edited by Norman F. Cantor. New York: Macmillan Publishing Co., 1971.
- 5) Patrick Stearns and Herrick Chapman, “Early Industrial Society: Progress or Decline,” in Sherman’s textbook.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.



Writing Assignments:

- 1) Analyze the extent to which the Industrial Revolution altered the lives of England’s working class.
- 2) Analyze the political, economic, and social causes for the French Revolution of 1789.
- 3) Using the French Revolution documents above, evaluate the goals and actions of Moderate phase of the French Revolution within the context of the Enlightenment. [CR8]
- 4) After reading the accounts of the French Revolution provided by Lefebvre and Sutherland, draft a concise thesis sentence identifying the major causes of the French Revolution. [CR11]

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

[CR11] — Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

Class Roundtable:

- 1) To what extent did the French Revolution amount to a “Revolution” in economic terms for each of the following groups: nobility, middle class, average person, and women? (PP-4) [CR3] [CR4]

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Unit IV ½: Introduction to the Age of Isms, 1815 – 1830 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapter 21

Major Topics:

- 1) Continental industrialization
- 2) Conservatism and interventionism
 - a. Metternich
 - b. Burschenschaften and Decembrist Revolts
 - c. Tory vs. Whig (Peterloo Massacre)
- 3) Nationalism
 - a. Greek revolt
- 4) Liberalism
 - a. Bentham, Mill, Malthus, and Ricardo
- 5) Socialism
 - a. Saint-Simon, Owen, and Fourier
- 6) Romanticism
 - a. Goethe, Shelley, Friedrich, Delacroix, and Beethoven

Excerpted Resources

Primary:

- 1) Art by Friedrich, Delacroix, and Turner
- 2) The Carlsbad Decrees (1819)
- 3) Jeremy Bentham, “English Liberalism,” in Sherman’s textbook.
- 4) Poems by William Wordsworth

Writing Assignments:

- 1) In the battle to control Europe between 1815–30, assess which side (the Old Order or the New Order) won.
- 2) Research an article on modern twenty-first-century liberalism in Europe. Compare and contrast these views with the early nineteenth century of classic liberalism.

Unit V: An Age of Change, 1830 – 1871 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapter 22

Major Topics:

- 1) British Reform 1832
 - a. Factory acts
 - b. Corn laws revoked
 - c. Chartist complaints
- 2) The Modern (middle class city)
 - a. City features
- 3) 1848 Revolutions; history fails to turn
- 4) Louis Napoleon
 - a. Economic reform, political stability, and rebuild of Paris (modern city)
- 5) Challenges to conventional thought: Marxist Socialism and Darwinian theory
- 6) Crimean War destroys the concert system, allows for unification movements
- 7) Realist politics
 - a. Cavour's Italian campaign
 - b. Bismarck's Realpolitik
 - c. Hungarian challenges to Austria; dual monarchy
 - d. Alexander II's reform in Russia
- 8) Medical improvements: Pasteur and Lister
- 9) Realist art and literature

Excerpted Resources**Primary:**

- 1) Art by Gustave Courbet
- 2) Literature by Zola
- 3) *The Duties of Man*, Giuseppe Mazzini (1862)
- 4) Maps of Paris, 1850–1877 [CR1b: maps]

Secondary: [CR1c]

- 1) Holborn, Hajo. *A History of Modern Germany, Volume 3: 1840–1945*. Princeton, NJ: Princeton University Press, 1982. (excerpt on German unification)

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Writing Assignments:

- 1) Assess the relative importance of events and individuals in the period 1815–1856 (end of the Crimean War) in creating the foundations of Italian national identity. (NI-4) [CR9]

- 2) Analyze maps of Paris prior to Haussmann and the graphics of the changes he made. Explain how they are representative of the new Industrial Revolution (along with new breakthroughs in medicine and sanitation). [CR1b: maps] [CR3]

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

Class Roundtable:

- 1) Debate: In the period 1815–1848, western European powers sacrificed the interests of the working classes to please the middle class. (SP–4) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Unit VI: An Age of Questioning, 1871 – 1914 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapters 23–24

Major Topics:

- 1) Second Industrial Revolution
 - a. Economic changes, effects on working class, and gender roles
 - b. Conditions of the modern city and reform movements
- 2) Handling discontent at home
 - a. Britain: Home rule for Ireland?
 - b. Germany: Kulturkampf and rise of the social democrats
 - c. France: French Third Republic, Paris Commune, and Dreyfus Affair
 - d. Russia: Conservative rule
- 3) Challenging intellectual conventions
 - a. Atomic age: Curie, Planck, and Einstein
 - b. Nietzsche
 - c. Freud
- 4) Impressionist and post-impressionist art
- 5) Women’s rights?: Pankhurst, Fawcett, and Emily Davison
- 6) Jews: Dreyfus and Herzl
- 7) Diplomatic issues:
 - a. Bismarck’s alliances and the balance of power
 - b. Bismarck fired and Wilhelm II’s rise
 - c. Balkan instability
- 8) Imperialism: Motives, proponents, opponents, technological advantages, and resistance
- 9) Russian Revolution of 1905

Excerpted Resources

Primary:

- 1) Art by Monet, Manet, Van Gogh, Degas, Picasso, Morriest, and Cezanne



- 2) Proclamation of the Paris Commune
- 3) Jules Ferry's Appeal to Build the Second Colonial Empire (1890)
- 4) Program of the German Socialist Party (1891)
- 5) Emmeline Pankhurst, "Why We Are Militant," in Sherman's textbook.
- 6) Rudyard Kipling, "The White Man's Burden," in Sherman's textbook.
- 7) African imperialist maps
- 8) Table: Population Growth, 1851–1911
- 9) Table: European Emigration, 1876–1910 [CR1b: quantitative]

Secondary: [CR1c]

- 1) Eric Hobsbawm, "The Age of Empire," in Sherman's textbook.
- 2) Landes, David. *The Wealth and Poverty of Nations: Why Some are So Rich and Some So Poor*. New York: W. W. Norton & Company, Inc., 1998. (excerpt on the effects of imperialism)
- 3) Adam Ulam, "The Unfinished Revolution: Marxism Interpreted," in Sherman's textbook.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Writing Assignments:

- 1) After reading the relevant primary and secondary sources on imperialism, write a thesis statement identifying the various reasons why late nineteenth-century Europeans argued for and against imperialism. [CR11]
- 2) Using one Impressionist piece of art from this period, one piece of art from the Realism period, and one from the Romantic period, analyze the similarities and differences in nineteenth-century art. [CR7]
- 3) Discuss the views of Hobsbawm and Landes on the short- and long-term effects of imperialism. [CR9]

[CR11] — Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

Class Roundtable:

- 1) Assess the ways in which the following individuals challenged the established social, cultural, and intellectual order in the period 1871–1914: Freud, Nietzsche, Einstein, Pankhurst, Herzl, Bernstein, and social democratic parties in Germany and Great Britain. (IS–4) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Unit VII: A Time of Crisis, 1914 – 1939 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapters 25–26

Major Topics:

- 1) Long- and short-term causes of the outbreak of World War I

- 2) Fighting of World War I (technology and tactics)
 - a. Total war on the home front
 - b. Social causes shelved (women’s rights, Irish nationalism, and individual rights)
- 3) Paris Peace Conference and Treaty of Versailles
- 4) Russian Revolution (1917)
 - a. First and second revolutions
 - b. Bolshevik consolidation of power/Civil War
 - c. Rules of Lenin and Stalin
- 5) Instability of the 1920s
 - a. Economic problems (depression and Dawes Plan)
 - b. Political uncertainty (Versailles and League of Nations)
 - c. Fragile coalition governments adopted Keynesian economic theories
 - d. Totalitarian states emerged (Fascist Italy, Nazi Germany, and Franco’s Spain)
- 6) Culture of the 1920s (lost generation, Dadaism, Surrealism, and Bauhaus)

Excerpted Resources

Primary:

- 1) Art and pictures of Surrealism, Dadaism, World War I propaganda posters, Nazi Party posters, Soviet Realism, and Bauhaus
- 2) World War I Visions: Early news reports and trench poetry from Wilfred Owen and Siegfried Sassoon
- 3) Documents from Nazi Germany
- 4) Program from the provisional government and April Theses: The Bolshevik opposition
- 5) *Mein Kampf*, Adolf Hitler (1925)
- 6) Map of Europe 1914 vs. Map of Europe 1919

Secondary:

- 1) Three perspectives of the roots of World War I: Roland Stromberg, Hartmut Pogge von Strandmann, and Gordon Craig
- 2) Two Perspectives on Nazi Germany: Klaus Fischer and Daniel Goldhagen

Writing Assignments:

- 1) To what extent did the artistic movements of the 1920s reflect the mood of European society? Use three pieces of art in your discussion.
- 2) Using the secondary sources above, analyze the various reasons for the coming of the First World War in 1914.
- 3) Compare and contrast the depictions of World War I provided by early press releases and the “trench poets.”

Class Roundtable:

- 1) Using the trench poetry of Owen and Sassoon as well as poems by Wordsworth and Kipling assigned earlier in the course, consider the role of poetry in expressing emotions during times of change and crisis in European history [CR8]

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

Unit VIII: A Time of Tragedy and Triumph, 1938 – 2010 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Chapter: Spielvogel, Chapters 27–30

Major Topics:

- 1) Aggression and appeasement: Road to war
- 2) Major events of World War II
- 3) Nazi policies on race and conquered territories
 - a. Holocaust
- 4) War conferences: Seeds of the Cold War
- 5) U.S. and Soviet influences on Europe
 - a. Truman Doctrine, containment, airlift, and NATO
 - b. Council for Mutual Economic Assistance (Comecon), Warsaw Pact, and Iron Curtain politics
- 6) Khrushchev’s policies
- 7) Decolonization: Algeria, India, and Palestine
- 8) European economic unity
- 9) Society post 1945: Feminism, cradle-to-grave care, green parties, and right wing movements
- 10) Collapse of the Soviet Order (Gorbachev)
 - a. Eastern Europe collapses
- 11) Yugoslavia’s ethnic issues
- 12) Putin’s rule of Russia
- 13) Crisis in the Ukraine

Excerpted Resources

Primary:

- 1) Documents from the Third Reich
- 2) Table: World War II Deaths by Country
- 3) Jens Reich, “The Berlin Wall,” in Sherman’s textbook.
- 4) Harry Laidler, “British Labor’s Rise to Power,” in Sherman’s textbook.
- 5) “Declaration Against Colonialism,” the General Assembly of the United Nations in Sherman’s textbook.
- 6) Simone de Beauvoir, *The Second Sex* (1949)
- 7) “Ten Commandments for a Young Czech Intellectual,” Ivan Sviták (1968)
- 8) Charts tracking immigration to Europe post-1945 [**CR1b: quantitative**]

Secondary: [CR1c]

- 1) “Archaeology of World War II.” *Archaeology Magazine* 64, no. 3 (May/June 2011): feature.
- 2) Two views on Appeasement: George Kennan and A.J.P. Taylor
- 3) John Lukacs, “The Short Century—It’s over,” in Sherman’s textbook.
- 4) Two views on the collapse of Communism: Robert Heilbroner and Carol S. Lefkowitz

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Writing Assignments:

- 1) Analyze the various views on the wisdom of appeasement and how it contributed to World War II.

- 2) Using readings from the *Archaeology Magazine* website feature, discuss the ways in which traditional accounts of World War II are being reconsidered in light of surviving material evidence from battlefields. [CR8]
- 3) Assess the reasons that Europeans began to decolonize in the period after 1945.
- 4) Compare and contrast appeasement on the eve of World War II with Western European responses to the annexation of Crimea by Russian in 2014. [CR7]
- 5) Using the textbook and the charts concerning immigration, assess the ways in which the effects of demographic change on society have continued and changed in twentieth- and twenty-first-century Europe. [CR10]

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

Class Roundtable:

- 1) Assess the negative and positive impacts of European interactions with Africa and Asia from 1870 to 1970. (INT–10) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Class Roundtable II: Focus on PP

- 1) Research the development of the welfare state in Europe and America. Pick an individual country and argue in favor of it providing “the best life” to all of its citizens.
- 2) Old Document-Based Questions to use for Skill III (Crafting Historical Arguments from Historical Evidence) and for the analysis of primary documents.
 - a. The Peasant Revolts (Unit II)
 - b. Attitudes and Responses to the Poor (Unit II)
 - c. Child Rearing Practices (Unit III)
 - d. Religious Toleration (Unit III)
 - e. Industrial Manchester (Unit IV)
 - f. French Revolutionary Calendar (Unit IV)
 - g. Italian Unification (Unit V)
 - h. Imperialism (Unit VI)
 - i. Improve Lives of European Workers (Unit VI)
 - j. Burgfrieden (Unit VII)
 - k. Views of Sports (Unit VII)
 - l. European Unity (Unit VIII)
 - m. Weimar Republic (Unit VIII)

The following essays ask information from multiple periods. They will be used for both writing and discussion purposes.

- 1) Compare and contrast the extent to which the French Revolution (1789–1815) and the Russian Revolution (1917–24) changed the status of women.



- 2) Compare the ways in which Raphael's *School of Athens* and Picasso's *Les Femmes d'Alger (O. J. Version O)* express the artistic and intellectual concerns of the eras in which the works were created, with respect to each artist's intended audience, purpose, point of view, and historical context. (2004 B) [CR5]
- 3) Compare and contrast the ways in which seventeenth-century absolute monarchs and twentieth-century dictators gained and maintained their power. (2004 B).
- 4) Compare and contrast the relationship between the artist and the society in the Renaissance/Reformation period to the relationship between the artist and society in the late nineteenth century. (2006)
- 5) Compare and contrast the social and economic roles of the state in seventeenth- and eighteenth-century Europe (pre-1789) to the social and economic roles of the state after World War II. (2006)
- 6) Contrast late nineteenth-century European attitudes and policies about race to those after 1950. (2008 B)
- 7) To what extent did the structure of the Russian government and society affect its economic development in the eighteenth and nineteenth centuries? (2007 B).
- 8) Compare and contrast the crisis in state authority that precipitated the French Revolution in 1789 and the February and October Revolutions in 1917. (2009 B)
- 9) Analyze how the political and economic problems of the English and French monarchies led to the English Civil War and the French Revolution. (2011)
- 10) Assess the ways in which women participated in and influenced two of the following: The Renaissance, the Reformation, and the French Revolution. (2010 B)
- 11) Analyze the differences between the political ideals expressed in the visual arts of the Renaissance (fifteenth to sixteenth century) and the political ideals expressed in the visual arts of the Neoclassical/Romantic period (eighteenth and nineteenth centuries). (2013)
- 12) Analyze the differences between the motives that shaped European colonial expansion in the period 1450–1750 and the motives that shaped European colonial expansion in the period 1850–1914. (2013)
- 13) Analyze the differences between the impact of Newtonian physics on European culture and the impact of Darwinian biology on European culture. (2013)
- 14) Analyze the factors that led to the expansion of women's participation in the paid workforce in Europe over the course of the twentieth century. (2013)
- 15) Analyze the factors that led to the expansion of the welfare state in Western Europe in the mid-twentieth century. (2013)

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context. — Analyzing Primary Sources

The AP Exam is scheduled for Monday May 5th, 2025, this year.



CLASSROOM RULES AND EXPECTATIONS

Students are expected to adhere to all district and school rules. Discipline will follow district guidelines.

1. Students will take themselves and their classmates seriously as scholars.
2. Be prepared for class - bring your notebook, device and supplies to class every day.
3. Be attentive during class. No cell phones/Air Pods, headphones, or other electronics should be on during class time, unless being used for academic purposes.
4. No sleeping in class!
5. Keep it clean! This means your language, your desk area, and your personal grooming.
6. TREAT EVERYONE AND EVERYTHING IN THIS CLASSROOM WITH RESPECT.
7. Don't be tardy! It could help improve your grade at the end of the semester. *
8. It is the student's responsibility to communicate with the teacher when problems occur or when class time will be missed. Remind 101 or Email are both appropriate forms of communication

ATTENDANCE

Attendance in this class is essential, especially with block scheduling; each class meeting counts as two traditional classes. If you are absent, you are responsible for any missed work. Lectures and assignments will be posted on the class website. You will have an equitable amount of time to complete missed assignments as classes missed. If you know in advance you will be absent, please let me know as soon as possible to have adequate time to prepare work for you so you don't fall behind.

CLASSWORK – HOMEWORK POLICY

- All work is due the following class period at the beginning of the period (unless otherwise stated) or it is considered late.
- Late work receives half credit.
- Work that is not completed in class is to be taken home for homework.
- If I can't read it, I won't grade it.
- "No Name" papers will be posted and kept for a week before they are thrown away.
- Missed tests will be entered as a zero until they are made up.
- Students may do test corrections and re-writes within one week for a better grade.
- Teacher-led study sessions will periodically be offered after school. Dates and all other important information will be posted on the class website.

ACADEMIC HONESTY

- There is a strict academic honesty policy enforced for this course. If any student is caught cheating in any manner, which includes plagiarism, they will receive a zero for the assignment, which cannot be made up. In addition, parents and administration will be notified of this disrespectful and unethical act.
- The use of A.I. to create presentations or projects is prohibited. Students may ask permission to use AI when deemed appropriate.
- You do not have my permission to record in my classroom.

EXTRA CREDIT Extra credit may be intermittently offered throughout the semester; however, students should not rely on it to save their grade – it may be counted for up to 2% on top of your overall grade. Extra credit will be entered into the grade book as it is offered or completed so students may check they have received appropriate credit. Mr. C's passing AP Exam grade bump policy: _____

<p>GRADE BREAKDOWN Students will be graded using the following percentages: 100% -- 89.5% = A 89.4% -- 79.5% = B 79.4% -- 69.5% = C 69.4% -- 59.5% = D 59% and below = F</p> <p>Grades will be determined based on the following category weights:</p>	<p>Classwork/Homework 10% Tests and Quizzes 35% Essays 30% Classroom Projects 20% Participation 5% Semester Points = 100%</p>
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AP® European History Cummings Syllabus

Special Note

I will be using my classroom website (www.Rooseveltcpush.com) to instruct and update the students on a 24/7 basis.

I will post the class calendar as I update it on the front page throughout the school year as well.

Please feel free to email me if you have any questions.

**If you have any other important information I should know about your student, please email me at

David.Cummings@cnusd.k12.ca.us

To join our class Remind101: Text 81010: _____

Thank you for your cooperation, and I look forward to an outstanding year together!

Mr. David Cummings AP European History Teacher

I have read and understand all parts of the Syllabus for Advanced Placement European History.

Parent(s) Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____

Parent email: _____

Current Telephone Number: _____