**AP European History Syllabus**

North Paulding High School

Dallas, GA

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**Course Description:** This is a college level course designed to examine European history from the Renaissance (ca. 1450) to the present. The course is organized into four time periods, and each one will be examined through five course themes and the use of nine historical thinking skills. In this course it will be important to dig deep into the factual events of history by examining various primary and secondary resources. It will also be important to look beyond the facts to examine the various interpretations and viewpoints of these events. There will be a specific focus on historiographical analysis from numerous historians, to find out how the views and interpretations of major events have changed over time. Finally, because written response items make up more than half of the AP Test, writing will be a major focus of the class. This will include short answer questions, long essay questions, and document based questions.

**Grading:** Grades are divided into three categories: Formative, Summative, and Final Exam.

* Formative grades make up 20% of a student’s average. These will include quizzes, in class essays, and some daily activities.
* Summative grades make up 60% of a student’s average. These will include tests, projects, and take home essays.
* The final exam makes up 20% of a student’s average.

**Class Policies:**

* **Late work will not be accepted, except in the case of an absence from school. In the case of an absence, any assignments must be turned in the next day or they will be counted late.**
* Class attendance is essential to academic success. Students should not be absent or tardy without a serious reason. Students are responsible for any information or assignments missed during an absence.
* No emailed assignments will be accepted. Typed assignments must be in MLA format with size 12 font and 1” margins.
* Required Materials: Bring your notebook and pen or pencil to class every day.
* **Academic Honesty: Cheating and plagiarism will not be tolerated in any way. This includes copying work from another student. This will result in a failing grade on the assignment/test and possible disciplinary action.**
* All NPHS rules and policies will be followed.
* Tutoring is available before and after school on Tuesdays and Thursdays by appointment. Additional appointment times and days are available by request.
* \*Items on the syllabus are subject to change at the teacher’s discretion. This includes assignments, essay topics, and sources used.\*

**Course Text and other reading:**

 Main Text:

Spielvogel, J. *Western Civilization Since 1300, AP Edition*. Cengage Learning: Stamford, CT. 2012.

 Primary and Secondary Sources:

 Forster, Edward Seymour, Trans. *The Turkish Letters of Ogier Ghiselin de Busbecq*. Louisiana State University

 Press: Baton Rouge. 2005.

 Lualdi, Katharine J. *Sources of the Making of the West, Volumes I and II*. Bedford/St. Martin’s: Boston. 2005.

 Palmer and Colton. *A History of the Modern World, 10th ed.* McGraw Hill: Boston. 2007.

 Perry, Marvin. *Sources of Western Tradition, Vols. I, II*. Wadsworth: Boston. 2014.

 Weisner-Hanks, Evans, Wheeler, and Ruff. *Discovering the Western Past: A Look at the Evidence, Vols. I, II*.

 Houghton Mifflin: Boston. 2014.

 Mitchell and Mitchell. *Taking Sides: Clashing Views in World History, Vols. I, II*. McGraw Hill. Boston. 2010.

Visual and Quantitative Sources: Students will analyze graphs, charts, tables, images, and maps from a variety of sources, including the textbook and other secondary sources. Many documents will be used from previously released AP European and World History released DBQs. These DBQs will be modified to fit new College Board requirements.

**Themes of World History:** Students in this course must learn to view European history thematically. The AP European History course is organized around five overall themes that serve to unify threads throughout history into a “big picture.” The themes also provide a framework for comparisons and analysis of continuity and change over time.

**Interaction of Europe and the World (INT)**

* + Why have Europeans sought contact and interaction with other parts of the world?
	+ What political, technological, and intellectual developments enabled European contact and interaction with other parts of the world?
	+ How have encounters between Europe and the world shaped European culture, politics, and society?
	+ What impact has contact with Europe had on non-European societies?

**Poverty and Prosperity (PP)**

* + How has capitalism developed as an economic system?
	+ How has the organization of society changed as a result of or in response to the development and spread of capitalism?
	+ What were the causes and consequences of economic and social inequality?
	+ How did individuals, groups, and the state respond to economic and social inequality?

**Objective Knowledge and Subjective Visions (OS)**

* + What roles have traditional sources of authority (church and classical antiquity) played in the creation and transmission of knowledge?
	+ How and why did Europeans come to rely on the scientific method and reason in place of traditional authorities?
	+ How and why did Europeans come to value subjective interpretations of reality?

**States and Other Institutions of Power (SP)**

* + What forms have European governments taken, and how have these changed over time?
	+ In what ways and why have European governments moved toward or reacted against representative and democratic principles and practices?
	+ How did civil institutions develop apart from governments, and what impact have they had upon European states?
	+ How and why did changes in warfare affect diplomacy, the European state system, and the balance of power?
	+ How did the concept of balance of power emerge, develop, and eventually become institutionalized?

**Individual and Society (IS)**

* + What forms have family, class, and social groups taken in European history, and how have they changed over time?
	+ How and why have tensions arisen between the individual and society over the course of European history?
	+ How and why has the status of specific groups within society changed over time?

**Historical Thinking Skills:** These nine thinking skills provide an essential framework for learning to think historically, and they are important to learn and practice for all fields of history. They are divided into four skill types. Each skill has some important underlying questions that can be useful to mastering the skill.

**I. Chronological Reasoning**

 **1. Historical Causation**: Analyzing the cause and effect relations of events

 - What were the reasons for this event?

 - What resulted from this event? Were the results long or short-term?

 - Which causes and effects were most significant?

 - How do the assessments of historians differ from primary accounts?

 **2. Patterns of Continuity and Change Over Time**

- What has changed within a specific time period?

 - What has remained the same within a specific time period?

 - What can explain why some things change and others do not?

 - How are continuity and change represented in different sources? Why?

 **3. Periodization**: Analyzing the reasons for dividing history into distinct periods

 - What specific dates begin and end historical periods? Why?

 - What are the common characteristics of a given period?

 - Why do various sources use different dates to start/end a period?

 - How would a different start/end date change the story?

**II. Comparison and Contextualization**

 **4. Comparison**

- How are different developments similar and/or different?

 - Why do events affect different groups in different ways?

 - How do different points of view on the same event compare?

 **5. Contextualization**: Understanding events based on the past, present, and future

 - What was happening at the time that might influence the event?

 - What else was happening in the place, the country, the region, the world?

 - How do events relate to larger processes?

- How do these larger processes shape events?

**III. Crafting Historical Arguments from Historical Evidence**

 **6. Historical Argumentation**: Create, defend, or counter historical arguments

 - What historical evidence helped construct common historical arguments?

 - How can you construct a historical argument from relevant evidence?

 - How does conflicting evidence affect historical arguments?

 **7. Appropriate Use of Relevant Historical Evidence**

- What reasons and evidence support an argument? Counter an argument?

 - What are the conflicting arguments? How can they be countered?

 - How can an argument be stronger or more clear?

 - Is all historical evidence equally valid or valuable?

**IV. Historical Interpretation and Synthesis**

 **8. Interpretation**: Describe, analyze, and construct diverse historical arguments

 - What is the main idea of the historical argument?

 - What evidence supports this argument? What undermines it?

 - Why do historians make different arguments about the same event?

 **9. Synthesis**: Use various historical thinking skills and even other disciplines to create new

 understandings of the past

 - How do multiple pieces of evidence, both primary and secondary, combine to create new understandings

 of the past?

 - How do insights from the past apply to other contexts, including the present?

**Course Outline:**

**Unit One:** Out of the Middle Ages into the Modern World

 **Periodization:** c. 1450 to c. 1648

 **Unit Focus:** Review up to 1450, Introduction to Course Themes and Historical Thinking Skills

 **Duration:** 8 weeks

 **Textbook:** Chapters 11-16

**Key Concepts:**

**Key Concept 1.1:** The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world.

**Key Concept 1.2:** The struggle for sovereignty within and among states resulted in varying degrees of political

centralization.

**Key Concept 1.3:** Religious pluralism challenged the concept of a unified Europe.

**Key Concept 1.4:** Europeans explored and settled overseas territories, encountering and interacting with indigenous

populations.

**Key Concept 1.5:** European society and the experiences of everyday life were increasingly shaped by commercial

and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.

**Activities and Assignments:**

 **Discussion Topics:** 5 Themes and 9 Historical Thinking Skills, What Happened Before 1450?, Geography and Map Comparison, Theories of History, Greco-Roman Roots, the Church, Why 1453?, “New Monarchs”, Capitalism and Commerce, the Renaissance, Reformation and Counter-Reformation, Europe and the New World, Russia, Scientific Revolution, Traditions that Survive the Middle Ages

 **Writing Assignments:** Intro. to the DBQ, Comparative, Analytical, and Continuity/Change Long Essays, Short Answer Practice, Argumentative Research Paper

 **Documents:** Plague DBQ (1995), excerpts from Machiavelli’s *The Prince*, Chaucer’s *Canterbury Tales*, and Forster’s *The Turkish Letters*, Zagorin’s How the Idea of Religious Toleration Came to the West, clips from the films *Luther* (2003), *Knight’s Tale* (2001), and *Kingdom of Heaven* (2005), various Medieval, Classical, and Renaissance works of art.

*Graphing Population Data of European Cities of the Renaissance*, PDF, Merrian Schools.

Two Views of the Renaissance: Jacob Burckhardt vs. Peter Burke: *Civilization of the Renaissance in Italy*, Penguin Classics, ed., Introduction, and “The Myth of the Renaissance” by Peter Burke, PDF.

 **Additional Assignments:** Art Critique: Social and Cultural Change through Art **(Theme Focus: OS-10)**, Trial of Luther, Trial of Columbus **(Theme Focus: INT-1, 2, and 6)**, Argumentative Presentation, Scored Discussion: East vs. West, Current Event Journal: Focus on Context, Significant/Interesting/Or Not Debate

**Unit Two:** End of Religious Wars, Enlightenment, and Revolutions

 **Periodization:** c.1648 to c. 1815

 **Unit Focus:** Social, Political, and Intellectual Revolutions

 **Duration:** 9 weeks

 **Textbook:** Chapters 17-20

**Key Concepts:**

 **Key Concept 2.1:** Different models of political sovereignty affected the relationship among states and between

 states and individuals.

**Key Concept 2.2:** The expansion of European commerce accelerated the growth of a worldwide economic network.

**Key Concept 2.3:** The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture.

**Key Concept 2.4:** The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

**Activities and Assignments:**

 **Discussion Topics:** Scientific Revolution (cont.), Religious Conflict, Political Evolution vs. Revolution, English Civil War and Political Dissidents, Coffee Houses and Salons (Diffusion of Ideas), Absolutism, Treaty of Utrecht, Enlightenment vs. Romanticism, Enlightenment Thinking, French Revolution, Early Industrialization, Mercantilism vs. Laissez-faire, Nationalism, Napoleon (Enlightened Despotism), Congress of Vienna

 **Writing Assignments:** Cont. and Change in Religious Conflict, Compare Political Developments in France vs. England, Enlightenment Ideas and Modern Governments, Enlightened Despots: Good or Bad?, Argumentative Research Paper, Dutch Republic DBQ

 **Documents:** Dutch Republic DBQ (1996), Excerpts from Brinton’s *Anatomy of a Revolution*, Locke’s *Two Treatises on Government*, Voltaire’s *Candide*, Wollstonecraft’s *Vindication of the Rights of Women*, and Dicken’s *A Tale of Two* Cities, Lynn Hunt’s “Five Books” Interview, Maps of European Religious Divisions, Data from English Population Movement at the Beginning of the Industrial Revolution

 **Additional Assignments:** Political Dissidents of the 1640s Campaign, Treaty of Utrecht/Congress of Vienna Simulation **(Theme Focus: SP-2, 3, and 16)**, Mr. Hanft’s Coffeehouse and Salon **(Theme Focus: OS-2 and 9)**, ‘How Revolutionary Were They?’ Debate, Argumentative Presentation, Current Events Journal: Focus on Context, Historiography of the French Revolution

**Unit Three:** The Age of –isms, More Revolutions, and the Victorian Age

 **Periodization:** c. 1815 to c. 1914

 **Unit Focus:** Dramatically New Ways of Life Create Conflict and Comfort

 **Duration:** 8 weeks

 **Textbook:** Chapters 21-24

**Key Concepts:**

 **Key Concept 3.1:** The Industrial Revolution spread from Great Britain to the continent, where the state played a

 greater role in promoting industry.

 **Key Concept 3.2:** The experiences of everyday life were shaped by industrialization, depending on the level of

 industrial development in a particular location.

 **Key Concept 3.3:** The problems of industrialization provoked a range of ideological, governmental, and collective

 responses.

 **Key Concept 3.4:** European states struggled to maintain international stability in an age of nationalism and

 revolutions.

 **Key Concept 3.5:** A variety of motives and methods led to the intensification of European global control and

 increased tensions among the Great Powers.

 **Key Concept 3.6:** European ideas and culture expressed a tension between objectivity and scientific realism on one

 hand, and subjectivity and individual expression on the other.

**Activities and Assignments:**

 **Discussion Topics:** Industrialization (cont.), Social and Cultural Change through Art (Romanticism and Utopian Socialism), Parliamentary Revolution in England, Revolutions on the Continent, Victorian Era, Crimean War, Nationalism in Germany and Italy, Imperialism, Zionism, Role of Women, Road to War

 **Writing Assignments:** Compare Marx and Wollstonecraft’s Answers to the Woman Question, Manchester DBQ, Analyze the Utopian Socialist Ideas in Romantic Art, Cont. and Change in Revolutionary Ideas, Urban Game Analysis, Civil Liberties vs. Independence in the Revolutions of the 1800s, 1640s vs. 1840s Political Movement Comparison, Argumentative Research Paper, Compare Varying Historical Interpretations of the Causes of World War I

**Documents:** Manchester DBQ, Excerpts from Marx and Engels *Communist Manifesto*, Maps

and Charts from Global Imperialism, Various Historians Views of Bismarck, Richard Lebow’s *Agency and Structure in A.J.P. Taylor’s Origins of the First World War*

 **Additional Assignments:** Utopian Socialist Political Campaign **(Theme Focus: OS-8)**, Congress of Berlin Simulation **(Theme Focus: SP-17 and 18)**, Trial of Karl Marx, Enlightenment vs. Romanticism Survey, Hero, Victim, Villain, or Fool Debate, Urban Game **(Theme Focus: PP-3 and 7)**, Revolutionary Dinner Party, Argumentative Presentation, Current Events Journal: Focus on Context

**Unit Four:** Global Conflict and Realignment

 **Periodization:** c. 1914 to Present

 **Unit Focus:** Modern Europe

 **Duration:** 8 weeks

 **Textbook:** Chapters 25-30

**Key Concepts:**

 **Key Concept 4.1:** Total war and political instability in the first half of the 20th century gave way to a polarized state

 order during the Cold War, and eventually to efforts at transnational union.

 **Key Concept 4.2:** The stresses of economic collapse and total war engendered internal conflicts within European

 states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in

 the ideological battle between liberal democracy, communism, and fascism.

 **Key Concept 4.3:** During the 20th century, diverse intellectual and cultural movement questioned the existence of

 objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.

 **Key Concept 4.4:** Demographic changes, economic growth, total war, disruptions of traditional social patterns, and

 competing definitions of freedom and justice altered the experiences of everyday life.

**Activities and Assignments:**

 **Discussion Topics:** World War I, Russian Revolution, Totalitarianism, Age of Anxiety, Age of Genocide, World War II, Feminism, Cold War, United Nations, European Unification, Rise of Terrorism and Far Right, Globalization

 **Writing Assignments:** Sports DBQ, Analysis of *The King’s Speech*, Cont. and Change in Art During the Early 20th Century, Age of Anxiety vs. Genocide Argument, Historiographical Comparison: Huntington vs. Fukuyama, Argumentative Research Paper, Holocaust and the Milgrim Experiment: Cont. and Change

 **Documents:** Sports DBQ, Excerpts from Smith et al. *The Holocaust and Other Genocides*, Remarque’s *All Quiet on the Western Front*, and Dinan’s *Europe Recast: A History of the European Union*, Clips from *Warhorse, Downfall,* and *The King’s Speech*, Charts, Graphs, and Maps from Mingst and Arreguin-Toft’s *Essentials of International Relations* (balance of power and global polarization)

 Fukuyama, Francis. “The End of History” in *Readings in Comparative Politics, ed*. Kesselman, Wadsworth, 2010.

 Huntington, Samuel. “The Third Wave: Democratization in the Late Twentieth Century” in *Readings in Comparative Politics, ed*. Kesselman, Wadsworth, 2010. Pg. 18-28.

 Foer, Franklin. “The Jewish Question” and “The Discreet Charm of Bourgeoisie Nationalism” in *How Soccer Explains the World*, Harper, 2004. Pg. 65-88 and 193-216.

 **Additional Assignments:** Treaty of Versailles Simulation, European Union Simulation, United Nations Simulation **(Theme Focus: INT-8 and 9)**, Scored Discussion on Extreme Nationalism **(Theme Focus: IS-8)**, Argumentative Presentation, Current Events Journal: Focus on Context, Boring, Interesting, or That’s a Problem Debate, 20th Century Speed Dating, Genocide in the 20th and 21st Centuries Museum Walk **(Theme Focus: IS-10)**

**Course Theme Focus:**

**INT:** Unit 1- Students will analyze the impact of Christopher Columbus and the subsequent Columbian Exchange. Special focus will be given to long term positive and negative outcomes on both Europe and the New World.

 Unit 4- Students will use the UN as a vehicle to explore the impact of growing U.S. influence in European affairs, and as a tool to enact decolonization and the Cold War.

**PP:** Unit 2- Students will participate in the Urban Game to simulate the various stages of industrialization and environmental, social, and demographic impacts of industrialization

**OS:** Unit 1- Students will become art critics in order to examine the impacts Renaissance Humanist ideas on the development of individualism, secularism, and subjectivity.

 Unit 2- Students will examine the importance of salons in the success of religious reforms and new political ideas.

**SP:** Unit 2-Students will examine the Congress of Vienna to analyze the interaction between various European states, various political ideologies, and the persistence of the “Balance of Power” in European politics.

Unit 3- Students will simulate the Berlin Conference of 1884-5 in order to understand the various motivations, justifications, and impacts of imperialism, including as a potential cause of World War I.

**IS:** Unit 4- Students will examine the growth of extreme nationalism and subsequent genocides in the 20th century to evaluate the impact of war on civilians and those identified as “other” by majority society