

CURRICULAR REQUIREMENTS

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

- See page 3

CR1b The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

- See pages 3, 6, 7, 8, 10, 11, 12, 13, 15, 17, 18, 19

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

- See pages 6, 8, 9, 10, 12, 13, 15, 17, 18, 19, 20

CR2 Each of the course historical periods receives explicit attention.

- See pages 5, 6, 7, 8, 9, 11, 12, 15, 17, 19

CR3 Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

- See pages 6, 7, 9, 10, 11, 12, 13, 16, 18, 19, 20, 21

CR4 The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

- See pages 6, 7, 9, 12, 20

CR5 The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

- See pages 7, 8, 9, 11, 14, 18

CR6 The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence

- See pages 7, 8, 12, 14, 18, 20

CR7 The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

- See pages 7, 10, 11, 12, 13, 14, 16, 18, 20

CR8 The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

- See pages 9, 11, 12, 13, 15, 16, 20

CR9 The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

- See pages 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20

CR10 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

- See pages 8, 9, 10, 14, 16, 18, 20

CR11 The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization

- See pages 11, 14, 15, 16, 17, 18, 19, 20, 21

CURRICULAR REQUIREMENTS, continued

CR12 The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

- See pages 11, 14, 15, 16, 17, 18, 19, 20, 21

CR13 The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis

- See page 21

AP EUROPEAN HISTORY

COURSE DESCRIPTION AND GOALS

The AP European History Course is a carefully sequenced program designed to introduce students to the way in which historians recreate the past, and to build skills of historical analysis, writing and research. With heavy emphasis on critical reading and on writing, this course is taught at the college level and is an ideal preparation for undergraduate programs of the highest academic standards.

History is, at the very basis, the study of the past. It encompasses every dimension of human interaction social life, the economy, culture, thought and politics. Students in AP European History will study individuals, groups, communities, and nations, and from every imaginable perspective using all the techniques of the humanities and social sciences to raise questions and probe for answers.

Supplemental to textbook readings, students will analyze primary and secondary sources, including documents, photographs, maps, charts, graphs, interpretive essays, paintings, distinguishing author bias, time references and other impediments to fact finding. A partner with Washington and Jefferson College, we will attend seminars and presentations discussing vital national political, economic and social issues and world affairs.

COURSE MATERIALS

TEXTBOOKS and Source Materials

Kagan, Donald, Steven Ozment, and Frank M. Turner. *The Western Heritage*. 8th ed. Upper Saddle River, N.J. Prentice Hall, 2003. **[CR1a]**

McKay, Crowston, Wiesner-Hanks, and Perry, *A History of Western Society*, 11th ed. Boston: Houghton Mifflin, 2013. **[CR1a]**

Palmer, RR, Colton, J. Kramer, L. *A History of the Modern World*. 11th ed. New York: McGraw-Hill, 2013. **[CR1a]**

Discovering the Western Past: A Look at the Evidence. M. Wiesner-Hanks, A. Evans, W. Wheeler, and J. Ruff. 7th ed. **[CR1b]**

Stayer, Robert W. *Ways of the World: A Global History with Sources*. Boston: Bedford/St. Martin's, 2011. **[CR1b]**

A varied selection of primary and secondary sources is used to supplement texts and class lectures.

Themes that are addressed in the Course:

1. Interaction of Europe and the World (**INT**)
2. Poverty and Prosperity (**PP**)
3. Objective Knowledge and Subjective Visions (**OS**)
4. States and other Institutions of Power (**SP**)
5. Individual and Society (**IS**)

Historical Thinking Skills that are addressed in the course:

- I. Chronological Reasoning
 - a. Historical Causation--Identifying the short term and long term causes and effects.
 - b. Patterns of Continuity and Change over Time
 - c. Periodization--Evaluating various models of periodization and recognizing relevant turning points.
- II. Comparison and Contextualization
 - a. Comparison--Understanding the similarities and differences between different accounts and periods.
 - b. Contextualization--Understanding the larger context of a document or individual's actions.
- III. Crafting Historical Arguments from Historical Evidence
 - a. Historical Argumentation--Assembling various explanations of an event and constructing interpretations of the event (especially as it applies to conflicting historical evidence). °
 - b. Appropriate Use of Relevant Historical Evidence--Extracting useful evidence from sources and evaluating the features of the evidence (including point of view, format, purpose, limitations, context).
- IV. Historical Interpretation and Synthesis
 - a. Interpretation--Analyzing diverse historical interpretations and understanding how historian's interpretations change over time.
 - b. Synthesis--Creating an understanding of the past from a wide variety of evidence, while applying insights about the past to other contexts and circumstances.

GRADING for AP European History

The course is divided into four quarters. Grading in each of the quarters is as follows:

First Quarter Grade: Below are the exams and critical papers given in each of the four quarters. A thorough description of each exam will appear in the course outline.

Exam I: Renaissance (Essay)	80 points
Exam II: Wars of Religion (Terms Test)	80 points

Exam III: Thirty Years' War/English Civil Wars (Essay)	80 points
Exam IV: State-Building/Shifts in the Balance of Power (Essay)	80 points
Exam V: The Scientific Revolution (Objective Exam)	45 points
First 9 weeks' cumulative mid-semester examination	100 points

Second Quarter Grade:

Exam VI: Mid-18 th c Wars/Mercantilism (Take-home Test)	80 points
Exam VII: Rationalism/Enlightenment (Essay)	80 points
Exam VIII: The French Revolution (DBQ)	45 points
Critical Essay on Henry A. Kissinger's "Reappraisal of Vienna"	100 points
Exam IX: Industrial Revolution/Post-Vienna (Essay)	80 points
Exam X: 1848 Revolutions (Essay)	80 points
First Semester Final Examination	100 points

Third Quarter Grade:

Exam XI: The Industrialization of Europe (DBQ)	80 points
Exam XII: Intellectual Responses to Industrialization (Essay)	80 points
Critical Essay on J.A. Hobson's "New Imperialism"	100 points
Exam XIII: WWI: Causes, Battles, Aftermath (DBQ/Essay)	80 points
Exam XIV: Political Experiments of the Inter-War Years (Essay) Exam XV: Policies of Appeasement and Rapprochement/ The Rise of Totalitarian Gov'ts (DBQ/ESSAY)	80 points

Fourth Quarter Grade:

Exam XVI: WWII: Home fronts, Battle, Conferences (Essay)	80 points
Exam XVII: Post-WWII through detente' (Objective)	45 points
Exam XVIII: Post-Cold war Modernity (DBQ)	45 points
Year-long cumulative final examination-2 days	200 points

Grading Scale:

90---100	A
80---89	B
70---79	C
60---69	D
Below 60	F

COURSE OUTLINE:

AP European History subject matter is divided into four major sections: **[CR2]**

1. 1450–1648 (1450–1556, 1556–1648)

2. 1648–1815 (1648–1750, 1750–1815)
3. 1815–1914 (1815–1871, 1871–1914)
4. 1914–Present (1914–1945, 1945–Present)

[CR2]- Each of the course historical periods is broken down into subsections with care analysis of political, economic, social, cultural/intellectual and religious institutions of the specified time period.

Unit I: Europe in Transition, 1450 – 1556 [CR2]

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

Kagan, ch. 9, 10, 11 **Major Topics:**

A 1 day introduction into the “calamities of the 14th c” that preceded and were catalysts to the Renaissance is given as an introduction to the Renaissance of the 15th c

- The Italian Renaissance and Neo-Platonism
- Major Voices: Machiavelli, Castiglione, Valla, Boccaccio
- Ideological and artistic differences between the Italian and Northern Renaissance
- Northern Humanism and Christian values in the 15th/16th c
- Relationship between Plato’s *Republic* and More’s *Utopia*
- The Centralization of power in the High Middle Ages: the “New Monarchy” thesis (Alfred F. Pollard)
- Luther’s Protestations and the Marburg Colloquy
- The consequences of Luther/Zwingli debate at Marburg and the Protestant Work Ethic (Max Weber)
- The 1st Vatican Council: Response of the Roman Catholic Church
- The Effect of the Crusades, humanism and the new interest in the world beyond Europe: Globalization 1.0
- Protestant Reformation’s Effect on Daily Life

Primary Sources: [CR1b]

- Art by Brunelleschi, Michelangelo, Raphael, Botticelli, da Vinci, Peter Brueghel, van Eyck, Durer
- Erasmus, *The Praise of Folly*
- Machiavelli, *The Prince*
- Thomas More, *Utopia*

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

Secondary Sources: [CR1c]

- Jacob Burckhardt, *The Civilization of the Renaissance*
- Charles Howard McIlwain, *Mediaeval Institutions in the Modern World*
- Hans Baron, *Toward a more Positive Evaluation of the Fifteenth Century Renaissance*
- Wallace K. Ferguson, *The Reinterpretations of the Renaissance*

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

- Historical Thinking Skills: I, 1, II. 5, III. 5-6, IV. 8-9
- Learning Objectives: OS-2, OS-5, OS-9, OS-10, OS-11, SP-1, SP-3, SP-10, IS-3 **[CR3] Focus**

discussion:

- Russel Major’s “Negation of Orthodoxy” v Pollard’s thesis • How is the new secularism affecting society?
[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

FRQ Essays: [CR4]

- To what extent do you see the Renaissance as a “unique” period in history? (Use Burckhardt, McIlwain Ferguson and/or Baron to support your answer). In what way did Italy provide the perfect matrix for the Renaissance? Explain. **[CR4] [CR5] [CR6]**
- Choose one Italian 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. **[CR6]**
- Citing Pollard’s thesis as support, analyze why France turned to Absolutism and Britain, Constitutionalism. **[CR7]**

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[CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

[CR6]—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence

[CR7]—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

Roundtable Discussion Group: Focus on IS–1 and OS–11 [CR3]

- How did the Renaissance and the Reformation change the way in which society viewed individuality? **[CR9]**
 - How did the movements restructure an individual’s relationship with God? **[CR3]**—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

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- Map quiz of 16th century Europe
- Image Study: “The Conquest of Mexico as Seen by the Aztecs” (INT-1) **[CR3]**

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

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

Kagan, ch. 12, 13

Major Topics: STATE BUILDING and Wars of RELIGION

- French Wars of Religion, Bourbon Rule (Henry IV, Louis XIII, Cardinal Richelieu)
- The Dutch Wars of Religion (William IV, the Silent, Margaret of Parma, Duke of Alba, Don Luis Requesne, the Council of Blood, Cardinal Granvelle)
- Elizabeth I vs. Philip II
- The Thirty Years’ War
- The English Civil Wars/House of Common/Puritans/Merchants/Roundheads fight the status quo
- Scientific Inquiry: Kepler, Galileo, Newton, Vesalius, Harvey, Bacon, Descartes

- Witch-hunting
- Mannerist/Baroque Art

Primary Resources- [CR1b]

- “Political Will and Testament,” Cardinal Richelieu
- “Leviathan,” Thomas Hobbes
- John Locke, *Two Treatises of Government*
- Luther’s *Augsburg’s Confessions*

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

Secondary Sources: [CR1c]

- C.V.Wedgwood, *The Futile and Meaningless War*
- “War and Peace in the Old Regime,” M. S. Anderson
- Richard H. Tawney, “The Gentry Take Power to Which Their Economic Success Entitles Them”
- Hugh Trevor-Roper, “Poor Discontented Gentry Rebel against Established Institutions”
- JH Hexter, “The Social Interpretations of the Great Rebellion”

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

Class discussion-focus:

- How the Wars of Religion in the Habsburg Central European States were more political than religious
- How *realpolitik* developed through *politiques*
State Building and the Peter Stearns’ model of internal/external nation-state formation
- St. Bartholomew’s Day massacre and the rise of the Bourbon Dynasty • The foreign and domestic policy of Elizabeth I

Essays and assessments:

- State building, Reformation and French Wars of Religion: Terms’ test on Mercantilism, Reformation, French, Dutch, Spanish and English Wars of Religion
- DBQ: Absolutism v Constitutionalism
Students will assess these documents using APPARTS (Author, Place and Time, Prior Knowledge, Audience, Reason, The Main Idea, Significance). **[CR6]**

[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

[CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. –Interpretation

- Historical Thinking Skills: I. 1-3, II. 7, IV. 8-9
- Learning Objectives: PP-6, OS-2, OS-3, OS-9, OS-11; SP-1, SP-2, SP-3, SP-11, SP-13, SP-15; IS-2.

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

[CR2]—Each of the course historical periods receives explicit attention
Kagan, ch. 14, 15, 16

Major Topics:

- Louis XIV’s Absolutist France v England’s War for Constitutionalism
- Absolutism in the East: Prussia, Russia, Austria (and not Poland) Enlightened absolutists in Eastern Europe

- Rejecting Absolutism: Great Britain and Netherlands
- Enlightenment Thinkers (Locke, Smith, Montesquieu, Voltaire, Diderot, Rousseau, Beccaria) ◦ Women's roles in the Enlightenment • Rococo and Neo-Classical Art
- Compare the lives of the popular classes and the elite class
- Mid 18th c Wars (Mercantile Wars/Mercantile Empires)
- Agricultural Revolution (2nd), cottage industry, Commercial Revolution

Primary Resources: [CR1b]

- *English Bill of Rights*
- "Memoirs," Duc de Saint-Simon
- "A Secret Letter," Frederick William the Great Elector
- "What is Enlightenment," Immanuel Kant
- "The Slave Trade," Anonymous

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

Secondary Sources: [CR1c]

- "The Ancient Regime: Ideals and Realities," John Roberts
- "The Resurgent Aristocracy," Leonard Krieger • "Lords and Peasants," Jerome Blum
- Prof. Tawney's, *The Gentry Takes Power to Which their Economic Success Entitles Them*
- Prof. Trevor-Roper's, *Poor Discontented Gentry Rebel against Established Institutions*
- Prof. J.H. Hexter's, *The Wealthy Parliamentary Gentry-and the Reality of Ideology*

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

FRQs:

- Essay: Defend or refute: The English Civil Wars were more religious than political, while the Thirty Years' War was more political than religious **[CR4] [CR5]**
- Essay: How did the Enlightenment impact the European approach to government, economics, religion, education, and gender equality? (OS-7) **[CR3]**

◦ Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9

◦ Learning Objectives: INT-1, INT-3, INT-5, INT-6, INT-7, INT-9, INT-11; PP-1, PP-2, PP-6; IS-1, IS-2 IS-7, IS-10.

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[CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

[CR8]—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

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[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

- Student Writing Assignment: How did the Enlightenment impact the European approach to government, economics, religion, education, and gender equality? (OS-7) **[CR3] Points of Discussion:**
- Andropometric studies of the gentry and lower socio-economic classes

- The controversy over the role of the gentry: were the gentry rising in numbers?
- Were the English civil wars economic, social, political or religious in nature?
 - Historical Thinking Skills: I. 1-3, II. 4, III. 7
 - Learning Objectives: SP-2, SP-11, OS-7

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course

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

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

Kagan, ch. 19–20

Major Topics:

- The Enlightenment and Age of Rationalism (Ideological Revolution: the application of science to politics and society)
- Industrial Revolution in Great Britain
- Issues of Industrialization: Urbanization, Sanitation, Labor Movements
- French Revolution
 - Prelude: Three Estates, Debt, Discontent ◦ 1789
 - Moderate achievements: Civil Constitution, Declaration of the Rights of Man, const. 1791
 - Radical politics: Republic, Economic Policies, Cultural Revolution, CPS, Thermidor
 - Napoleon: Child of the Enlightenment or Last Enlightened Despot
- Congress of Vienna: Metternich and Conservatism
- Enlightened despotism of Eastern Europe: Austria, Russia and Prussia

Primary Resources: [CR1b]

- “Testimony for the Factory Act of 1833: Working Conditions in England”
- “The Condition of the Working Class in England,” Friedrich Engels
- *Candide*-Voltaire
- Jean Jacques Rousseau, *The Social Contract*
- Montesquieu, *In the Spirit of the Laws*
- Diderot, *Encyclopedia*
- “The Cahiers: Discontents of the Third Estate”
- “What is the Third Estate?” Abbe de Sieyes
- “The Declaration of the Rights of Man” and of the Citizen”—The National Assembly
- “Speech to the National Convention—the Terror Justified,” Maximilien Robespierre

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

Secondary Sources: [CR1c]

- “The Coming of the French Revolution,” Georges Lefebvre
- “Early Industrial Society: Progress or Decline,” Patrick Stearns and Herrick Chapman

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

Points of Discussion:

- The Intellectual Revolution of rational thought—early philosophes C/C to pre-rationalism
- Deism: The new religion—anathema or similar to Christianity?
- Was Rousseau a Romantic or Rational thinker?
- Did the French Revolution achieve the goals originally made?
- Why was the liberalism of the 18th c not liberal?
- Why is the French Revolution known as one of the most significant political revolutions of all times?
- What effect did the Industrialization of England have on the French Revolution?

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[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

FRQs:

- Where the causes of the French Revolution met by the National Assembly or National Convention?**[CR7]**
- Analyze the political, economic, and social causes for the French Revolution of 1789.
- Using the French Revolution documents above, analyze the influence of Enlightenment theory on the Moderate phase of the French Revolution. **[CR11]**
- Compare and contrast the French Revolution by revisionist Edmund Burke and Alexis de Tocqueville. **[CR12]**

[CR7]—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

[CR11]—The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization

[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis **DBQ** •

Using the French Revolution documents above, analyze the influence of Enlightenment theory on the French Revolution. **[CR11]**

[CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation **Points of Discussion:**

- The Intellectual Revolution of rational thought—early philosophes C/C to pre-rationalism
- Deism: The new religion—anathema or similar to Christianity?
- Was Rousseau a Romantic or Rational thinker?
- Did the French Revolution achieve the goals originally made?

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[CR8]—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

- Historical Thinking Skills: I, 1-3, II, 4-5, III, 6-7, IV, 8-9
- Learning Objectives: SP-4, sp-7, SP-11, SP-16, SP-17; IS-10; PP-10-11

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

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

Kagan, ch. 21 **Major Topics:**

- The Metternich System
- Conservatism, Interventionism
 - Metternich ◦ Burschenschaften, Decembrist Revolts
 - Tory vs. Whig (Peterloo Massacre)
- Nationalism ◦ Greek and Belgian Revolt
- Liberalism ◦ Bentham, Mill, Malthus, Ricardo and the cry for constitutionalism • Socialism ◦ Saint-Simon, Owen, Fourier
- Romanticism
- Dialectic materialism/GWF Hegel

Primary Resources: [CR1b]

- Adam Smith's *The Wealth of Nations*
- Thomas Malthus, *Iron Law of Wages*
- David Ricardo, *On Population*
- GWF Hegel's *Reason in History*

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

Secondary Sources [CR1c]:

- Henry A. Kissinger's, *Congress of Vienna: A Reappraisal*
- Robert A. Kann's, *Metternich: A Reappraisal of His Impact on International Relations*
- Jacques Barzun, "Who are the Romanticists?" • Samuel Bernstein, "From Utopianism to Marxism"

FRQs:

- Analyze the Revolutions of 1830 in Greece, Belgium and France? How did the Congress of Vienna influence them and to what extent were they successful?
- What is the balance between legitimacy and security that is necessary to achieve equilibrium?
- How was the French Revolution an enlightened revolution?

[CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation **Points of Discussion:**

- Legacy of Napoleon: Liberalism, Nationalism and Conservatism
- Reactionary Quadruple Alliance: Can the hands of time be turned back?
- Romanticism in the late 18thc: a response to rationalism and science
- Dialectic Materialism: Hegelian Philosophy
- Reaction to reactionary gov'ts of Europe: Revolution, Reform, Rivalry
- How useful is the liberal economics of Adam Smith today?

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DBQ: Students will assess these documents using APPARTS (Author, Place and Time, Prior Knowledge, Audience, Reason, The Main Idea, Significance). **[CR6]**

- A Letter from an Industrialist to His Workers/The 2nd Industrial Revolution

[CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

- Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
- Learning Objectives: INT-7, INT-11; PP-1, PP-10; OS-3, OS-4, OS-5, OS-7 OS-8, OS-9, OS-10; SP-1, SP-4, SP-9; IS-6, IS-9.

Unit V: The Effects of Liberalism, Nationalism and the Industrialization of Europe 1830 – 1871 [CR2]

[CR2]—Each of the course historical periods receives explicit attention. Kagan, ch. 21, 22, 23 **Major Topics:**

- The social changes caused by the Industrial Revolution
- Labor movements
- The Cult of Domesticity
- Victorian England
 - Benjamin Disraeli and his conservative England
 - William Gladstone and his liberal Great Ministry
- The 1848 Revolutions: Causes and the coincidental fall of Metternich and Louis Philippe
- The unification of Germany and Italy
- The Magyar Diet and Austria’s Reactionary Gov’t
- The Frankfurt Assembly and the demands of the SPD
- Karl Marx and Friedrich Engels unite the workers across borders
- anarchism
- Bismarck: The Blood and Iron Chancellor
- Women’s movements

Primary Sources: [CR1b]

- Karl Marx, *The Communist Manifesto*
- *Das Capital*
- “Women Industrial Workers Explain Their Economic Situation”
- The Reform Bills of the English Parliament
- “Heinrich Von Treitschke Demands The Annexation of Alsace and Lorraine”

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. **Secondary Sources: [CR1c]:**

- Priscilla Robertson, *1848*
- Lord Elton, *1848*
- Friedrich Meinecke, “The Year 1848 in German History: Reflections on a Centenary”

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

Points of Discussion:

- The fragile alliance of the liberals and working class in the 1848 Revolutions
- The Reform Bills of the English Parliament: How England negotiated liberal and conservative cabinets
- The Metternich Era
- 1848: An Opportunity lost
- Romanticism and Political thought in Germany
- Marx and Marxism: Three recent evaluations
- Napoleon III: “The First Mountebank Dictator” (secondary source and lecture theme)
- Disraeli and Gladstone: How 2 politically ideologically different prime ministers diplomatically saved England
- The Unification of Germany and Italy

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[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

- Historical Thinking Skills: I. 1-3, II. 4-5
- Learning Objectives: : INT-7, INT-11; PP-1, PP-10; OS-3, OS-4, OS-5, OS-7 OS-8, OS-9, OS-10; SP-1, SP-4, SP-9; IS-6, IS-9.

Assessments:

- “Case Study 7: Two Programs for Social and Political Change: Liberalism and Socialism” (pp. 178-209, Wiesner).
- Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
- Learning Objectives: PP-6, PP-8, PP-14; SP-1, SP-4, SP-7, SP-9, SP-12, SP-17; IS-2; OS-4, OS-8, OS-9, OS- 10.

FRQ/ESSAY: The 1848 Revolutions were called a turning point in history in which history failed to turn. Defend or refute this statement.

[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis Student Forum Debate: The 1848 Revolutions have often been called “failed revolutions.” Dispute this statement with support from primary and secondary sources and historical evidence.

- Analyze maps of Paris prior to Haussman 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). (Kagan, 818)[**CR9**]
- Analyze the Chart of Growth of Major European Cities (Kagan, 823) [**CR1b**]
—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.
- Graph skills: Percentage increase in the Population of Germany, 1816-1914 [**CR1b**]
[**CR3**]
—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course
[**CR11**]
—The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. - Contextualization
DBQ: Throughout history, different intellectual and social movements have provided essential stepping stones to new ways of thinking. Discuss how the ideas of the Enlightenment influence the Romantic Era Students will assess these documents using APPARTS (Author, Place and Time, Prior Knowledge, Audience, Reason, The Main Idea, Significance). [**CR6**]
[**CR6**]
—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence
[**CR5**]
—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation
[**CR7**]
—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation
[**CR8**]
—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time
[**CR9**]
—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization
[**CR11**]
—The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization
[**CR12**]
—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

Unit VI: Mass Society, Imperialism, and the Age of Progress, 1871 – 1914 [CR2]

[**CR2**]
—Each of the course historical periods receives explicit attention. Kagan, ch. 25, 26 **Major Topics:**

- New Patterns in the Industrial Economy
- Continental Feminism
- Women and the advent of ‘white collar’ jobs
- The Emergence of Mass Society: mass literacy, transportation, politics, communications
- Urban and suburbanization
- Social structure in mass society
- Education and leisure in mass society

- The emergence of the Nation-state and nationalism
- New Intellectual trends and the rise of anti-Semitism
- Nietzsche
- Freud
- Darwin
- JA Hobson's Thesis of New Imperialism

Primary Sources: [CR1b]

- Pope Leo XIII, *Rerum Novarum*
- Nietzsche, *The Genealogy of Morals*
- Dostoyevsky, *Brothers Karamazov: The Grand Inquisitor*
- Charles Darwin, *Origin of the Species*
- DH Lawrence, *Sons and Lovers*
- HG Wells, *The Time Machine*
- VI Lenin, *Imperialism, The Highest Stage of World Capitalism*

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

Secondary Source : [CR1c]:

- JA Hoson's "The Economic Aspects of Imperialism"
- DK Fieldhouse, "Imperialism" An Historiographical Revision
- "The Unfinished Revolution: Marxism Interpreted," Adam Ulam

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

Points of Discussion:

- Developments in the Sciences: a New Physics Newton v Einstein
- Irrationalism/
- psychoanalysis: Interpretation of the sub and un-conscious mind
- Darwinian Survival of the Fittest
- Social Darwinism and racism: Gobineau, Wells, Spencer, Lawrence
- The "1873" crash
- Morbid nationalism
- The attack on Christianity and the response by the Roman Catholic and Protestant Churches • Women's rights
- Theodore Herzl's realized state
- The new left-SPD
- The new thrifty plutocracy
- Empire building: from Mercantilism to Imperialism
- Formation of entangling alliances
- Globalization of the world
 - Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
 - Learning Objectives: INT-7; PP-6, PP-7, PP-10, PP-13, PP-14, PP-15; OS-4, OS-8, OS-10; SP-5: IS-2, IS-5, IS-7.

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course

[CR7]—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

[CR8]—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

[CR11]—The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization

[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

Assessments:

Critical Essay: After analyzing the economic article by JA Hobson, give your synopsis of his thesis, description and prescription for New Imperialism. **[CR4]** (INT- FRQs:

- Using one Impressionist piece of art from this period and one piece of art from any prior period, explain why the Impressionist period was the turning point for modern art. **[CR9]**

- Name the significant factors that led to the new intellectualism of Existential thought =/or Transcendentalism in the 19th c. Support your answers using primary and secondary sources

[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

- Chart interpretation: “The Decline of the Birth Rate in Eng. and France, Germany and Sweden, 1840-1913”
- Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
- Learning Objectives: PP-4, PP-6, PP-7, PP-8, PP-10, PP-13; OS-4, OS-8; IS-5, IS-6, IS-9 **[CR3]**

Unit VII: The Age of Crisis and the Search for Stability, 1914 – 1939 [CR2]

[CR2]—Each of the course historical periods receives explicit attention Kagan, ch. 27-28

Major Topics:

- Political Experiments of the 1920s
- International Rivalry and the coming of World War I
- Nationalism and international discord
- Militarism and War Plans
- The Effects of New Imperialism
- The Alliance System
- The Outbreak of WWI: Immediate Causes
- The War in Stages

- The New technology of war
- Russian Revolution and the Workingman’s International
- The Treaty of Versailles and the aftermath of WWI
- A Broken World: The Interwar Years
- JM Keynesian Theory
- Fascism and the Rise of the Right **Primary Sources: [CR1b]:**
- “Lenin argues for the necessity of a secret and elite party of professional revolutionaries”-VI Lenin
- Theodore Herzl pamphlet, “*The Jewish State.*”
- Art: George Braque, *Violon et Palette*
- Poster: “Women of Britain say-GO!”
- map: (Imperial Expansion in Africa to 1880) (to 1914)
- JM Keynes, *The Economic Consequences of the Peace*
- Photo: John Singer Sargent, *Gassed: The Horrors of Modern War*
- Benito Mussolini, “Force and Consent”
- *Mein Kampf*—Adolph Hitler

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

Secondary Sources: [CR1c]:

- Sidney B Fay, *Origins of WWI*
- Imanuel Geiss, “*The Outbreak of the First World War and German War Aims*”
- Excerpts from Raymond Sontag’s *A Broken World: 1919-1939*
- Geoffrey Barraclough, *Introduction to Contemporary History*
- Robert Vincent Daniels, “Lenin Gambled Wildly and Won”
- George F. Kennan, “The Autocracy’s Many Shortcomings”
- Bernard, “Rasputin and the Empress Alexandra”
- Richard Pipes, “National Minorities Sought Autonomy and Independence”

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

[CR6] ---The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence

Points of Discussion:

- Long-term and immediate causes of WWI
- How the powderkeg developed into a war on 6 continents with 28 nations involved in the fighting
- Parallels between the French and Russian Revolutions
- The Aftermath of WWI: Analysis of JM Keynes, *Economic Consequences of the Peace*
- Weimar Republic
- Political experiments in the Interwar Years
- The industrialization of Russia
- The rise of fascism and Nazism and a comparative study of communism as a totalitarian gov’t
- The Weimar Constitution, fractiousness of the center-right and the rise of Hitler

[CR3] ---Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

[CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

[CR7]—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

[CR11]—The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization

[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

Assessments:

Student debate on causes of WWI—who was responsible for the ‘guns of August?’ **FRQs:**

- To what extent did the artistic movements of the 1920s reflect the mood of European society? Use three pieces of art in your discussion. **[CR9]**
- Using the secondary sources above, analyze the various reasons for the coming of the First World War in 1914. **[CR12]**
- Compare and contrast the depictions of WWI provided by early press releases and the “trench poets.”
- Interpret the graph: “German Reichstag Elections, 1928-1932: % of the Total Vote Won By The Major Parties” **[CR1b]**

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

[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis **DBQ:**

- *The Age of Anxiety*
- Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9
- Learning Objectives: INT-9, INT-10, INT-11; SP-6, SP-13, SP-14, SP-17, SP-18; IS-3, IS-6, IS-7, IS-8, IS-10 **[CR3]**

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Unit VIII: Global Conflict, Cold War, and New Directions

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

Kagan, ch. 29, 30, 31 **Major Topics:**

- Totalitarian dictatorships/Stalin
- Appeasement and rapprochement
- The Crisis of 1939
- WWII’s critical battles and turning points

- From Tehran to Potsdam: Conferences of WWII
- The legality of ex-post facto law
- decolonization
- The division of Europe
- The effects of the Cold War and hardline communism
- Detente'
- Post-Cold War Containment and justification for Korean and Vietnam Wars
- Europe: Social, Intellectual, Technological, Political and Economic Change
- New Challenges in the Post-Cold War Error

Primary Sources: [CR1b]

- Winston Churchill, *The Gathering Storm*
- Winston Churchill, "The Sinews of Peace" Speech
- Nelson Mandela, "The Struggle for Freedom in South Africa"
- Lyndon Johnson, "Address to Congress Regarding the Tonkin Gulf Resolution, 1964"
- Aung San Suu Kyi, "Freedom from Fear"

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

Secondary Sources: [CR1c]:

- Robert C. Tucker, "The Dictator and Totalitarianism"
- Michael Curtis: "Retreat from Totalitarianism"
- A. James Gregor: "The Ideology of Fascism"
- AJP Taylor, "War for Danzig"
- Lord Butler, "The Art of the Possible"
- Sir Lewis Namier: "Europe in Decay"
- V Potemkin et al.: *Istoriia Diplomatii*
- Winston Churchill, "The Sinews of Peace" Speech
- Milton Konvitz, "Will Nuremberg Serve Justice?"
- George A. Finch: "The Nuremberg Trial and International Law"

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

[CR6] ---The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence

Points of Discussion:

- Contrast late nineteenth century European attitudes and policies about race to those after 1950.
- To what extent did the structure of the Russian government and society affect its economic development in the 18th and 19th centuries? (2007 B).
- Analyze the factors that led to the expansion of the welfare state in Western Europe in the mid-twentieth century.

[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

[CR6]—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence

[CR8]—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization **Assessments:**

FRQs:

- Discuss the development of computer technology in the 20th c. What were the pivotal inventions that proved to be the catalysts of change?

- How would you define feminism? How has recent feminism differed from feminism in the early 20th c? What political successes can women point to over the decades? What actions have women taken in the West to achieve personal independence?

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course

[CR7]—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

[CR11]—The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization

[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

DBQ: Western Europe: Relations with Muslims and Islamic World” (A-78, McKay). **[CR4] [CR12]**

[CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence— Historical argumentation

[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past— Synthesis **[CR13]**

The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis

- Historical Thinking Skills: I. 1-3, II. 4-5, III. 6-7, IV. 8-9

- Learning Objectives: PP-5, PP-12, PP-14; OS-4, OS-8; SP-9, SP-10, SP-12, SP-13, SP-17, SP-19; IS-4, IS-6; IS-7; IS-8; IS-9

DBQ:

“DBQ 20: Western Europe: Relations with Muslims and Islamic World” (p. A-78, McKay). **[CR4][CR12]**

[CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past – Synthesis