

## ADVANCED PLACEMENT EUROPEAN HISTORY

Mr. Bernstein

[jeffrey.bernstein@browardschools.com](mailto:jeffrey.bernstein@browardschools.com)

Room 522

### GENERAL OVERVIEW

Welcome to Advanced Placement European History. During this semester we will examine the course of European history from the High Renaissance of the 1400s until the present. Students will develop not only an understanding of the factual narrative of this timeframe, but also will develop the ability to analyze historical evidence and express that analysis clearly in writing. The following themes will provide the framework for this understanding and analysis: intellectual/cultural history, political/diplomatic history, and social/economic history. This course is equivalent in scope and depth of a university-level European history survey, so students' intellectual and organizational abilities will be intensely challenged. However, students who apply themselves and take seriously the level of commitment required to rise to this challenge will find themselves immensely rewarded.

---

### COURSE OBJECTIVES

As a result of taking this course, students will be able to:

1. Explain the important concepts and trends of European history from the 1300s to the present.
  2. Analyze and interpret primary, secondary, and tertiary historical sources.
  3. Formulate a substantial argument based on interpretation of historical evidence.
  4. Pass the AP European History examination, to be administered in May, 2010.
- 

### TEXTBOOK AND SUPPLEMENTAL MATERIALS

#### Main Textbook (all students will receive a home copy)

Kagan, Donald. *The Western Heritage, 9<sup>th</sup> Edition*. Pearson Prentice-Hall, 2007.

#### Other Resources

I will select and introduce further secondary sources from several academic journals or books of history and other appropriately related social sciences (political science, economics, art history) to supplement the basic course materials.

---

### CLASS EXPECTATIONS AND PROCEDURES

#### General Expectations

- **Preparedness:** Students will arrive on time and prepared. Unexcused tardiness will not be accepted under any circumstances.
- **Participation:** Students will participate in all classroom activities. History is an enlightening and inspiring subject when approached enthusiastically.
- **Respect:** Students will be respectful of all persons in the classroom at all times, as well as the room itself.
- **Class Materials – students should bring these items to class every day.**
  - Notebook.
  - Lined paper.
  - Pens or pencils.

#### Academic Honesty

- Giving or receiving unauthorized help on any assignment will not be tolerated.
- If you give or receive unauthorized help on an assignment you will receive a grade of ZERO for that assignment.

#### Classroom Rules and Procedures

- Cellular phones or any other portable electronics may not be used in class under any circumstances.
- Students may not eat or have soft drinks in class. Only water is allowed.
- Students should never leave the classroom without permission.
- Students will be familiar with and respect the Code of Conduct.
- Students are responsible for making up all work missed due to absence. Makeup work will only count for a grade in the case of an excused absence.
- Students should display basic consideration and respect for others and the school. This means little things like throwing garbage in trash cans rather than the floor, putting gum in the garbage, not writing on desks, and handling school property (books, computers, etc.) with care. Treat the school and the class as you would like your friends to treat your home when they visit.

## WHAT KIND OF WORK WILL WE DO?

This course is academically rigorous, equivalent to a university-level post-Renaissance European history survey. We will use high-level thinking, organizational, and writing techniques, including:

1. Using relevant **evidence** to construct and evaluate arguments.
2. Analyzing and interpreting documents and primary data.
3. Understanding diversity of interpretations through analysis of context, point of view (POV), and frame of reference.

In order to develop these habits of mind we will incorporate a variety of strategies and materials into our daily activities, including but not limited to:

### Reading Assignments

This is a reading-intensive course, usually requiring at least 10-15 pages of the text each night. **If you have questions or thoughts regarding something you see in the reading, make a note of it. We will often engage in class discussion based on the questions that students themselves generate during the course of their nightly reading assignments.** Reading assignments **MUST** be completed before the corresponding class period, as activities in class are designed to reinforce, analyze, and expand upon information encountered in the reading.

My notes for each chapter will be available for download on my website prior to class discussions, so you may print the notes and have them ready for class.

### Grading

Quarter grades will be determined based on a weighting system. I reserve the right to alter this system as necessary to suit the needs of the class:

- **35%: Exams**
  - The class will complete each unit by taking a multiple-choice exam that mimics the question format and style of the AP European History exam. **ALL EXAMS WILL BE CUMULATIVE UP TO THAT POINT IN THE SEMESTER**, requiring students to build upon and incorporate their understanding of prior units in order to be successful.
- **35%: Writing**
  - This course requires proficiency with analytical writing techniques that we will practice in and out of class. These techniques include the document-based question (DBQ) as well as thematic writing based on analysis of particular historical topics, concepts, and problems. On my website you will find a section devoted to writing resources, including tutorials on proper writing technique and outstanding sample essays.
  - Expect to write between 2 and 4 essays per week. I will post essay topics on my website that correspond with each chapter of reading. These must be submitted by the posted due date.
- **30%: Homework and Miscellaneous Assignments**
  - Key Concepts: I will distribute a list of key concepts for each of the four units of study during the semester. Guidelines for completing these key concepts will be available on my website.
  - Bell Ringers: At the beginning of each day you will find a brief excerpt from a primary or secondary source on the board. Respond to the questions that accompany the document. Keep your responses either in a separate section in your notebook, or in a small composition book.
  - Research Projects: Expect at least three research-based assignments to be completed outside of class.
  - Other Assignments: We will complete small, graded in-class assignments from time to time, usually connected to the previous night's reading assignment.

### Electronic Submission of Assignments

You may turn in some assignments via e-mail. **I will specify when an assignment may be electronically submitted. Otherwise, the assignment must be submitted in hard copy.** Submissions should be sent to the following address: [bernsteindropbox@gmail.com](mailto:bernsteindropbox@gmail.com) The subject line of your email should read: **EH – Your Name – Assignment Name.**

## COURSE OUTLINE

### Unit 1: Rebirth and Growing Pains, 1300s to 1700s (4 weeks)

Kagan: Chapters 9-13, 15

#### Major Topics of Inquiry:

- Explain the positive and negative effects of the events of the 14<sup>th</sup> and early 15<sup>th</sup> centuries, including the Black Death, Avignon Papacy, and a variety of important heretical movements.
- Why did the Renaissance begin in Italy?
- What was humanism, and how was it manifest in the ideas and artifacts of the Renaissance?
- Compare and contrast the Renaissance in Italy and elsewhere.
- What was new about the Renaissance? What was old?
- Women in the Renaissance.
- Compare and contrast the New Monarchies of England, France, and Spain.
- Causes and preconditions for Iberian exploration of the world.
- The Golden Age of Spain.
- Causes and preconditions of the Reformation: why did the Reformation happen?
- Compare and contrast the doctrines of major reformers to those of the Roman Catholic Church.
- Causes and consequences of the English reformation.
- Reactions to reform: radical reformers, the Catholic Reformation, and the Peace of Augsburg.
- How much did the Wars of Religion have to do with religion? (Revolt in the Netherlands, the Thirty Years' War, and the French wars of religion)
- Why did France and England experience such divergent political and social development in the 17<sup>th</sup> and 18<sup>th</sup> centuries?
- Absolutist success and problems under Louis XIV.
- How were limits applied to the English monarchy? (English Civil War, Restoration, and Glorious Revolution)
- The rise of the Prussian and Russian monarchies.
- French and English policy following the Treaty of Utrecht.
- Multinational Hapsburg rule and the attendant problems thereof.
- Mercantilist economics.
- Causes and consequences of the Seven Years' War.

### Unit 2: New Directions in European Life and Society, 1700s to 1815 (4 weeks)

Kagan: Chapters 14, 16-19

#### Major Topics of Inquiry:

- Causes of and precursors of the Scientific Revolution.
- Implications of and reactions to the Scientific Revolution.
- Origins and precursors of the Enlightenment: compare and contrast Hobbes, Locke, and Rousseau.
- The spread of and reactions to Enlightenment thought in politics, society, religion and economics.
- Compare and contrast the enlightened despots. How enlightened could a despot possibly be?
- Preconditions and causes of the French Revolution.
- Compare and contrast the goals and motives of the various segments of French society involved in the outbreak of the Revolution.
- Compare and contrast the variety of international reactions to the French Revolution. Analyze the change in international opinion in response to the changes in the Revolution itself.
- Analyze Napoleon's successes and compromises: did he preserve the Revolution?
- Evaluation of the intellectual and sociopolitical basis for the Revolution: was this an Enlightenment revolution?
- The intent of the Congress of Vienna and the goals of the nations involved in its creation.

### Unit 3: The Long 19<sup>th</sup> Century, 1789 to 1917 (4 weeks)

Kagan: Chapters 20-25

#### Major Topics of Inquiry:

- Remnants of the French Revolution: 19<sup>th</sup>-century nationalism and liberalism
- Compare and contrast the varying methods and success of conservative responses to new nationalist and liberal movements.
- Evaluate the Haitian and Latin American revolutions as ripple effects of the French Revolution.
- Preconditions and causes of the first Industrial Revolution.
- Analyze the changes in European social structures and economic thought due to industrialization.
- Was early socialism a reaction to or improvement upon the changes wrought by industrialization?
- Analyze the causes and outcomes of the revolutions of 1848.
- Compare and contrast the individuals, goals, and methods of the unification movements of Italy and Germany.
- Evaluate the process of unification in Italy and Germany: did these nations become "unified" or did unification represent the hegemony of particular members of these nations?
- Evaluate the technological underpinnings of the Second Industrial Revolution.
- Analyze the economic, political, and social effects of the Second Industrial Revolution.
- Reactions to changing gender roles and family relations: employment, domesticity, and political feminism.
- Demographic change as a result of industrialization.
- Analyze the birth and effectiveness of labor and socialist movements across Europe.
- Compare and contrast the varying role and nature of nationalism in European nations/empires.
- The place of Jews in Europe: emancipation, anti-Semitism, and Zionism.
- The birth of modern European thought: scientific inquiry and the revolt against reason.
- Analyze and evaluate the political trends leading up to World War I, including imperialism and the alliance system.
- Analyze and evaluate the role of "first" causes for the war, such as nationalism and industrialization, and how these causes tied into imperialism and the alliances.

- Analyze the social climate and expectations at the beginning of the war.
- Evaluate the technological and strategic realities of the war.
- Analyze and compare the causes and methods of the two 1917 Russian revolutions.

**Unit 4: Modern Europe, 1917 to the Present (4 weeks)**

**Kagan:** Chapters 26-30

**Major Topics of Inquiry:**

- Evaluate how the peace reflected and fulfilled (or didn't fulfill) the expectations and goals of various European nations. Who "started" the war? Who "won" the war?
- Analyze the immediate economic and political effects of the war and the peace.
- Compare the attempts at postwar stabilization in Germany, the Soviet Union, France, Britain, and the Austro-Hungarian and Ottoman successor states.
- Analyze the causes of and reactions to the Great Depression.
- Compare the goals and methods of Mussolini, Hitler, and Stalin as they accumulated and consolidated their power.
- Analyze the interactions among European nations in the years leading up to WW2: peace at whose expense.
- How did the buildup to WW2 reflect the aftershocks of WW1?
- Illustrate and analyze the major turning points of WW2.
- The domestic fronts in WW2: Germany, France, Poland, Britain, USSR, and European Jews.
- Postwar considerations and the emergence of the Cold War order.
- Analyze and compare European patterns of decolonization in Africa and Asia.
- Illustrate and analyze the stages of domestic and foreign policy in the Soviet Union.
- How and why did Communism collapse?
- Analyze the re-emergence of Russia as a major power.
- Analyze the collapse of Yugoslavia.
- Islam and the West since WW2.
- Evaluate the successes and failures of European attempts at economic and political unification.

*Cut along this line and submit the bottom portion to Mr. Bernstein.*

---

I have read and understood Mr. Bernstein's guidelines and expectations for the upcoming semester.

\_\_\_\_\_  
Student name

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Parent/guardian name

\_\_\_\_\_  
Parent/Guardian signature