

AP European History Syllabus

This course begins with the Renaissance and provides an in-depth study of the major developments in Europe to the present day. Analytical skills and writing skills aid the student in preparing them for the demands of college work. The national test is given in May, and for those who qualify, college credits may be earned from institutions that recognize advanced placement testing.

The course is divided into four quarters consisting of four units each. During each quarter, evaluation of progress will include chapter and supplemental reading quizzes. In addition, at the end of each quarter, a unit exam will be administered. It will consist of multiple choice questions and an essay question that deals with a major theme of the unit. During each quarter each student will be required to write one DBQ along with a Quarter Paper. Students will complete map assignments during each quarter.

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

Historiography from various readers including: Dennis Sherman, Western Civilization: Sources, Images and Interpretations from Renaissance to Present, 7th edition. (McGraw-Hill) Spencer M. Discala, Twentieth Century Europe: Politics, Society and Culture, 1st edition (McGraw-Hill)

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

First Quarter

DBQ choices: Changes in education during the Renaissance, Renaissance Women, Superstition and Witchcraft, European Warfare

Quarter Paper: Interpretive Biography or Social and Cultural History (Renaissance to 1648)

Primary Source Readings: Castiglione, Macchivelli, Erasmus, Cellini, M. Luther, J. Calvin, Charles V, Henry VIII, Elizabeth I, Bossuet, James I, Louis XIV, Peter the Great, Council of Trent

Art Survey: Italian Renaissance, Northern Renaissance

Map Work: Europe 1300-1763, European Exploration and Discoveries, New World Kingdoms

Unit 1: End of Feudalism and Renaissance

Objectives:

1. To understand the changes in 12th and 13th century Europe that led to the Renaissance.
2. To comprehend the impact of the Renaissance mind on science, politics and the arts.
3. To trace the reasons for the decline of Renaissance fervor.
4. To be able to identify the philosophers and philosophy of Humanism.

Points of Emphasis:

- Characteristics of Feudalism (social, political and economic)
- Power struggles between kings and nobles, kings and popes, popes and cardinals
- Definition of the term Renaissance
- Why Italy? Dynamic events contributing to the Renaissance
- Italian Renaissance compared to the Northern Renaissance
- Humanism
- Artists, writers, architects and early scientists
- Emergence of secularism
- Educational implications- Scholastics and modern thought

Unit 2: The Reformation and New Monarchies:

Objectives:

1. To be able to state the causes of the Reformation.
2. To comprehend the basic theological controversies of the Reformation and Counter Reformation.
3. To study the spiritual and political impact of the Counter Reformation.
4. To identify particular characteristics of the Reformation as it occurred in various countries.
5. To trace the emergence of the national states of England, France, Spain and the Netherlands.

Points of Emphasis:

- Compare and contrast the new monarchies of England, France and Spain
- Foreign and domestic policies of England, France and Spain
- Background cause of the Reformation
- Political and religious consequences of the Reformation
- Reformation in England

- Concept of State Religion
- Doctrines of M. Luther, J. Calvin and Erasmus
- Catholic Counter Reformation
- Council of Trent
- Peace of Augsburg

Unit 3: Expansion of Europe, Emergence of the World Economy, Rise and fall of Habsburg Power and Wars of Religion in France:

Objectives:

1. To locate the empires established by European powers.
2. To assess the impact of European expansion on Latin America, Africa and the Far East.
3. To enumerate the political, economic and social effects of expansion on the European peoples.
4. To understand concepts of balance of power, states rights and universal monarchy.
5. To know the wars of religion and the peace treaties of the 16th and 17th centuries.

Points of Emphasis:

- Causes for the “Opening of the Atlantic” by European nations (political, economic and technical)
- Commercial Revolution and mercantilism
- Spain’s “Golden Age”
- The decline of Spain
- Revolts in the Netherlands, the Inquisition
- Causes of the 30 Years War (religious or political?)
- The four stages of the 30 Years War
- Cardinal Richelieu and balance of power
- Emergence of the “Politiques”
- Religious Wars in France- Catherine de Medici, St. Bartholomew’s Day Massacre, Coligny, Henry IV and the Edict of Nantes
- Peace of Westphalia

Unit 4: The Age of Louis XIV and Revolutions on England:

Objectives:

1. To learn the political and economic policies of Louis XIV and the impact they had on France and the rest of Europe.
2. To examine the reign of Elizabeth I of England.
3. To consider the policies of the Stuart kings of England.
4. To trace the causes of the revolutions in England.

5. To recognize the roots of Democratic Ideals in the revolutions and consider the triumph of Parliament.

Points of Emphasis:

- Definition of Absolutism
- Examples of absolutism under King Louis XIV of France
- Bishop Bossuet and the Doctrine of Divine Rule of Kings
- James I and his concept of Absolute Rule
- Louis XIV and his domestic and foreign policies
- The Wars of Louis XIV
- Cardinal Mazarin and the Fronde
- Social and economic issues facing Louis XIV
- Tax reform, military reforms and more
- The War of Spanish Succession
- Treaty of Utrecht
- Policies of Stuart Rulers (James I and Charles I)
- The Puritan Revolution, O. Cromwell and Civil War in England
- Restoration of Stuart Rulers
- Domestic and foreign policies of the Stuarts
- The Glorious Revolution and the Triumph of Parliament
- Changes in Religious Toleration in England
- Constitutional Government in England

Second Quarter:

DBQ: European Wars /Colonial Consequences, Dutch Wars, Women's Rights

Quarter Paper: Social and Cultural History or Interpretive Biography (1648-1789)

Primary Source Readings including: Bacon, Descartes, Newton, Hobbes, Locke, Rousseau, Montesquieu, Voltaire, Paine, Wollstonecraft, Goethe, Fichte

Art Survey: Baroque, Neoclassicism, Romanticism

Map Work: Europe 1763-1815, Further colonization

Unit 5: Europe Before the French Revolution: England, France, Prussia, Russia and Austria in the 18th Century:

Objectives:

1. To delineate the causes for the rise and fall of the powerful European states.
2. To know the causes and effects of the wars during the 18th century.
3. To show the relationship between the economic and technological progress and the wars.

4. To compare and contrast Western Europe with Eastern Europe, socially, politically and economically.

Points of Emphasis:

- Peter the Great and his program of “westernization” in Russia
- The partitioning of Poland
- The emergence of Prussia and Hohenzollern rule
- Ethnic diversity of the Habsburg empire
- The “bubbles”
- Causes and impact of the Seven Years War
- Changes in the World Economy during the 18th century

Unit 6: The Scientific Revolution: Hobbes, Locke and Rousseau:

Objectives:

1. To know the causes of the Scientific Revolution.
2. To recognize the impact of science on politics, religion, warfare and other aspects of society.
3. To know the great strides in science and the arts during the 18th century.

Points of Emphasis:

- Scientific method
- What was so revolutionary about the scientific revolution?
- Contributions of important people of the scientific revolution: Hobbes, Locke and Rousseau
- Political consequences of the scientific revolution

Unit 7: The Enlightenment and Enlightened Despotism:

Objectives:

1. To know the names and principle philosophers of the Enlightenment, their seminal works and ideologies.
2. To understand the impact of Enlightenment philosophy on the rulers of Europe.
3. To understand the impact of the Enlightenment on the course of European and American history.
4. To relate the philosophy of the Enlightenment to the course of events in the 19th and 20th centuries.

Points of Emphasis:

- Define Enlightenment

- French philosophers: Voltaire, Montesquie, Rousseau and Condorcet
- New ideas in politics
- Concepts in the area of social reform
- Political Economy: Adam Smith and the “Wealth of Nations”
- Concept of “laissez-faire”
- The end of Mercantilism
- Enlightened Despotism

Unit 8: The French Revolution and Napoleon:

Objectives:

1. To learn the conditions necessary for effective revolution and the conditions necessary for restoration of order – “The Anatomy of Revolution”.
2. To examine the causes of the French Revolution.
3. To draw parallels, as well as differences, between the French and other revolutions.
4. To analyze the long term effects of the revolution on France and other European countries.
5. To examine the role of Napoleon in the revolution and the history of Europe to 1815.
6. To recognize the long lasting results of Napoleon’s rule on France as well as those peoples he conquered.

Points of Emphasis:

- Background causes of the French Revolution; social, political and economic
- The “Anatomy of Revolution”.....Brinton
- The Old regime society of France
- Time line of the revolution
- Legislation during the period
- Robespierre and the Committee on Public Safety/Reign of Terror
- Rise of Napoleon Bonaparte
- Napoleon’s policies – domestic and foreign
- Wars of Napoleon
- Rise of Nationalism
- Defeat of Napoleon
- Balance of Power
- Congress of Vienna

Third Quarter:

DBQ Choices: Corn Laws, Deadly Sins of the Industrial Revolution, Peterloo Massacres, German Nationalism (Volksgeist), Social Darwinism

Quarter Paper: Historians or Historiography

Primary Source Readings: A. Smith, Malthus, Ricardo, Mill, Owen, Fourier, Saint-Simon, K. Marx, Engels, H. Spencer, Syllabus of Errors, Metternich, Wagner, Bentham, Comte, Bismarck, Darwin, Freud

Art Survey: Romanticism, Realism, Naturalism, Symbolism, Impressionism and others

Map Work: Europe 1815-1914 and European claims

Unit 9: The Industrial Revolution and Economic Philosophy: 1760-1850

Objectives:

1. To understand the causes of the Industrial Revolution in England.
2. To trace the spread of the Industrial Revolution to other parts of Europe and beyond.
3. To consider the significant inventors and their inventions.
4. To show how Industrialism impacted social, political and economic institutions of the period.
5. To examine the economic philosophy of the period.

Points of Emphasis:

- “Take off theory” of the Industrial Revolution
- Inventors and inventions
- Development of Capitalism
- Ricardo and Malthus
- Utopian Socialists
- Liberalism
- J.S. Mill and J. Bentham
- Corn Laws
- The Chartist Movement in England
- Suffrage reform
- The Labor Movement and Factory Laws

Unit 10: Restoration, Romanticism, Revolution and Marxism: 1815-1871

Objectives:

1. To comprehend the meaning of “Romantic” as an attack on rationality.
2. To observe the impact of romantic thought on nationalism, democracy, revolution and the arts.

3. To learn the settlement of the Congress of Vienna.
4. To assess the role of Metternich in the politics of Europe.
5. To trace the development of Conservatism, Liberalism and Radicalism.
6. To understand the theory of Karl Marx.
7. To consider the success and failures of the revolutions of the period.

Points of Emphasis:

- Metternich and “balance of power”
- Romantic art and its influence
- Political and social revolutions in France, 1815-1857
- Political party movements, Conservative vs. Liberal
- Marxism, ‘Scientific Socialism’
- 1848 – “Year of Revolution”
- Revolts in Prussia and the Austrian Empire
- Frankfort Assembly
- Emergence of Napoleon III
- Napoleon III, Domestic and Foreign Policies

Unit 11: National States in the 19th Century: Nationalism: Western Democracies & the States of Central and Eastern Europe:

Objectives:

1. To recognize the origins of nationalism in the French Revolution and the Napoleonic Period.
2. To trace the democratic developments in European countries and chart their limited success.
3. To follow the reform movements in Great Britain.
4. To chart the unification process of Italy and Germany.
5. To recognize difference between the political developments in Great Britain and Western Europe from those of Eastern Europe.
6. To recognize the roots of the Russian Revolution of 1917.

Points of Emphasis:

- Nationalism as a reaction to all things foreign
- Roots of anti-Semitism in Europe
- Realpolitik as a strategy
- Realism as an art form
- Cavour and Garibaldi and Italian unification
- Otto Von Bismarck and German unification
- Reforms of Bismarck
- Bismarck’s domestic and foreign policies
- Wars of Bismarck
- New forms of Socialism in France, Great Britain and Germany

- Suffrage movement and social reforms in Great Britain
- Feminist movement in Europe and beyond
- Franco-Prussian War
- Third French Republic
- Social and cultural changes in Western and Eastern Europe
- Reform movement in Russia – Challenge to Absolutism

Unit 12: The Intellectual Revolution of the 19th Century: Science, Literature, Fine Arts and Philosophy:

Objectives:

1. To delineate the Darwinian Theory of Evolution: to relate the impact on the social thought of the late 19th century.
2. To learn the changes in literature that reflected the intellectual upheavals of the 19th century.
3. To recognize the changes in art forms, architecture and music.
4. To list the conditions that gave rise to the new social sciences.....sociology, psychology and anthropology.
5. To list the significant developments in the physical sciences.

Points of Emphasis:

- Charles Darwin
- Herbert Spencer
- Sigmund Freud
- August Comte
- Franz Boas
- Tolstoy
- Turgenev
- Dostoevsky
- Victorian Art
- Impressionist Art
- Post Impressionism
- Van Gogh
- Cezanne
- Monet

Fourth Quarter:

DBQ Choices: From Vienna to Versailles, Land Hunger in Russia, Pan-Slavism, NATO and the Warsaw Pact, European Union

Quarter Paper: Interpretive Commentary

Primary Source Readings: Lenin, Stalin, Mao, W. Wilson, Hitler, W. Churchill, C. de Gaulle, Jean-Paul Sartre, Treaty of Versailles, Marshall Plan, J.M. Keynes

Art Survey: War Time Propaganda, Socialist Realism, Modernism, Post-Modernism

Map Work: Europe 1914-present, WW I, WW II, Europe after the Soviet Union, Middle East, Africa, and Asia

Unit 13: Imperialism and World War I:

Objectives:

1. To locate and name the areas of colonization by the European powers.
2. To learn the motivating forces of Imperialism and those arguments against it.
3. To learn the results of Imperialism on the colonial peoples and the world economy.
4. To recognize the roots of current international problems in the events of the late 19th century.
5. To learn how the alliance system prior to 1914 created a crisis in confidence.
6. To trace the underlying and immediate causes of World War I.
7. To follow the significant events of the war itself.
8. To evaluate the Treaty of Versailles as a peace instrument.

Points of Emphasis:

- Alliance Systems
- Military build up – naval and arms race
- The “Run for Africa” and other colonial rivalries
- Russo-Japanese War and its consequences
- Nationalism as a driving force
- Compare and contrast the New Imperialism with the old one
- WW I strategies and outcomes
- W. Wilson’s 14 Point Plan
- Treaty of Versailles and its consequences
- Victors and Losers...the impact of the war
- A “world safe for democracy” ?

Unit 14: The Russian Revolution and Communism. Russia 1881-1939:

Objectives:

1. To review the underlying causes of the revolution in Russia.
2. To develop a chronology of the events leading up to November, 1917.
3. To list the steps by which the communists solidified their hold on Russia from 1917-1939.
4. To learn the domestic and foreign policies of the Stalin Era.

Points of Emphasis:

- Policies of Czar Alexander III
- Economic conditions in Russia
- The intelligentsia and other radical groups
- Revolution of 1905
- Stolypin Reforms
- Lenin and the Bolsheviks
- Revolutions in 1917
- Civil War in Russia
- Lenin takes control
- Lenin's economic policies
- Lenin's domestic and foreign policies
- Lenin's death and how Stalin comes to power
- Stalin as dictator....Political purges
- Stalin's domestic and foreign policies
- 5 year plans

Unit 15: The Interwar Years, 1919-1939 and World War II and its Aftermath:

Objectives:

1. To recognize in the aftermath of WW I, the causes of WW II.
2. To list the causes for the rise of Fascism in Germany, Italy and Spain.
3. To trace the development of the democratic nations from 1919-1939 including the Great Depression.
4. To review the underlying causes of WW II.
5. To study the strategies and outcomes.
6. To list the steps leading to the United States entry into WW II.
7. To examine the Holocaust and its legacy.
8. To chart the victory of the Allies in Europe and the Pacific.
9. To understand the complexities facing the world after the war ended.
10. To trace the rise of the Soviet Union as a world power.
11. To know the European political and economic developments after 1945.
12. To learn the causes of the end of Colonialism 1845-present.
13. To learn the ideals and organization of the United Nations.
14. To understand the events leading to the Cold War.

Points of Emphasis:

- The failure of Versailles
- Fascism and Communism as threats to democracy
- The Great Depression
- B. Mussolini
- The NAZI Party agenda
- Hitler's "Mein Kampf"
- Kristallnacht
- Holocaust...the Final Solution
- Aggression/Appeasement....Failure of the Munich Pact
- Start of WW II...Hitler invades Poland
- Non-aggression Pact
- Britain stands alone
- Role of U.S.
- Hitler's invades Russia
- Big 3
- D-Day
- V-E Day
- V-J Day
- Peace settlements after WW II

**Unit 16: The Cold War and Beyond: Post War International & Domestic Politics:
Changes in the World Economy: 20th Century Culture:**

Objectives:

1. To understand the role of the emerging nations in European diplomacy.
2. To recognize the role of the United States in European security.
3. To understand the role of the United Nations to world peace.
4. To recognize the threat of Communism and the role of the Soviet Union.
5. To learn about the ideological struggles between democratic and non-democratic nations.
6. To consider steps taken toward European economic unity.
7. To examine 20th century culture.

Points of Emphasis:

- Origins of the Cold War
- Policy of X
- Domino Theory
- U.S. Policy of Containment
- Truman Doctrine
- Eisenhower Doctrine
- Cold War Flare Ups
- Military conflicts....Korea & Vietnam
- Economic recoveries of England, France and W. Germany

- Domestic issues in England, France and W. Germany
- Solidarity Movement in Poland
- Khrushchev's "de-Stalinization policy
- Russia under Brezhnev and Gorbachev
- Glasnost
- Collapse of the Soviet Union
- Unification of Germany
- World economy from 1945-present
- Youth Movements
- Racism and problems with minority groups
- 20th century art... Existentialism & Post-Modernism
- Environmental Concerns...Global Warming
- Green Movement
- Women's Movement
- Nationalism

First and Second Quarter Papers:

Interpretive Biography or Social and Cultural History from the Renaissance to 1648 (1st Quarter) or from 1648 to the French Revolution (1789).

- Cover Page
- 5 typed pages minimum. Normal spacing
- Bibliography page. Minimum of 5 sources
- Footnotes

Interpretive Biography:

From a list provided, choose a significant person from the period studied in the quarter. Use several sources to research that person's life and the time period they lived. As a result of that research, interpret the importance of that person's life and the contributions they made. Be sure to include information that considers the social, economic, political, religious and other dynamics that were present during the time the person lived.

Social and Cultural History:

From topics provided, use several sources to examine the everyday life of individuals who lived in Europe during the time period studied in the quarter. Through your research you should be able to explain how people of various classes, genders and age groups were influenced by the economic, political, social and religious dynamics of the period.

Third Quarter Paper:

Historians:

From a list provided, choose the writings of one historian. Read several of his or her works that deal with events studied in this course. Your paper will comment on the historical contributions made by this person. Also, read writings of several other scholars and comment on how they each felt about the body of work of your chosen historian. Make your own conclusion about how the historian interpreted the events of the period he or she wrote about.

Fourth Quarter Paper:

Historiography:

From a list provided, choose an event from the period Renaissance to present. Read several historical accounts of the event by different scholars. After doing your research, make comments on how each historian interpreted the event. Be aware of perspective, biases, contradictions, etc. Also, how have historians from more recent times regarded these traditional accounts? In the end, your paper should be your own interpretation of the event based on a wide variety of historical works.

