

# AP<sup>®</sup> European History

## Teacher's Guide

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connect to college success<sup>™</sup>  
[www.collegeboard.com](http://www.collegeboard.com)

**Note:** This Teacher's Guide was developed prior to the course changes in 2015-16. While these materials are still relevant to teaching the redesigned AP<sup>®</sup> European History course, teachers should be aware of the differences.



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# Welcome Letter from the College Board

Dear AP® Teacher:

Whether you are a new AP teacher, using this AP Teacher’s Guide to assist in developing a syllabus for the first AP course you will ever teach, or an experienced AP teacher simply wanting to compare the teaching strategies you use with those employed by other expert AP teachers, we are confident you will find this resource valuable. We urge you to make good use of the ideas, advice, classroom strategies, and sample syllabi contained in this Teacher’s Guide.

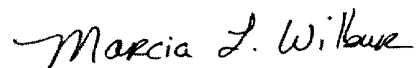
You deserve tremendous credit for all that you do to fortify students for college success. The nurturing environment in which you help your students master a college-level curriculum—a much better atmosphere for one’s first exposure to college-level expectations than the often large classes in which many first-year college courses are taught—seems to translate directly into lasting benefits as students head off to college. An array of research studies, from the classic 1999 U.S. Department of Education study *Answers in the Tool Box* to new research from the University of Texas and the University of California, demonstrate that when students enter high school with equivalent academic abilities and socioeconomic status, those who develop the content knowledge to demonstrate college-level mastery of an AP Exam (a grade of 3 or higher) have much higher rates of college completion and have higher grades in college. The 2005 National Center for Educational Accountability (NCEA) study shows that students who take AP have much higher college graduation rates than students with the *same* academic abilities who do not have that valuable AP experience in high school. Furthermore, a Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) found that even AP Calculus students who score a 1 on the AP Exam are significantly outperforming other advanced mathematics students in the United States, and they compare favorably to students from the top-performing nations in an international assessment of mathematics achievement. (Visit AP Central® at [apcentral.collegeboard.com](http://apcentral.collegeboard.com) for details about these and other AP-related studies.)

For these reasons, the AP teacher plays a significant role in a student’s academic journey. Your AP classroom may be the only taste of college rigor your students will have before they enter higher education. It is important to note that such benefits cannot be demonstrated among AP courses that are AP courses in name only, rather than in quality of content. For AP courses to meaningfully prepare students for college success, courses must meet standards that enable students to replicate the content of the comparable college class. Using this AP Teacher’s Guide is one of the keys to ensuring that your AP course is as good as (or even better than) the course the student would otherwise be taking in college. While the AP Program does not mandate the use of any one syllabus or textbook and emphasizes that AP teachers should be granted the creativity and flexibility to develop their own curriculum, it is beneficial for AP teachers to compare their syllabi not just to the course outline in the official AP Course Description and in chapter 3 of this guide, but also to the syllabi presented on AP Central, to ensure that each course labeled AP meets the standards of a college-level course. Visit AP Central® at [apcentral.collegeboard.com](http://apcentral.collegeboard.com) for details about the AP Course Audit, course-specific Curricular Requirements, and how to submit your syllabus for AP Course Audit authorization.

## Welcome Letter

As the Advanced Placement Program® continues to experience tremendous growth in the twenty-first century, it is heartening to see that in every U.S. state and the District of Columbia, a growing proportion of high school graduates have earned at least one grade of 3 or higher on an AP Exam. In some states, more than 20 percent of graduating seniors have accomplished this goal. The incredible efforts of AP teachers are paying off, producing ever greater numbers of college-bound seniors who are prepared to succeed in college. Please accept my admiration and congratulations for all that you are doing and achieving.

Sincerely,

A handwritten signature in black ink that reads "Marcia L. Wilbur". The signature is written in a cursive style with a large initial 'M' and a distinct 'L'.

Marcia Wilbur  
Director, Curriculum and Content Development  
Advanced Placement Program



# Equity and Access

In the following section, the College Board describes its commitment to achieving equity in the AP Program.

## Why are equitable preparation and inclusion important?

Currently, 40 percent of students entering four-year colleges and universities and 63 percent of students at two-year institutions require some remedial education. This is a significant concern because a student is less likely to obtain a bachelor's degree if he or she has taken one or more remedial courses.<sup>1</sup>

Nationwide, secondary school educators are increasingly committed not just to helping students complete high school but also to helping them develop the habits of mind necessary for managing the rigors of college. As *Educational Leadership* reported in 2004:

The dramatic changes taking place in the U.S. economy jeopardize the economic future of students who leave high school without the problem-solving and communication skills essential to success in postsecondary education and in the growing number of high-paying jobs in the economy. To back away from education reforms that help all students master these skills is to give up on the commitment to equal opportunity for all.<sup>2</sup>

Numerous research studies have shown that engaging a student in a rigorous high school curriculum such as is found in AP courses is one of the best ways that educators can help that student persist and complete a bachelor's degree.<sup>3</sup> However, while 57 percent of the class of 2004 in U.S. public high schools enrolled in higher education in fall 2004, only 13 percent had been boosted with a successful AP experience in high school.<sup>4</sup> Although AP courses are not the only examples of rigorous curricula, there is still a significant gap between students with college aspirations and students with adequate high school preparation to fulfill those aspirations.

Strong correlations exist between AP success and college success.<sup>5</sup> Educators attest that this is partly because AP enables students to receive a taste of college while still in an environment that provides more support and resources for students than do typical college courses. Effective AP teachers work closely with their students, giving them the opportunity to reason, analyze, and understand for themselves. As a result, AP students frequently find themselves developing new confidence in their academic abilities and discovering their previously unknown capacities for college studies and academic success.

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1. Andrea Venezia, Michael W. Kirst, and Anthony L. Antonio, *Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspirations* (Palo Calif.: The Bridge Project, 2003): 8.

2. Frank Levy and Richard J. Murnane, "Education and the Changing Job Market." *Educational Leadership* 62(2) (October 2004): 83.

3. In addition to studies from University of California-Berkeley and the National Center for Educational Accountability (2005), see the classic study on the subject of rigor and college persistence: Clifford Adelman, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (Washington, D.C.: U.S. Department of Education, 1999).

4. *Advanced Placement Report to the Nation* (New York: College Board, 2005).

5. Wayne Camara, "College Persistence, Graduation, and Remediation," *College Board Research Notes* (RN-19) (New York: College Board, 2003).

### Which students should be encouraged to register for AP courses?

Any student willing and ready to do the work should be considered for an AP course. The College Board actively endorses the principles set forth in the following Equity Policy Statement and encourages schools to support this policy.

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

The fundamental objective that schools should strive to accomplish is to create a stimulating AP program that academically challenges students and has the same ethnic, gender, and socioeconomic demographics as the overall student population in the school. African American and Native American students are severely underrepresented in AP classrooms nationwide; Latino student participation has increased tremendously, but in many AP courses Latino students remain underrepresented. To prevent a willing, motivated student from having the opportunity to engage in AP courses is to deny that student the possibility of a better future.

Knowing what we know about the impact a rigorous curriculum can have on a student's future, it is not enough for us simply to leave it to motivated students to seek out these courses. Instead, we must reach out to students and encourage them to take on this challenge. With this in mind, there are two factors to consider when counseling a student regarding an AP opportunity:

#### **1. Student motivation**

Many potentially successful AP students would never enroll if the decision were left to their own initiative. They may not have peers who value rigorous academics, or they may have had prior academic experiences that damaged their confidence or belief in their college potential. They may simply lack an understanding of the benefits that such courses can offer them. Accordingly, it is essential that we not gauge a student's motivation to take AP until that student has had the opportunity to understand the advantages—not just the challenges—of such course work.

Educators committed to equity provide all students in a school with an understanding of the benefits of rigorous curricula. Such educators conduct student assemblies and/or presentations to parents that clearly describe the advantages of taking an AP course and outline the work expected of students. Perhaps most important, they have one-on-one conversations with the students in which advantages and expectations are placed side by side. These educators realize that many students, lacking confidence in their abilities, will be listening for any indication that they should not take an AP course. Accordingly, such educators, while frankly describing the amount of homework to be anticipated, also offer words of encouragement and support, assuring the students that if they are willing to do the work, they are wanted in the course.

The College Board has created a free online tool, AP Potential™, to help educators reach out to students who previously might not have been considered for participation in an AP course. Drawing upon data based on correlations between student performance on specific sections of the PSAT/NMSQT® and

performance on specific AP Exams, AP Potential generates rosters of students at your school who have a strong likelihood of success in a particular AP course. Schools nationwide have successfully enrolled many more students in AP than ever before by using these rosters to help students (and their parents) see themselves as having potential to succeed in college-level studies. For more information, visit <http://appotential.collegeboard.com>.

Actively recruiting students for AP and sustaining enrollment can also be enhanced by offering incentives for both students and teachers. While the College Board does not formally endorse any one incentive for boosting AP participation, we encourage school administrators to develop policies that will best serve an overarching goal to expand participation and improve performance in AP courses. When such incentives are implemented, educators should ensure that quality verification measures such as the AP Exam are embedded in the program so that courses are rigorous enough to merit the added benefits.

Many schools offer the following incentives for students who enroll in AP:

- Extra weighting of AP course grades when determining class rank
- Full or partial payment of AP Exam fees
- On-site exam administration

Additionally, some schools offer the following incentives for teachers to reward them for their efforts to include and support traditionally underserved students:

- Extra preparation periods
- Reduced class size
- Reduced duty periods
- Additional classroom funds
- Extra salary

## 2. Student preparation

Because AP courses should be the equivalent of courses taught in colleges and universities, it is important that a student be prepared for such rigor. The types of preparation a student should have before entering an AP course vary from course to course and are described in the official AP Course Description book for each subject (available as a free download at [apcentral.collegeboard.com](http://apcentral.collegeboard.com)).

Unfortunately, many schools have developed a set of gatekeeping or screening requirements that go far beyond what is appropriate to ensure that an individual student has had sufficient preparation to succeed in an AP course. Schools should make every effort to eliminate the gatekeeping process for AP enrollment. Because research has not been able to establish meaningful correlations between gatekeeping devices and actual success on an AP Exam, the College Board **strongly discourages** the use of the following factors as thresholds or requirements for admission to an AP course:

- Grade point average
- Grade in a required prerequisite course
- Recommendation from a teacher

## Equity and Access

- AP teacher’s discretion
- Standardized test scores
- Course-specific entrance exam or essay

Additionally, schools should be wary of the following concerns regarding the misuse of AP:

- Creating “Pre-AP courses” to establish a limited, exclusive track for access to AP
- Rushing to install AP courses without simultaneously implementing a plan to prepare students and teachers in lower grades for the rigor of the program

### How can I ensure that I am not watering down the quality of my course as I admit more students?

Students in AP courses should take the AP Exam, which provides an external verification of the extent to which college-level mastery of an AP course is taking place. While it is likely that the percentage of students who receive a grade of 3 or higher may dip as more students take the exam, that is not an indication that the quality of a course is being watered down. Instead of looking at percentages, educators should be looking at raw numbers, since each number represents an individual student. If the raw number of students receiving a grade of 3 or higher on the AP Exam is not decreasing as more students take the exam, there is no indication that the quality of learning in your course has decreased as more students have enrolled.

### What are schools doing to expand access and improve AP performance?

Districts and schools that successfully improve both participation and performance in AP have implemented a multipronged approach to expanding an AP program. These schools offer AP as capstone courses, providing professional development for AP teachers and additional incentives and support for the teachers and students participating at this top level of the curriculum. The high standards of the AP courses are used as anchors that influence the 6–12 curriculum from the “top down.” Simultaneously, these educators are investing in the training of teachers in the pre-AP years and are building a vertically articulated, sequential curriculum from middle school to high school that culminates in AP courses—a broad pipeline that prepares students step-by-step for the rigors of AP so that they will have a fair shot at success in an AP course once they reach that stage. An effective and demanding AP program necessitates cooperation and communication between high schools and middle schools. Effective teaming among members of all educational levels ensures rigorous standards for students across years and provides them with the skills needed to succeed in AP. For more information about Pre-AP® professional development, including workshops designed to facilitate the creation of AP Vertical Teams® of middle school and high school teachers, visit AP Central.

Advanced Placement Program  
The College Board

# Participating in the AP<sup>®</sup> Course Audit

## Overview

The AP Course Audit is a collaborative effort among secondary schools, colleges and universities, and the College Board. For their part, schools deliver college-level instruction to students and complete and return AP Course Audit materials. Colleges and universities work with the College Board to define elements common to college courses in each AP subject, help develop materials to support AP teaching, and receive a roster of schools and their authorized AP courses. The College Board fosters dialogue about the AP Course Audit requirements and recommendations, and reviews syllabi.

Starting in the 2007-08 academic year, all schools wishing to label a course “AP” on student transcripts, course listings, or any school publications must complete and return the subject-specific AP Course Audit form, along with the course syllabus, for all sections of their AP courses. Approximately two months after submitting AP Course Audit materials, schools will receive a legal agreement authorizing the use of the “AP” trademark on qualifying courses. Colleges and universities will receive a roster of schools listing the courses authorized to use the “AP” trademark at each school.

## Purpose

College Board member schools at both the secondary and college levels requested an annual AP Course Audit in order to provide teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses and to help colleges and universities better interpret secondary school courses marked “AP” on students’ transcripts.

The AP Course Audit form identifies common, essential elements of effective college courses, including subject matter and classroom resources such as college-level textbooks and laboratory equipment. Schools and individual teachers will continue to develop their own curricula for AP courses they offer—the AP Course Audit will simply ask them to indicate inclusion of these elements in their AP syllabi or describe how their courses nonetheless deliver college-level course content.

AP Exam performance is not factored into the AP Course Audit. A program that audited only those schools with seemingly unsatisfactory exam performance might cause some schools to limit access to AP courses and exams. In addition, because AP Exams are taken and exam grades reported after college admissions decisions are already made, AP course participation has become a relevant factor in the college admissions process. On the AP Course Audit form, teachers and administrators attest that their course includes elements commonly taught in effective college courses. Colleges and universities reviewing students’ transcripts can thus be reasonably assured that courses labeled “AP” provide an appropriate level and range of college-level course content, along with the classroom resources to best deliver that content.

## For More Information

You should discuss the AP Course Audit with your department head and principal. For more information, including a timeline, frequently asked questions, and downloadable AP Course Audit forms, visit [apcentral.collegeboard.com/courseaudit](http://apcentral.collegeboard.com/courseaudit).

# Preface

Welcome to AP European History! If you are teaching the course for the first time, you probably have many questions. The very idea of taking on an AP course may be daunting, but fear not: help is here. Many outstanding resources are available, starting with this new *AP European History Teacher's Guide*.

This Teacher's Guide is a handy one-stop resource for new AP European History teachers that provides a nuts-and-bolts approach to teaching the course. Much of what you need to know about how to build a program that is exciting for you and your students is contained within these pages. Here you will find tools to help you create your own AP European History course, including

- Comprehensive theme and course outlines
- Key concepts, skills, and content identified and explained
- Advice from experienced teachers on everything from choosing a textbook to what to do after the AP Exam
- Field-tested sample syllabi, class activities, and assignments
- Review strategies for preparing your students for the AP Exam
- Guides to useful print and media resources
- Numerous sample study and writing guides

Much of the content of this Teacher's Guide is the product of the experiences of many talented AP European History teachers, and it reflects their enthusiasm for and understanding of the course. Jessica has taught AP European History at her current school for 13 years; Steven has taught AP European History for 9 years and the AP U.S. History course for 13 years. We are both members of the AP European History Development Committee and have served as Readers and Table Leaders at a number of AP Readings.

Because there are so many successful approaches to teaching AP European History, we encourage you to learn as much as you can about the course and the subject matter. Take advantage of the many resources the College Board offers and talk to others who have taught the course. You are joining a community of creative, committed educators who are eager to share. Never stop learning. And most importantly, stay positive. Expect great challenges, but even greater successes. This promises to be an exciting journey!

Steven Mercado  
Jessica Young

## About the Authors



### **Steven Mercado**

Steven Mercado teaches at Chaffey High School in Ontario, California, and has 13 years of experience teaching students who have been traditionally underrepresented in AP classes. He has served on the AP European History Development Committee and is an experienced Reader in both AP European History and AP U.S. History. Mr. Mercado has developed a popular AP European History Exam preparation Web site: (<http://www.HistorySage.com>) to help teachers and students.



### **Jessica Young**

Jessica Young teaches at Oak Park and River Forest High School in Oak Park, Illinois. She has taught AP European History for more than 10 years, has served on the AP European History Development Committee, and is an experienced AP Reader. She employs a wide variety of teaching strategies and study materials, many of which she has created herself.

# Chapter 1

## About AP European History

### Overview: Past, Present, Future

The study and teaching of European history has evolved dramatically since the inception of the AP course nearly half a century ago. College surveys then focused principally on political and diplomatic history with a smattering of intellectual and economic history. The achievements of great men and major events dominated both scholarship and the lecture hall. Women were rarely discussed, and the masses appeared within the political narrative at periodic moments like the Industrial Revolution or the Revolutions of 1848, only to recede quickly into the background again. The canon of what instructors expected students to master was much simpler then.

Since that time, scholarship has broadened and deepened the discipline and transformed the survey course. At present, the successful college course is usually conceptualized thematically and more fully integrates intellectual, cultural, political, diplomatic, social, and economic history. Instructors make greater efforts to address issues of gender, class, and the broader culture throughout the survey. More attention is given to the analysis of primary evidence and the integration of scholarly interpretations, or historiography. All successful textbooks reflect these alterations to some degree, and they are all more complex and balanced than their predecessors. The canon has become less predictable and richer.

As more materials have been added and scholarship has become more sophisticated, the resulting survey is more difficult to teach successfully, demanding thoughtful choices concerning what to emphasize, what to jettison, and, more critically, how to decide. Instructors must know their discipline well and study its changing scholarship keenly to provide their students with a viable and current course. To crudely paraphrase Malthus, historical scholarship improves exponentially while instructional time remains constant. The strain on the traditional survey is approaching a mathematical limit, and instructors must work conscientiously just to stay ahead of the tide closing in on them. But the resulting challenge makes these exciting times for all who are fortunate enough to research, teach, and study European history. Welcome to AP European History, where the opportunities for diverse classroom lessons and activities are limitless.

Michael J. Galgano  
James Madison University  
Harrisonburg, Virginia

### Course Description Essentials

The *AP European History Course Description* is published by the College Board and updated every two years by the AP European History Development Committee. You should have the current copy by your side as you plan and teach your course. The Course Description outlines the three themes of the course—intellectual and cultural history, political and diplomatic history, and social and economic history—and



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identifies the questions and issues relating to each of these three themes that should be addressed in your course. The Course Description also

- specifies the goals of the course and offers a brief summary of the essential information pertaining to the AP European History Exam;
- describes the content of the exam and how it is scored;
- details where to find further information about the AP Program;
- provides sample multiple-choice questions, free-response questions, and a document-based question (DBQ) from a recent exam; and
- explains the core-scoring guide criteria for the DBQ so that you can effectively prepare your students for this part of the exam.

The latest revisions to the Course Description are highlighted to enable experienced AP teachers to easily identify what is new, but all sections of the book are equally important. If you organize your course according to the Course Description, you can be confident that your students will gain a balanced knowledge of European history and be well prepared for the exam. The Course Description can be downloaded at no cost from AP Central at [apcentral.collegeboard.com](http://apcentral.collegeboard.com) (go to *Course Descriptions* under *The Courses*). Hard copies can be purchased from the College Board Store.

## Themes

The Course Description and the AP Exam ensure that you do not have to guess about what to include in your course (although you *will* have to choose!) or what criteria will be used to evaluate your students. Both the course and exam are organized around major themes, or topics, in European history. The Development Committee periodically revisits these themes and updates them to reflect changes in the way college-level courses are taught. You should always refer to the list that appears in the most current Course Description but should not feel bound to teaching only what is on this list. As stated on page 4 of the 2006, 2007 Course Description, the following “do not have to be treated explicitly as topics or covered inclusively, nor should they preclude development of other themes.” The list of the themes from the Course Description follows.

### 1. Intellectual and Cultural History

Changes in religious thought and institutions

Secularization of learning and culture

Scientific and technological developments and their consequences

Major trends in literature and the arts

Intellectual and cultural developments and their relationship to social values and political events

Developments in social, economic, and political thought, including ideologies characterized as “isms,” such as socialism, liberalism, nationalism

Developments in literacy, education, and communication

The diffusion of new intellectual concepts among different social groups

Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual

Impact of global expansion on European culture

### 2. Political and Diplomatic History

The rise and functioning of the modern state in its various forms

Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence

The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics

The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions

The growth and changing forms of nationalism

Forms of political protest, reform, and revolution

Relationship between domestic and foreign policies

Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations

War and civil conflict: origins, developments, technology, and their consequences

### 3. Social and Economic History

The character of and changes in agricultural production and organization

The role of urbanization in transforming cultural values and social relationships

The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty

The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact

The development of commercial practices, patterns of mass production and consumption, and their economic and social impact

Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe

The origins, development, and consequences of industrialization

Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences

Gender roles and their influence on work, social structure, family structure, and interest group formation

The growth of competition and interdependence in national and world markets

Private and state roles in economic activity

## Key Concepts and Skills

As a new teacher of AP European History, you not only want your students to do well on the AP Exam, you also want them to emerge from your course *knowing* some history. To put it another way, you want your students to understand the internal structure behind European history that makes it make sense—and you want them to leave your course with the tools and knowledge they will need to succeed in the history courses they will take in college. The following is a list of important concepts and skills your students need to master in your course. Teaching strategies for many of them can be found throughout this Teacher's Guide.

- **Periodization.** History is understandable when it is organized by chunks, or periods. The periods may be marked by wars, politics, economics, ideology, art, and other factors. Periodization is helpful because it is easier for students to remember and define one or two periods than it is for them to remember everything that happened in the seventeenth century, for example. Students need to be able to periodize European history from 1450 to the present in a variety of ways, including politics, international relations, and opportunities for women.

If you teach your students to periodize within a variety of categories of history, they will be able to see how political events, social changes, economic trends, and intellectual and cultural movements overlap or parallel each other in time. For example, in economic history, Europe moved out of feudalism into a more commerce-driven society during the Commercial Revolution, followed by bullionism, mercantilism, capitalism, imperialism, and then various combinations of capitalism,

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socialism, and communism, until the emergence of European economic and political integration with the European Union. Your students should be able to date these transitions, citing reasons for their choice of particular dates. They should be able to do the same thing for art: at the end of the course they should be able to put the big art movements (e.g., Renaissance, Baroque, Neoclassical, Romantic, Impressionist, Modern) in order, identify their characteristics, and specify approximately when each movement began and ended.

Once students are able to periodize, they can begin to analyze the relationships between seemingly unrelated events. Furthermore, they can use their knowledge of these relationships to bring outside information to the DBQ, which is an important way to earn extra points on the AP Exam.

- **Causality and Multiple Causality.** Events happen for a reason—and almost always, events happen for more than one reason and their underlying causes develop over time. You want your students to understand the long-term, intermediate, and short-term causes behind events. The distant causes, or preconditions, are the things that make an event possible. The intermediate causes of an event, also called precipitants, are the things that make an event probable. Finally, there are the immediate causes or triggers of an event. You also want your students to understand that historians often propose competing explanations for events.
- **Historical Phenomena and Experiences.** Students need to be able to define important historical phenomena and experiences. This skill sounds like an obvious one to develop, but it is often overlooked. Your students need to know what they mean when they write about absolutism, the Enlightenment, or anything else. They also need to be able to apply these definitions to other, possibly comparable, historical experiences. If they can, they will succeed on all manner of free-response questions.
- **Point of View (POV).** Students need to learn how to read primary and secondary sources, and even textbooks, with the understanding that the author’s viewpoint may be more subjective than objective. Teach your students how to interrogate primary sources and how to evaluate the validity or bias of both primary and secondary sources.
- **Differences in Experience.** Students need to learn that one’s group—for instance, one’s class, race, and gender—often is important in determining one’s historical experience, even as it is in determining one’s current experience. For example, when noted historian Joan Kelly asked, “Did women have a Renaissance?” she answered herself, “No. Or, if they did, it was not in the Renaissance.”<sup>6</sup>
- **Development or Construction of Identity.** How people understand themselves makes a big difference in the choices they have and make. Students need to learn that people’s ideas about themselves as members of classes, communities, religions, and other categories have changed over time and from place to place.

## Fostering Good Writing Skills

Clean, beautiful prose is persuasive. Your students will not produce good prose if they do not have a good understanding of what they are writing about, but good understanding does not guarantee good prose. That is why you need to work intensively with your students from the beginning on developing solid writing mechanics. While developing strong writing skills may take time, it gets easier and goes more

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6. Joan Kelly, “Did Women Have a Renaissance?” in *Women, History, and Theory: The Essays of Joan Kelly* (Chicago: University of Chicago Press, 1984), 19–20.

quickly the more your students do it. Mastery of good writing skills will also boost your students' pride in their interpretive skills as almost nothing else will.

Two specific writing skills are necessary for success on the free-response section of the exam. The first is the ability to *recognize what the question is asking and to answer that question*. Have your students pay particular attention to the verbs in the directive, since they define the task of the question. The Course Description contains a list of the verbs and how to interpret them. Some of the most important verbs are defined in the section "Verbs for Thematic Essays" in the appendix.

The second skill students must bring to the free-response section is the ability to *formulate a clear thesis* that answers the question. If they cannot write a one-sentence thesis statement that answers the question, that is probably a red warning light that indicates they do not really understand what they are doing. Your students should know that merely reformulating the question does not constitute an adequate thesis. For instance, suppose the question asks them to compare the economies of France and England. A poor thesis statement might read: "France and England had interesting economies," or "France and England had many similarities in their economies," or (our favorite) "France and England had many similarities, but they also had many differences."

So, how *should* your students respond? The default response for all sorts of comparison essays is easy: "They [whatever is being compared] were the same in X category but different in Y category"; or, of course, "They were completely alike [or unlike]." Note that when one announces the categories of similarity or difference, one is also announcing the paragraphs that are to come and the order in which they will be organized. Once students have developed a clear, one-sentence thesis, they can then offer appropriate, detailed evidence to support it.

While your students need to use the same good writing skills when responding to the DBQ as they do for the free-response questions, the DBQ demands several skills that are unique to this type of question. Your students need to be able to

- group the documents in a variety of ways (these can include class, nationality, or gender of the author; similar ideology; opposing ideology; type of document; and time period);
- recognize possible bias, interpret the author's point of view, and effectively communicate that information;
- analyze reliability of documents based on document type (e.g., diaries, private letters, experts, public propaganda, government reports, etc.); and
- recall and apply relevant outside information where appropriate to qualify for additional points in the expanded core of the core-scoring guide.

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## Advice for AP European History Teachers

A smart approach to take when developing an AP European History program is to get advice from the College Board and from experienced teachers who have taught the course successfully for several years. This chapter provides you with both. It is divided into two parts. The first part is the “College Board Q&A,” in which we answer many of the general questions new teachers often ask about starting an AP course and describe the numerous College Board resources that are available to AP teachers. The second part is a compilation of useful advice and practical teaching strategies from seasoned teachers who have achieved excellent results with their students. You will find a variety of strategies, and we encourage you to modify the information to suit your own teaching style and philosophy and students’ needs.

### Getting in Touch, Staying Ahead: College Board Q&A Teacher Training

#### **How can I start to prepare during the spring and summer to teach my first course in the fall?**

In order to best prepare for teaching in the fall, you should review the *AP European History Course Description*, join the electronic discussion group, and review materials available on AP Central.

#### **What training should I attend as a beginning AP teacher?**

It is strongly recommended that you attend an AP Summer Institute the summer prior to teaching the course for the first time and then participate in one-day workshops and conferences available in your region throughout the academic year. For information specific to beginning teachers, look for new teacher workshops that are offered in specific subject areas.

#### **What is the difference between a summer institute and a workshop?**

College Board workshops are developed and delivered by the College Board specifically for teachers, administrators, and counselors. They are taught by experienced College Board–approved instructors and available for every AP subject. College Board workshops are scheduled year-round in almost every state.

The AP Summer Institutes are subject-specific professional development opportunities managed individually by staff at the sponsoring institution. College Board–endorsed AP Summer Institutes have signed an agreement with the College Board to ensure quality and consistency among the locations. AP Summer Institutes are scheduled during the summer months.

Summer institutes are intensive workshops, typically one week in length, that allow for detailed study of course content as well as discussion of the nuts-and-bolts of teaching an AP course. Workshops are usually one day or one half-day in length and by necessity tend to focus on just a few teaching strategies. The ideal attendance pattern is a mix of both institutes and workshops, with workshops occurring once the academic year has begun. Often new teachers do not even know the questions to ask until they have had the opportunity to try things in their classrooms. You'll leave workshops and summer institutes informed, rejuvenated, and prepared to make a big impact when you return to your school.

### How do I sign up for either?

You can browse a list of upcoming events at <http://apcentral.collegeboard.com/events>. Once you have chosen a workshop, you can choose from three easy registration methods:

1. **Online.** Go to [www.collegeboard.com/meetings](http://www.collegeboard.com/meetings)
2. **By fax.** Fax your registration form with credit card or purchase order information to 866 549-6810.
3. **By mail.** Simply mail your registration form with payment to:  
The College Board—AP Workshops  
P.O. Box 234093  
New York, NY 10023-9424

To register for AP Summer Institutes, you will need to contact the individual institutes directly for cost and registration information. Directions for doing so can be found on the College Board's Events: Meeting Registration Web page at [www.collegeboard.com/meetings](http://www.collegeboard.com/meetings) (see chapter 5 for more information about workshops and summer institutes).

### What is the College Board Fellows Program?

The College Board Fellows Program is a competitive grant program that provides stipends for secondary school teachers planning to teach AP courses in schools that serve minority or low-income students who have been traditionally underrepresented in AP courses. The stipends assist teachers with the cost of attending an AP Summer Institute. To qualify, a school must have 50 percent or more underrepresented minority students or be located in an area where the average income level is equivalent to, or below, the national annual average for a low-income family of four (approximately \$36,000). The summer institutes provide an excellent opportunity for teachers to gain command of a specific AP subject and to receive up-to-date information on the latest curriculum changes. Approximately 250 awards are distributed each year.

Many school districts or school sites fund the professional development of their teachers. Check with your principal or district supervisor about available funding. Application forms become available each September on AP Central. Hard copies can be obtained through your regional office or by e-mailing [apequity@collegeboard.org](mailto:apequity@collegeboard.org).

## Publications

### Besides this Teacher's Guide, what other print or electronic publications may be useful to me?

**Course Descriptions** are available for each subject on AP Central for free and from the College Board Store, <http://store.collegeboard.com>. They serve as an AP teacher's primary resource for information on a particular course and exam. The Course Descriptions outline course content, explain the kinds of skills

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students are expected to demonstrate, and give valuable information about the exams. Sample multiple-choice questions with an answer key are included, as are a sample DBQ and thematic essay questions.

**Released Exam** books in each AP subject are published every four or five years on a staggered schedule. Each book contains a complete copy of a particular exam, including the multiple-choice questions and answers. Released Exam books describe the process of scoring the free-response questions and include examples of students' actual responses, the scoring guides, and commentary that explains why the responses received the scores they did. You can purchase Released Exams at the College Board Store, [store.collegeboard.com](http://store.collegeboard.com).

**Sample syllabi** for each subject are available on AP Central at <http://apcentral.collegeboard.com/apc/members/courses/syllabi/index.html>. The majority of the syllabi have been written by high school teachers who teach in public or private schools. As AP courses are designed to cover material usually taught at the college level, some syllabi from college professors are also included.

**APCD® CD-ROMs** are available for Calculus AB, English Language, English Literature, European History, and U.S. History. They each include actual AP Exams, interactive tutorials, and other features, including exam descriptions, answers to frequently asked questions, study-skill suggestions, and test-taking strategies. The teacher version of each APCD, which can be licensed for up to 50 workstations, enables you to monitor student progress and provide individual feedback. Included is a Teacher's Manual that gives full explanations along with suggestions for using the APCD in the classroom. You can purchase the APCDs at the College Board Store, [store.collegeboard.com](http://store.collegeboard.com).

Other resources, including collections of past free-response questions, syllabi, and teaching units, are available for purchase at the College Board Download Store, <http://apcentral.collegeboard.com/store/edocs>.

### **Who pays for these publications (electronic and print)?**

This decision will depend on your school and district policy. Some schools provide funding for teacher resources; some do not.

## AP Central®

### **How do I get the most out of AP Central?**

To get the most out of AP Central, you should become a registered user. Nonregistered users are able to browse a limited number of pages on AP Central, primarily AP Program information and the AP Course Descriptions.

Registration is free and gives you access to the thousands of pages on the site, including teaching resource materials and lesson plans, feature articles, teacher profiles for every AP course, plus reviews in the Teachers' Resources area. Teachers' Resources is a database of over 4,000 original reviews of textbooks, software, videos, Web sites, and other teaching materials, assessing each for their suitability to the AP classroom.

When you register, you should also select the AP courses in which you are interested. By making these selections, you see personalized news and promotions on the AP Central Home Page, plus you have the option of subscribing to e-mail newsletters that alert you to additions to AP Central relating to your courses at least twice per school year.

To find Professional Development workshops and events in your area, go to the About Institutes and Workshops tab.

You should visit AP Central at least once a week. AP Central is updated regularly with new feature stories written by AP teachers and college faculty about AP-related topics and themes; AP Program, course, and exam updates; and new Teachers' Resources reviews and listings of professional development events.

### **What navigation tips for AP Central can you give me?**

Visiting the AP European History Home Page on AP Central ([apcentral.collegeboard.com/euro](http://apcentral.collegeboard.com/euro)) is the easiest way to find all the information you need about your course. Under The Courses area, there is a link to Course Home Pages, which shows a list of all the AP courses. Select the link for AP European History.

### **Can I sign up for e-mail updates about AP Courses?**

Yes. On your personal profile page, accessible from the My AP Central button, you can choose to receive news about the courses for which you are personalized.

## Electronic Discussion Groups (EDGs)

### **What are electronic discussion groups?**

The AP European History Electronic Discussion Group (EDG) is a Web-based, threaded discussion group that allows users to post messages online to be viewed by the entire group. Messages can also be sent and received via e-mail. The EDG provides a moderated forum for the exchange of ideas, insights, and practices among AP teachers, Coordinators, consultants, Readers, administrators, and college faculty.

### **How do I research and choose an EDG? How do I join an EDG?**

To join the AP European History EDG, you first need to register with AP Central at [apcentral.collegeboard.com](http://apcentral.collegeboard.com). After logging in, click on the "AP Community" tab near the top of the page and then click on Registration for Electronic Discussion Groups. From there, simply follow the directions to join the EDG.

## AP Coordinator

### **What is the role of the AP Coordinator?**

Each participating school designates an AP Coordinator who takes primary responsibility for organizing and administering that school's AP program. The AP Coordinator may be a full- or part-time administrator or counselor, or a faculty member who is not teaching an AP course. AP Coordinators manage the receipt, distribution, administration, and return of AP Exam materials.

### **How do I work with this person in my new role as an AP teacher?**

AP teachers and the AP Coordinator work closely together throughout the academic year. Early in the spring, AP teachers consult with the AP Coordinator to help determine the correct number and type of exams that need to be ordered. During the exam administration weeks, AP Coordinators may designate AP teachers to serve as proctors for exams in a subject area other than the one they teach.

AP Coordinators are the bridge between AP teachers, students, and administrators, and the AP Program. Questions about exam fees, dates and deadlines, and exam-specific policies should be directed to the AP Coordinator.



### Regional Offices

#### **What is the role of my regional office and how can it help me?**

The College Board maintains six regional and three State Services offices to serve students and educators. Your questions and comments regarding College Board programs and services should be directed to these offices. They provide information and opportunities specific to their region of the country.

The regional offices are working to bring many of their services to you, such as programs, professional development opportunities, associational activities, legislative relations, and governance structure.<sup>7</sup>

#### **What is the best way to locate and communicate with my regional office?**

You can find your regional office by going to the College Board Web site at [www.collegeboard.com/about/association/regional/regional.html](http://www.collegeboard.com/about/association/regional/regional.html). Click on your region on the map at the bottom of the page.

### Tips from Veteran AP European History Teachers

#### Five Guidelines for Teaching the Course

*Robert Sanderson, an AP European History teacher at Wesleyan School in Norcross, Georgia, lists here significant ways in which new AP European History teachers can prepare to teach the course.*

There are, I believe, five guidelines that must be followed if a teacher wants to establish a creditable, effective, and rewarding AP European History course. They are:

- 1. Select a textbook that complements your teaching style.** You know your own strengths and weaknesses, so choose accordingly. I have seen too many teachers pick a textbook that does not work for them either because they acted on someone's recommendation without reviewing the textbook first or because it was used by someone they respected. Once you have chosen a textbook, make sure you are comfortable with each of its chapters. Ask yourself: Will any of them need supplemental material? Can any be skipped if time becomes a factor?
- 2. Don't reinvent the wheel.** There are lots of very talented and generous people who are more than willing to help you, so ask them! Use any and all available resources. If you can, make sure you attend an AP Summer Institute and some workshops. If you do not feel satisfied after the event, tell someone and find a different one. Search the Internet as well; you will be amazed at what you will find.
- 3. Make a calendar.** This is the one single factor that will help you cover the material (and keep your sanity). Unlike most other academic courses taught at the high school level, AP courses, which are taught at a college level, have an almost endless amount of information to be imparted to students within a set amount of time. Using a calendar, you and your students can monitor your progress and make any necessary accommodations for unseen circumstances. Preparing for the AP Exam is much like preparing for a marathon in the Olympics—you have one shot at it, so you must prepare diligently.
- 4. Start fast and end slow.** Teach a lot of information as quickly as you can; do not go into any one thing in depth. Make sure that you leave yourself plenty of time to review at the end for the AP

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<sup>7</sup> *College Board Q&A* (New York: College Board, n.d.).

Exam. If your students have been keeping up and doing their work, the review sessions should just be a matter of putting all of the information together.

- 5. Ensure that your course is comprehensive.** Since there could be as many questions for the earliest material as for the last, it is imperative that you help your students keep up with the flow of information. What I have found works best for me is to give my students multiple-choice questions as we go along that focus on each chapter in the textbook, and essay questions that are broad and cumulative. If you make it easy for students by giving them easier questions during the year, you do them an injustice that will become apparent in May. The more demanding you are, the more successful your students will be. One of the greatest measures of my success as an AP teacher is when students tell me the AP Exam was much easier than the exams they took in class.

## Ten Things I Learned Teaching AP European History

*Kelly Saenz, an AP European History teacher at Westwood High School in Austin, Texas, shares the 10 most important things she learned during the first couple of years she taught the AP European History course.*

On the day of the AP European History Exam at the end of my first year of teaching this course, I gave my students a pep talk; made sure everyone had pencils, an eraser, and black pens; and then walked them down to the exam room and waved good-bye as they headed through the door and the counselors shooed me away. I walked slowly back to my classroom and moped for hours, totally disconsolate. I was sure I had delivered my unsuspecting flock of lambs to the slaughterhouse. In July when we learned they had all passed the exam, I had no idea how or why. (I must have done something right!) At the end of the following year, I felt only slightly better. It took a few more years before I was able to isolate the elements that contributed most to my students' success and hone my program accordingly. In a condensed form, here are the lessons I learned that first year but did not recognize as such until years later.

### **1. That's a really good question, Kate. Who wants to answer Kate's question?**

During the first year I was so consumed by my inability to answer every student question that I failed to see one positive effect my incompetence was having on my students. We all spent a good deal of class time that year scrambling as a group to construct answers by rereading portions of the text, consulting other sources, and getting everyone's contributions to the answer. The entire class was involved and responsible for what we learned. I was too flustered to realize it at the time, but now I know that this is the way it should be whether or not I myself know the answer.

### **2. Chirp, chirp, chirp.**

This is an extension of the previous point. After that first year of scrambling for answers with students, I faced the next year's group of students better prepared. But somehow it felt like cribbing to give them the answers the previous year's class had worked so hard to find.

I started to see my students as baby birds, with their beaks wide open and chirping for sustenance. Teachers naturally try to help students by feeding those beaks. That part is right, but often what we do next is problematic. Like good bird parents, we predigest the food for them, breaking down reading assignments by giving them outlines, simplifying textbook content by defining terms for them, and relieving them of having to process their own reading by lecturing on the assigned reading the following day. When do they learn to fly if we keep supplying regurgitated pap? (I started the metaphor, so I might as well drag it out to its logical conclusion.)

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This is not meant to be a tough love approach. All year long I distribute term sheets and questions for every unit. I tried abandoning them once, and class preparation quickly dropped. Students need help in learning how to study, especially at the beginning of the year. They also need help in being held accountable for studying all year long. But the help we give needs to change through the course of the year so that they gain the confidence and skill to fly (end of metaphor) on their own.

### **3. Oh, teacher! I just love it when you tell your stories. I could listen to you all day.**

This is an exact quote, and no doubt versions of it echo through AP European History classrooms across the country. This *is* interesting material. Of course they love it when we lecture; they can put down their pens and put their minds on cruise control. My response is, “This is not a spectator sport!” Studies show that the lecture method leads to low retention of material. If you were a student, how long and how diligently would you keep up with homework reading assignments if you knew your teacher would go over all of the same material the next day? Which method results in better learning? We all have to lecture at times, but it makes sense to limit it whenever possible. I try to balance teacher-dominated time with student-action time as a method for keeping students engaged.

### **4. “What is the answer?” [silence] “In that case, what is the question?” (purportedly Gertrude Stein’s last words)**

Class does not have to be chock-a-block with activities, despite the well-intended messages we get from so many administrators, workshops, evaluators, and others. But class does need to be centered on student learning, not teacher activity. My own preference is for a modified Socratic seminar as the basic method and structure for this course. This way, students become very engaged in the process, develop reasoning and essay skills, and raise the level of classroom discussion. Questions should fly back and forth between students and back and forth between students and their teacher. Sometimes we keep score of the questions asked in class: teacher versus students. One reliable class starter is to have students write questions (not topics) on the board. Choose a few of the questions to launch the classroom discussion. Unlikely to be chosen: “Could you explain the Thirty Years’ War?” Likely to get chosen: “What is meant by the phrase ‘modern treaty’ referring to the Treaty of Westphalia?” *Disclaimer:* I am probably not going to answer that question. But I will lead the discussion toward my students discovering the answer.

### **5. You can’t ask that. It’s not in the book!**

A parallel student protest is, “You can’t ask that. It was in the previous chapter!” Asking on tests a few questions that were not covered directly in student reading or in class can be a good way to remind students that they need to *know*, not merely memorize material. The AP Exam is not taken from any particular book, so students are often challenged by wording that seems at odds with the way the material is presented in their textbooks. Students who really understand the material are likely to be able to respond to such a question when they see it in a related but unfamiliar form. You can always discard a question that does not perform well on a test; but if only the A students do well, it might be a very good question.

On the other hand, I do ask a lot of questions from the textbook’s test bank, sometimes but not always modified. There should be a dependable reward for close reading of the textbook, and picky questions are fine on unit tests.

### **6. Warning, curve ahead!**

The goal: Your students take the AP Exam in May feeling confident that they will be tested at the same level at which they have been working all year, and they walk out saying the multiple-choice section was easier than your unit tests.

Your students' test performance will get better as they adjust to the course, but that does not mean that the Renaissance unit should be taught and tested at a lower level. It *does* mean, however, that the Renaissance unit probably deserves a slower pace than later units. It also means that earlier unit test curve might be more generous. There are many different philosophies on curves, but my choice is to show students where the bar is set and to give them lots of practice getting there (as well as a soft landing when they are struggling to clear the bar, thus a generous curve). The curve is earned: they must turn in a completed curve packet in order to "buy into" the curve (see syllabus 3 for more about this evaluation method). This is part of the mutual goodwill that characterizes my course. Good faith preparation is rewarded with good faith grading. I tell my students when the curve will probably be substantial for a certain test and stress how important it is for them to turn in the curve packet.

### **7. The course is not the table of contents from the textbook. I repeat, the course is not the table of contents from the textbook.**

The course is described in the *AP European History Course Description*. The percentages of questions about political and diplomatic history, intellectual and cultural history, and social and economic history are identified in the Course Description, and the sample questions are carefully chosen to indicate what is meant by the subheadings under each of those categories. If the course is taught according to the Course Description's guidelines, there is little reason to be concerned about guessing what the document-based question (DBQ) or free-response question topics will be. The first year I taught this course I had a Course Description on my desk at school and one on my nightstand at home. If I thought it would have helped, I would have put one under my pillow, too.

Does this suggest teaching to the test? A better way to put it is this: The AP Exam is written in accordance with the Course Description. That is simply good teaching practice. If the curriculum covered in your course is the one described in the Course Description, then you and your students should feel confident that they will be prepared for the AP Exam because the AP Exam corresponds logically to the AP course. Most importantly, though, they will have been students in a first-rate and fascinating course.

### **8. Who's got the best textbook?**

There really is no *best* textbook. All of the college-level textbooks commonly used for this course have strengths and weaknesses. The longer I teach, the less I care about which book we use as long as it is a college-level textbook.

What matters is recognizing your text's strengths and idiosyncrasies, which is hard to do the first year you use it. Here are two examples of organization I wish I had spotted from the outset in *The Western Heritage* by Donald Kagan, et al.

- Chapter 14. "New Directions in Thought and Culture in the Sixteenth and Seventeenth Centuries." Contents: The Scientific Revolution; witch hunts; the literature of Shakespeare, Cervantes, Milton, et al.; and the philosophy of Bacon, Descartes, Pascal, and Locke. Some of my students argued that the chapter contents send the message that men think great thoughts and write great works and women are witches! This observation became the impetus for a great discussion.
- Chapter 26. "Imperialism, Alliances, and War." This seriously overloaded chapter includes imperialism, Bismarck/the pre-World War I alliance system, World War I, the Russian Revolution, and the Treaty of Versailles. *Whew!* This chapter can really throw off the reading calendar if covered at the same pace as other chapters. I found it better to treat it as a few separate chapters and augment the short passages on each of the major topics with readings from other sources.

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### 9. Holding Their Feet to the Fire

Students need to read as preparation for class. Class becomes boring when only a few students are prepared to participate. In addition, no amount of cramming can make up for yearlong preparation. Daily accountability is a major component of my course and is built into the grading system in the following ways:

- **Daily Quizzes.** Class begins with a quiz on the assigned reading homework. As I pick up the quizzes, I quickly look them over for skipped answers and the answers to questions from the end of the reading. This gives me a quick picture of individual and class preparation.
- **Questioning Strategies.** Most class discussion is based on questioning, and everyone is questioned over the course of a few class days. Students can pass on a question, but it is important to come back to them with other questions or allow them to answer when they can. They are much more likely to be prepared if they recognize the probability of being called on to answer questions. Classroom participation is a positive factor that I take into account when grading students' work.
- **Parent Communication.** A high school reality is that parents are part of the team. Communicating with parents is especially important during the first several weeks of the course when routines are being established. It helps to give parents concrete information: they should know that there is virtually always a reading assignment, there are always terms or materials to complete with reading assignments, there is a course calendar, all assignments are posted on the Internet, and so on.
- **Extra Credit.** Reasonable people may disagree about this, but my preference is not to give extra credit. I want the message in my course to be consistent: do the work, prepare, and expect good things to happen. Keep the main thing the main thing.
- **Exceptions—Tempering Justice with Mercy.** Everyone has bad times. Grades are figured by dropping one low daily score. A student may come in before class (usually only once) and ask to be excused from the quiz. Students face any number of crises and demands on their time, and it hurts nothing at all to give some consideration to these realities. I watch my students closely for signs of stress, and I always want to work with a student who is going through a hard time. If class grades seem low, I throw in a few easier quizzes, add a few extra-friendly questions on quizzes, or give grades to elements of the curve packet (e.g., charts, etc.) that inflate grades a bit. AP European History students work very hard, and when they do their work their grades should reflect their effort.

### 10. Go team!

I always try to ensure that my class develops a team attitude, which makes the demands less onerous and increases student success. Some of elements of this team approach include the following strategies:

- **Partner/Small-Group Work.** Work that is done with others spreads the risk and increases students' likelihood for success.
- **Praise.** Students should receive deserved individual and group praise.
- **Class versus Class.** About once a grading period I give a group or whole-class quiz. Students take the quiz individually first and then have a set amount of time (about seven minutes) to work together as a class to change any answers they want and come up with one perfect quiz. All of the students change their quizzes to reflect the class consensus. I collect the quizzes but then pull one quiz from the stack and grade that one alone. Every student receives the grade that one quiz earned (this practice encourages everyone to participate in keeping up with the discussion and the final consensus). The group portion of this quiz is characterized by a few chaotic minutes, but I sit at my desk and let the students hash it out. The final kicker is that each class competes with the other

classes. The class with the best grade gets a perfect score with one bonus point. The grades for the other classes depend on how close their class grade was to the winning grade. The quiz chosen for this class quiz is usually a tough one. This really fulfills the purpose of building in fun and a team spirit.

- **Study Groups.** I encourage study groups from the beginning of the year. They meet outside of school, and I stress to students that meetings should be study sessions and not note-copying sessions. One of the first questions I ask struggling students is whether or not they are in a study group. Test preparation and performance seem to be better for students who are in study groups.
- **State-of-the-Class Addresses and Reciprocal Feedback.** Part of each unit test debriefing is a short discussion on how the class performed overall compared to other classes, past and present. In return, students give me feedback on what worked for them in the unit and what did not.
- **The Hokey-Pokey.** I should not admit to doing this, but suffice it to say that I took unexpected and drastic measures one day when class started to drag. Did I mention that before going in to the AP Exam this year my students reenacted a memorable class moment that involved a little singing and shaking all about?

## AP Access and Equity Initiatives

Even though as a new teacher you are concerned about your students doing well on the AP Exam, selecting or limiting your students based on who you or your school thinks will do well on the exam is inconsistent with the College Board's Equity and Access Policy. (This policy can be found at the beginning of this Teacher's Guide.) Of course you want your class to have a high pass rate, but a high pass rate is not a good reason to keep students out of AP courses. Some schools require a certain grade-point average and sometimes a recommendation from a previous history teacher before permitting students to enroll in AP European History. Such policies are incompatible with the College Board's policy.

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As most teachers know, students will surprise you—you never can predict how they will perform until they have been given the chance, and a little encouragement goes a long way. We commend those teachers who allow any student who can benefit from the course to take their class, regardless of that student's grade-point average or likelihood of achieving a high score on the exam. AP courses serve students well in their college years, even those students who do not earn a score of 4 or 5 on the exam.

Some teachers assign large quantities of summer work prior to the beginning of their course. The idea is to weed out students who are unwilling or unable to complete the work. Such policies should be carefully scrutinized. Some students already have the love of history and the skills they need in order to work hard over the summer. Others do not but can acquire these attributes in a classroom setting. Furthermore, students from economically underserved populations may not have the time in their summers to fulfill such requirements.

Nonetheless, you want to maintain high standards and will need to sustain a fairly rapid pace in your course. So, educate your students about your requirements and the requirements of the course. If they know what they are signing up for, they can make effective decisions for themselves.

### Developing a Relationship with Parents

Parents can make our jobs harder or easier, so it is in our best interest to do what we can to encourage the latter result. One way to foster harmonious parent–teacher relationships is to inform parents from the very beginning about the workload requirements of your course, and its impact on their child's grade-point average; your policies concerning dropping and adding the course, behavior, late work, missed work, makeup work, extra credit, and grading; your summer reading or other assignments; and anything else that is in their interest (and also your students' interest) to know ahead of time. Such information can help students and their parents make the best decision about choosing your AP course and will help with future communication.

How do you disseminate information about your AP course to parents? Try one or more of these strategies.

- Include your classroom and school policies in your syllabus and have many copies of the syllabus available throughout the year for your students and their parents.
- Hand out your syllabus at Back-to-School Night.
- Offer a questionnaire to students before they decide to enroll.
- Create a written contract that covers the requirements of your course and have your students and their parents sign it at the beginning of the year.
- Develop an e-mail list to communicate with your students and their parents.
- Post information and assignments on your own or the school's Web site.
- Take advantage of your school's automated phone system to facilitate sharing information.
- Host an all-school AP Night at which information about all of your school's AP courses and its AP policies are shared with parents. It is generally helpful if your guidance or counseling staff coordinates and participates in it. Your AP Coordinator can answer questions about the school's entire AP program as well.

The best thing to do to get and keep parents on your side is to respond to their phone calls, e-mails, and requests for conferences as promptly as you can. Speedy attention goes a long way toward maintaining good relationships. If parents have questions about your policies, it helps to have a supportive department chair, AP Coordinator, and school principal who will give parents answers that are consistent with your own.

What kinds of concerns do parents have? Some parents worry that their children will get “bad” grades. They frequently define a bad grade as “not an A,” but almost always define a C as a bad grade. They fear that bad grades will keep their children from becoming valedictorians or being accepted by the college of their choice, and they believe that the result of such failure is a ruined academic future for their child. These parents need to be reassured that anything other than an A is not a bad grade and that the AP European History course is a highly valuable intellectual experience for any student who makes an honest effort.

Some parents worry that their children may not be smart enough to succeed in an AP course. You can explain why taking an AP course is to their children’s benefit. It helps them develop valuable thinking, reading, analytic, and writing skills that will serve them well not only in college but for their rest of their lives. Your AP course gives them a great opportunity to encounter a challenging and exciting curriculum in an environment more nurturing than a college survey class. And, of course, it is helpful to, and indeed it is a predictor of, their children’s success in college even if they do not get the best grades. Students also have the opportunity to earn college credit or place out of required courses in college, thereby saving time and money. To access the College Board database of college credit policies, visit the College Board Web site at <http://apps.collegeboard.com/apcreditpolicy/index.jsp>.

What kind of parental involvement is optimal? Parents should be cheerleaders or coaches in this game, but not players or agents. When parents ask us how they can help their students, we advise them to respect the struggle. No one feels proud and competent doing something that is easy. Instead, pride results from doing something hard that one wants to do. So does knowledge. By supporting their children in this challenging task, parents send the message that they believe their children are competent, independent individuals capable of great success.

## Working with Other Teachers in Your School

If you are just beginning your AP European History course or want to increase enrollment, working with other teachers and administrators is essential to a strong program. Provide administrators with materials about the AP Program and encourage them to attend an administrative session at a College Board workshop. You may also want to invite AP European History teachers from neighboring schools to discuss their programs with the teachers and administrators at your school. It is important to meet with colleagues who teach courses that will feed into your AP course. Arrange to speak to their classes about your course to generate student interest.

An excellent way to work formally with other teachers in your school is to develop a vertical team with social studies teachers from the different grade levels within your school. Vertical teams have many benefits. Establishing a vertically aligned program that reflects the standards and expectations of the AP Program helps prepare students for your school’s AP program, giving students more of an opportunity to take and do well in AP courses. It also promotes valuable and rewarding collegial relationships within the discipline on all grade levels. The College Board offers workshops and conferences like “Setting the Cornerstones™: Building the Foundation of AP Vertical Teams” and resources and publications like the *AP Vertical Teams Guide for Social Studies* to help teachers develop and sustain vertical teams. For more information on AP Vertical Teams, visit AP Central at [apcentral.collegeboard.com/pre-ap](http://apcentral.collegeboard.com/pre-ap). Publications are available from the College Board Store, [store.collegeboard.com](http://store.collegeboard.com).



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It is not only helpful to work with history and social studies teachers, but it is important to align with teachers in other departments. For instance, it is often beneficial to look at your school's English reading list, which can provide you with additional and valuable literary references. AP English Language teachers and AP European History teachers can construct reading assignments that emphasize critical thinking skills for both classes. If your school offers an art history course, coordinating and working with the art history teacher can prove advantageous for you both. Finally, working with a science teacher who can discuss aspects of the Scientific Revolution, Darwin, or twentieth-century physics and biology can also be a great help to all parties.

### Summer Reading

*Some school districts and their communities permit summer assignments, and others do not. Some teachers assign textbook assignments during the summer to give students a head start with the reading for the school year. Some teachers assign historical fiction, while others choose primary sources that relate to the earlier part of the course, or they select secondary works that are especially engaging to students. By attending AP workshops and summer institutes and participating in the EDG, you can learn about different kinds of summer assignments and their advantages and disadvantages. Good teachers provide their students with a variety of valid choices. If you choose to assign summer work, select something you believe in and that will help your students learn. And whatever you choose, be sure its content will be acceptable to your students' parents.*

*Courtney Ross, an AP European History teacher at Asheville High School in Asheville, North Carolina, gives the following summer reading assignment sheet in the spring to students who plan to take his course in the fall.*

Perhaps it has always been true, but nowadays I seem to encounter fewer and fewer students for whom reading is a top priority when it comes to spending those precious hours of freedom that are granted between May and August. You have so many things that you *must* read that it is perhaps unrealistic to expect you to find time and energy to *want* to read as well. Therefore, rather than adding to your burden of duty (and the guilt that attends duty unperformed), I offer you a list of readings that are in no sense required or expected but which I think might serve to enrich your trip through the five-and-a-half centuries that lead us to the modern world. If you find after a quick scanning that they do not fit your current needs, you may abandon them with no apologies on your part or hurt feelings on mine.

For those of you who are interested in ideas for their own sake, who often find theories more interesting than the attempts to put them into practice, I recommend two books for your consideration. *Sophie's World* by Jostein Gaarder is a strange work, part mystery novel and part history of Western philosophy. You will be able to tell rather quickly whether you like it or not. If you do, it will serve as an excellent companion and reference for the course throughout the year. Summer is a good time to check it out. A very different approach to the same topics can be found in *Introducing Philosophy* by Dave Robinson and Judy Groves, which uses a comic book format to present a very sophisticated condensation of the main ideas that have stimulated and defined Western civilization.

For those who lean toward biography as an entrance point to the study of history, you have a wealth of works to choose from, long and short, light and heavy, sympathetic and critical. Here are some of my favorites, scattered throughout the time periods we will consider in the course:

- Denis Brian's *Einstein: A Life*
- Erik Erikson's *Young Man Luther*

- Ian Kershaw's *Hitler* (the latest and longest treatment of this subject)
- Garrett Mattingly's *Catherine of Aragon*
- Olivier Todd's *Albert Camus*
- Stanley Weintraub's *Victoria*

Social history gets somewhat shorter shrift in our textbook than do politics, economics, or diplomacy, so if it is an interest of yours, you might want to explore it on your own. Two places to start are a survey of early modern European society called *After the Black Death* by George Huppert and a book of essays on more recent events called *The Great Cat Massacre* by Robert Darnton. The first is more thorough in its treatment of all groups within European society in the pre-industrial age; the latter is more readable and anecdotal.

For those who are seeking to get a head start on your work in August, several books on the Renaissance serve as excellent introductions to the first major topic in our curriculum. *Brunelleschi's Dome* by Ross King is a focused description of a single building project, illuminating both the engineering and the politics that led to the construction of the Florence cathedral. Dava Sobel's *Galileo's Daughter* is based on the letters between the famous scientist and his illegitimate daughter and sheds light on the intellectual climate of the Renaissance and the status of women. Two famous works produced in the Renaissance itself and with which we will deal briefly in class are Machiavelli's *The Prince* and Thomas More's *Utopia*. Since both are fairly short, you might consider delving into them.

Some works of history are very good at conveying the atmosphere of a particular time and place, providing their readers with incidents and details that make it easier for them to imagine themselves in the midst of events. I list two here from the latter half of the course. The first is *Citizens*, Simon Schama's account of the French Revolution, which does not have to be read from cover to cover to be appreciated. The second is Frederic Morton's *A Nervous Splendor*, which provides a view of Vienna one century later, a fascinating mixture of decadence and radical change. It is a book you will only need to read a few pages of to know whether you wish to pursue it further.

These suggestions just scratch the surface. I have not mentioned any of the hundreds of books on European music and art, nor the many novels, two of which are in your English summer reading assignment, that illuminate the world we will be studying. Your textbook contains an extensive annotated bibliography, and all year long I will be holding up books that represent further opportunities for more deeply exploring the issues to which they introduce us. Feel free to browse the shelves in the classroom and to take with you for sampling anything that strikes your interest. The only requirement is that you must let me know you have it. If you find a book on your own that you like, by all means tell me about it. Have a good summer!

### Reading List

Brian, Ian. *Einstein: A Life*. New York: John Wiley, 1996.

Darnton, Robert. *The Great Cat Massacre and Other Episodes in French Cultural History*. New York: Basic Books, 1984.

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- Erikson, Erik H. *Young Man Luther: A Study in Psychoanalysis and History*. New York: W. W. Norton, 1993.
- Gaarder, Jostein. *Sophie's World: A Novel about the History of Philosophy*. Translated by Paulette Møller. New York: Farrar, Straus and Giroux, 1994.
- Huppert, George. *After the Black Death: A Social History of Early Modern Europe*. 2nd ed. Bloomington, Ind.: Indiana University Press, 1998.
- Kershaw, Ian. *Hitler*. 2nd ed. New York: Longman, 2001.
- King, Ross. *Brunelleschi's Dome: How a Renaissance Genius Reinvented Architecture*. New York: Penguin Books, 2001.
- Machiavelli, Niccolò. *The Prince*. Translated by Luigi Ricci. New York: Signet Classic, 1999.
- Mattingly, Garrett. *Catherine of Aragon*. Boston: Little, Brown, 1941.
- More, Thomas. *Utopia*. Edited by George M. Logan and Robert M. Adams. Rev. ed. Cambridge: Cambridge University Press, 2002.
- Morton, Frederic. *A Nervous Splendor: Vienna, 1888/1889*. Boston: Little, Brown, 1979.
- Robinson, Dave, and Judy Groves. *Introducing Philosophy*. Edited by Richard Appignanesi. New York: Totem Books, 1999.
- Schama, Simon. *Citizens: A Chronicle of the French Revolution*. New York: Knopf, 1989.
- Sobel, Dava. *Galileo's Daughter: A Historical Memoir of Science, Faith, and Love*. New York: Walker, 1999.
- Todd, Olivier. *Albert Camus: A Life*. Translated by Benjamin Ivry. New York: Alfred A. Knopf, 1997.
- Weintraub, Stanley. *Victoria: An Intimate Biography*. New York: Dutton, 1987.

## Students as Teachers: The Renaissance Project

*Pat Rosof, an AP European History teacher at Hunter College High School in New York City, developed an assignment that encourages students to teach each other. Because it involves the Renaissance, students are able to start practicing this skill at the beginning of the course.*

Students should be accustomed early on to learning from each other, not just from the teacher. Here is a project that you can assign at the beginning of the year that gives students experience in teaching one another, thereby making the course richer and your life easier.

**Rationale for Teachers:** The Renaissance was a period filled with famous individuals with whose works students should have at least a passing familiarity. This project introduces students to a number of such individuals in association with a particular, memorable work. The oral reports that are a product

of this project present clearly and concisely a number of individuals from the Renaissance era and immediately put students in the “teaching-to-each-other” mode. At the same time, the project forces students to be precise in their analysis. This project is not about constructing a biography; rather, its purpose is to focus on one work and evaluate the extent to which it does or does not reflect the spirit of the Renaissance. To accomplish this goal, students must be able to define “the spirit of the Renaissance.” They must also understand humanism and the growing secularism and individualism that, nonetheless, still functioned in a Christian environment where the city and family were of primary importance.

**Instructions for Students:** This project consists of a five- to seven-minute oral presentation accompanied by a visual or oral aid and an annotated bibliography. You are to choose one of the individuals from the list. You are to choose one work by this person to discuss with the class. Bring a copy, excerpt, model, map, and/or CD of that work to either show or play, and if possible, hand out copies to everyone in the class. Use the work to discuss the ways in which it does (or does not) illustrate the spirit of the Renaissance. Clearly, to succeed you must have some idea of what the spirit of the Renaissance is said to be and you must be able to explain this idea to your classmates.

Important points to remember are that

- this is *not* a biographical report, so you should provide only the name, dates, and nationality of your individual;
- the focus of your presentation should be on just *one* work and it should address the spirit of that work; and
- your selection may *not* be drawn from or duplicate any selections provided in the text or in our sourcebooks, and it also should not be a work that everyone has already studied in English or art.

**Due Date:** Presentations will be due about two weeks after you have chosen your Renaissance individual.

### Renaissance Individuals

Duplicate choices will not be allowed, so come prepared with a number of ranked choices.

Bellini	Dürer	Petrarch
Bosch	Erasmus	Pico della Mirandola
Brueghel (the Elder)	Rabelais	Rabelais
Brunelleschi	Giotto	Salutati
Byrd	Holbein (the Younger)	Shakespeare
Castiglione	Machiavelli	Titian
Columbus	Masaccio	Valla
Copernicus	More	Vesalius
da Vinci	Paracelsus	Vespucci
Duccio		

### Teaching Writing to Sophomores in AP European History

The greatest challenge I have faced as an AP European History teacher has been teaching sophomores, who constitute roughly half of all AP European History students, how to write a university-level essay. The best advice that I can give to anyone teaching sophomores for the first time is to be patient. Many of your students have limited writing skills at this point. Set realistic yet challenging expectations and a pace that positions students for success.

I begin the school year with a review of how to write an identification (ID). IDs in my course are paragraphs that explain a particular person and/or event. Students complete several IDs prior to writing their first essay for the course. I require IDs to begin with a simple topic sentence. I also expect them to analyze causes, actions, and consequences. Additionally, an ID should have transitional words and a concluding sentence that sums it up. I take points off for both content and format problems. Students cannot write a good essay if they cannot write a good paragraph. Remember, baby steps.

I begin my essay-writing instruction with a review of rules for writing and suggested construction for historical essays. The first three or four essays that I assign are take-home, and they are not timed. I recommend conferences with each student to discuss and grade the first few essays. Usually, by the third unit, students are working on timed essays in class; however, I assign the topic the previous day and permit them to bring an acceptable outline. I allow 50 minutes for the first essay and slowly reduce the time requirement to 40 minutes by their mid-term exam. This may vary depending on your students' needs. Some classes are ready well before the mid-term; others need even more time. Be encouraging, be aware of student needs, but be consistent.

—Lou Gallo, West High School,  
Knoxville, Tennessee

## DBQ Quizzes

*The DBQ is an important part of the AP European History Exam, being weighted 45 percent of the free-response section of the exam. Thus, it is essential that your students receive plenty of practice in working with a variety of different types of documents. Todd A. Beach, an AP European History teacher at Eastview High School in Apple Valley, Minnesota, describes the four types of quizzes he uses to prepare his students for the DBQ.*

### Thesis Quiz

One of the best resources you can use is past AP Exams, specifically old DBQs. I use old DBQs (the past five years' worth can be downloaded from the AP European History Exam Questions page on AP Central) to create quizzes. To give my students practice in writing thesis statements, I photocopy a complete DBQ (question and documents) for each student. They have 15 to 20 minutes to examine the question and the documents and to write an introductory paragraph and thesis statement. I encourage my students to create a sample outline on a separate piece of paper so they can become adept at organizing their thoughts. At the end of the allotted time, I collect the DBQ and what the students have written, score it, and hand it back to them the next day in class.

As I am scoring the introductory paragraphs and thesis statements, I look for some that I can use as examples to show to the class. Frequently I type them up and put them on an overhead projector so I can talk through the good and not-so-good examples. A wise use of class time is to build the skill of writing a solid thesis and introductory paragraph. Indeed, the first point on the DBQ core-scoring guide is for an “appropriate, explicitly stated thesis that directly addresses the question.”<sup>8</sup> Talk with your students about writing an *original* thesis, not simply restating the question, because that's what Readers value. Finally, I *never* allow my students to begin their essay with the words “Throughout history . . .”

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8. 2006, 2007 AP European History Course Description, 26.

### Document Grouping Quiz

Another skill students must learn to succeed at on the AP Exam is how to group documents. When responding to the DBQ, students need to use the documents as evidence to support a topic sentence. In addition, students must use as least *two* documents together to count as a grouping. Giving frequent grouping quizzes helps students become better at this.

Using a DBQ from a past AP Exam, I give my students 15 to 20 minutes to read the question and the documents and to group the documents. With every exam there are a variety of ways in which students can group the documents, depending on how they want to respond to the question. I ask my students to create a topic argument and then to write the numbers of the documents that support their topic argument. Remember, on the AP Exam students *must* have a minimum of *three* groups of documents to earn one basic core point on the core-scoring guide. I encourage my students to find more than three groupings whenever possible. Like the thesis quizzes, I score the grouping quizzes, return them the next day in class, and talk through the possible groupings; this feedback is essential to the students' skill development.

A good classroom activity to do early in the year involves the grouping of actual documents. I cut out the documents from old DBQs, put the document sets into envelopes, and give the envelopes to students who then physically move the documents into groups. Initially, I let students work in pairs; but the second time they do this activity, I have them work on their own.

### Point of View/Bias Quiz

Without a doubt, the analysis of point of view (POV), or bias, is the most frequently missed basic core point by students on the DBQ, and it is also the hardest concept for students to master. Understanding POV and bias requires a certain amount of knowledge about the context of the source and/or time period. As with any skill, students need a lot of practice to be able to analyze POV/bias properly.

For my POV/bias quiz, I again use a DBQ from a past AP Exam. Students have 20 minutes to write a paragraph in which they analyze the POV and/or bias of a document or source. Remember, on the AP Exam students must analyze at least *three* documents in this manner to earn one basic core point on the core-scoring guide. As with the other DBQ quizzes, I score these and return them the next day in class. I also share the better ones with students on an overhead projector so they can learn from the good examples.

### Attribution Quiz

This is an easy skill for students to learn and demonstrate, but surprisingly, many students do not perform it correctly. Attribution is similar to citing the source. Each document on the DBQ provides information about the source that students should use when they write their response. Although attribution alone is no longer enough to earn a student credit for POV, I think it is essential that students learn to do this properly. Because they are using information that is not theirs to answer a question, that information should be properly attributed to its source. Furthermore, developing good attribution habits naturally leads students to consider the sources, the essence of POV analysis.

I like my students to demonstrate attribution by providing the information from the document, followed by the document number in parentheses. For example, "The Russian official's report on an incident in Novgorod province (Doc. 10) . . ." (from the 1999 DBQ), or "According to Mrs. E. Gaskell, an English author (Doc. 8) . . ." (from the 2000 DBQ). Some teachers have different thoughts about the use of the document number, but as a Reader I find it very helpful when students do this properly.

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I usually only give one or two attribution quizzes, and I do this early in the year. Again, I use a DBQ from a past AP Exam and provide students with 10 to 15 minutes to write a proper attribution sentence for each document. I score the quizzes and return them the next day so students can have quick and helpful feedback. They quickly master this skill and can soon apply it to their next full DBQ response.

### **Free-Response Question Quizzes and Seeing “Big Picture” History**

As I work through the content of the course, it’s frustrating to see students fail to connect events through history. I think this happens because we break the information into chapters and it’s difficult for students to connect the micro events and people into larger macro themes. That’s where a well-worded essay question can help.

I try to assign at least one free-response question each term, but I want my students to see the big picture of history more often. I like to give free-response question quizzes throughout the year so my students can get better at organizing and recalling details of history and so they can see and understand the macro themes. I put an essay question on the overhead projector and ask students to take 10 minutes to create a detailed outline that they could use to write an essay. I collect their outlines and score them. Then together we talk through the question and in turn see the big picture. It’s a great exercise that helps students recall and review information, and it’s an effective way for them to connect micro events and people to larger macro themes.

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## Course Organization

### Syllabus Development

When developing your syllabus, you will need to take several factors into consideration, including the amount of time you will have during the school year and the resources that are available to you. The following tips will help you get started.

- **Plan your schedule according to your academic year.** The AP European History Exam devotes about half the multiple-choice and free-response questions to the period between 1450 and 1815 and half to the period from 1815 to 2001. For many teachers it means “kill Napoleon by winter break,” but other timetables work as well. Plan your units by working backwards from the date of the AP Exam to ensure that the latter period does not get slighted. Be aware that you will lose days for school events, testing, and a variety of other reasons.
- **Plan your units effectively.** Decide on your units and then on your daily reading assignments, class activities, and evaluations. You will want to give your students experience with taking multiple-choice exams and also with writing responses to free-response questions and DBQs. Many teachers also assign more formal, longer papers in their AP European History courses than they do in their regular history courses. Some teachers require presentations and collaborative activities. For more ideas, look at the sample syllabi in this chapter, follow discussions on the AP European History Electronic Discussion Group (EDG), and attend workshops and summer institutes.
- **Become familiar with your textbook.** Your school district may assign a textbook to you, or you may have the opportunity to choose one. Ask some of the experienced teachers who belong to the EDG about the advantages and disadvantages of the texts you are considering. You will want to think about the availability of support materials, the style and difficulty of the text, and your personal strengths and preferences. Some teachers prefer a text that reinforces their strengths; others prefer a text that complements them.
- **Find effective supplementary materials.** Most teachers use supplementary materials to enrich their courses. These materials may include primary source readers, films, packets of photocopied readings, simulations, electronic media, and many others. Become familiar with the options—again, consult your colleagues on the EDG and read the reviews in AP Central’s Teachers’ Resources area—and choose the ones that best fit your teaching style, your students’ needs, and your district’s budget.
- **Review college syllabi.** You may find a college syllabus that you wish to adapt for your course. When doing so, keep in mind that college courses meet less frequently than high school courses, so college students must learn more on their own. In addition, college students usually receive fewer evaluations and often no skills instruction. You can use the college syllabus for ideas about units of study, a workable timetable, important themes and discussion questions, research topics or papers, and sometimes classroom activities. Nonetheless, high school is not college, even though AP European History delivers the content of a first-year college history course. Thus, you will want to build some time into your course to teach your students how to work with primary sources and how



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to respond to a document-based question (DBQ), as well as the fundamentals of essay writing under timed conditions. You may also want to include a research component in your course so that your students will be well prepared for college research assignments.

### What to Do in Class Every Day

Whatever activities you would normally do in a rigorous history course can also be done in the AP European History course. The main thing, as always in teaching, is to vary your activities so that students with different learning styles all have a chance to succeed and no one is bored by doing the same thing day after day. The list of activities includes, but is certainly not limited to, lectures, discussions, small-group work on various topics, trials, debates, simulations, role play, library research, films, scored discussion, creation of charts and diagrams, map work, art and art history exercises, writing instruction, work with primary sources, and various creative response projects. You can get more ideas about class activities and resources from workshops, summer institutes, the EDG, and AP Central.

#### Teaching AP European History in a Remote Area

I teach AP European History in a mountain town. Teaching AP courses in a remote area like this is something that tests a teacher's creativity. Ready access to some of the enrichment resources (e.g., museums, guest lectures, movies, etc.) is very limited. Fortunately, I do have a small liberal arts college that I can tap into and a well-educated community composed of a wide variety of people who are more than willing to come in and share their knowledge with my students.

I'm sometimes envious of teachers who have other teachers in close proximity to them and can get together to discuss ideas and strategies. The nearest AP European History teacher is more than 50 miles away. I have learned to monitor the AP European History Electronic Discussion Group regularly in order to see what other teachers are doing.

But in the end I don't feel that geographic isolation is a major detriment to the overall success of my students. I firmly believe that with the right type of teaching and commitment from the students this obstacle is nothing more than a small hill.

—Dale Garland, Durango High School,  
Durango, Colorado

### Four Sample Syllabi

Every AP European History course has its own character, and as it develops over a period of several years, your course will as well. The four sample syllabi in this chapter represent a university-level European history survey course and three high school AP European History courses. These courses are based on several popular textbooks and offer different models for you to follow as you plan your course. You are invited to mix and match the many useful ideas you will find here.

### Important note: The AP Course Audit

The syllabi included in this Teachers Guide were developed prior to the initiation of the AP Course Audit and the identification of the current AP European History Course Requirements. These syllabi contain rich resources and will be useful in generating ideas for your AP course. In addition to providing detailed course planners, the syllabi contain descriptions of classroom activities and assignments, along with helpful teaching strategies. However, they should not necessarily be used in their entirety as models that would be authorized under the guidelines of the AP Course Audit. To view the current AP Course Requirements and examples of syllabi that have been developed since the launch of the AP Course Audit and therefore meet all of the AP European History Course Requirements, please see the Resources for Teachers page AP Central (<http://apcentral.collegeboard.com/courseaudit/resources>).

# Syllabus 1

**Michael Galgano**

James Madison University  
Harrisonburg, Virginia

## University Profile

**Location and Environment:** James Madison is located in Harrisonburg, Virginia, in the Shenandoah Valley. Approximately 70 percent of the students are Virginians, and most come from urban backgrounds and parents who are university graduates and professionals. The university, which grants both undergraduate and graduate degrees, fosters undergraduate research and independent scholarship. It is a selective institution, admitting approximately one in five applicants.

**Type:** Public university  
**Total Enrollment:** Approximately 15,800 students  
**Ethnic Diversity:** Asian Americans comprise approximately 5 percent of the student population; African Americans, approximately 3 percent; Hispanics, approximately 2 percent; and Native Americans, less than 1 percent.

## Personal Philosophy

The European history survey course is one of five options (Europe, Asia, Latin America, Africa, or the Middle East) that history majors must complete before beginning upper division and seminar studies. It introduces students to a significant global region and helps them to understand historical evidence and interpretation. It also enables them to develop the analytical thinking and writing skills that are essential to effective, active citizenship. Finally, it provides a foundation for majors who will study nations, themes, and topics in European history more deeply. The survey offers me an opportunity to stimulate interest and passion in European history among majors, minors, and all students. It is a course I have relished teaching and refining for more than three decades in various formats and configurations. To crudely paraphrase Dr. Johnson, “When a person tires of European history, that person is tired of life.”

## Philosophy of the Department

The department’s philosophy is to offer a variety of survey courses that challenge students intellectually by combining analyses of primary sources, scholarly interpretations, and factual information. In these courses students are expected to improve their research, analytical, and writing abilities and to master a body of information. The department’s philosophy helps form and shape my own.

## Class Profile

The European history survey is taught as two one-semester courses, European History 201 and European History 202, in one academic year. The first semester, European History 201, surveys the period from the Renaissance through the French Revolution; the second, European History 202, surveys the period from 1815 to the present. Each course satisfies a 200-level requirement for history majors and may be taken as an elective by other majors. Like all survey courses at JMU, European History 201 and 202 are taught by full-time faculty. Many of the students who complete the sequence become secondary teachers.

Each course is open to all students, but enrollment is limited to 40 students. The class meets on Tuesdays and Thursdays for 75 minutes. Classes combine lectures and discussions, and all class sessions

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presuppose the completion of the assigned readings. Students use *Blackboard*<sup>™</sup>, software for an e-learning platform that facilitates communication between students and the professor.

### Course Overview

The course overview and planner that follow are what I give my students at the beginning of European History 201 and European History 202.

Survey courses in history introduce students to **content**, **chronology**, **analysis**, and **synthesis**. They are intended to help develop your critical faculties and improve your ability to recognize, interpret, construct, and defend historical arguments.

- **Content** addresses trends, issues, and personalities.
- **Chronology** focuses on historical context, sequence and patterns, change and continuity over time, and cause-and-effect relationships.
- **Analysis** stresses how to approach historical evidence and how to understand its bias, point of view, and reliability. It is also concerned with corroboration of evidence. The course reading includes texts, primary sources, and secondary interpretations. History is not simply about knowing and understanding the past; it also concerns using the evidence from the past for explanation, interpretation, and argument. Analysis of evidence is the critical starting point. You will learn to use each to assemble arguments into a historical synthesis that relies upon evidence.
- **Synthesis** incorporates various interpretations and uses sources to construct historical arguments that include a thesis, a body with full use of evidence, and appropriate conclusions based upon the limits of that evidence. In constructing historical syntheses, you should group historical evidence to strengthen your argument, understand the sources of the evidence, and consider those sources that seem to be at odds with the bulk of the evidence. The study of history calls upon us to read the evidence critically and to form conclusions based upon the sources.

All students are expected to meet the daily course expectations, to follow the syllabus closely, and to know what topics are under consideration. You are responsible for attending all classes and completing all assignments on schedule. Students who miss class are responsible for the material covered in that class. To succeed in the course, you must read all of the assignments by the assigned dates and study the materials fully.

Daily class work, assigned readings and their e-mail summaries, and participation in class discussions all count toward your final grade for the course. To receive credit, e-mails must be submitted before the class meeting on the date assigned. Late e-mail assignments are not accepted and a grade of 0 is recorded for each. Late written assignments lose credit at a rate of one letter grade per calendar day. The JMU honor code governs all of your work.

### Course Planner

*Note:* This syllabus is subject to amendment or change at the discretion of the professor.

#### European History 201: Required Readings

Kishlansky, Mark, et al., eds. *The Western World: Europe to 1789*. Boston: Pearson Custom Publishing, 2002.

Cited in the syllabus as K.

Merriman, John. *A History of Modern Europe*. 2nd ed. New York: W. W. Norton, 2004.  
Cited in the syllabus as M.

Scholarly articles as assigned.

Additional reading from sources located on the Internet and in Carrier Library will also be assigned throughout the semester. Individual classes will focus on themes. To understand the lectures and participate in discussions, you must complete all of the listed assignments before the class meets.

### **European History 201: Daily Themes and Assignments**

#### **Aug. 24 Scope and Coverage, Requirements and Expectations, Overview of the Period**

#### **Aug. 26 Emergence and Transformation: Early Modern Europe**

*Reading:* M, 3–45

#### **Aug. 31 The Renaissance: Political, Social, and Economic Change**

*Readings:* M, 47–58 and K, 47–85

*Theme:* Be prepared to discuss the arguments about wives, women, and love according to Boccaccio, Alberti, Machiavelli, and Castiglione.

*Assignment:* E-mail a summary of the readings in K.

#### **Sept. 2 The Renaissance: Cultural Transformation—The Written Word**

*Readings:* M, 60–84 and K, 1–13

*Theme:* Class discussion will focus on the following questions: Why was the study of the Classics so important to Renaissance-era writers? What did they learn from antiquity? If the Classics were so central to their intellectual world, why did so many write in the vernacular? What were the interests of the humanists? How influential were their writings?

*Assignment:* E-mail a summary of the readings in K.

#### **Sept. 7 The Renaissance: Cultural Transformation—The Visual Arts**

*Reading:* K, 19–46

*Theme:* Class discussion will focus on the following questions: Why was the study of the Classics so important to Renaissance-era artists? What did they learn from antiquity? In what ways did they adapt the forms and practices of antiquity in defining their own creativity? What were their subjects? How influential were their works?

*Assignment:* E-mail a summary of the readings in K.

#### **Sept. 9 The Northern Renaissance**

*Readings:* M, 85–90 and K, 14–18, 115–25

*Theme:* Class discussion will focus on the following questions: How did the Renaissance of the North differ from that of Italy? Why?

*Assignment:* E-mail a summary of the readings in K.

#### **Sept. 14 The Reformation in Europe**

*Readings:* M, 99–119 and K, 102–14, 126–37

*Theme:* Be prepared to discuss the Reformation in Germany and Geneva. Class discussion will focus on the following questions: What caused them? How were they similar and different? What role did personalities play?

*Assignment:* E-mail a summary of the readings in K.

## Chapter 3

### Sept. 16 The Reformation in England

*Readings:* M, 119-22 and K, 138-60, 188-202

*Theme:* Class discussion will focus on the following questions: How did the Reformation differ in England? In what ways was it similar to the Reformation in Europe? What was the role of Henry VIII? Were his actions justified?

*Assignment:* First paper due (see “European History 201 Paper Assignments” in this syllabus for a description of the assignment).

### Sept. 21 The Catholic Reformation

*Readings:* M, 122-36 and K, 161-87, 203-14

*Theme:* Class discussion will focus on the following questions: How did the Roman Catholic Church respond to the Reformation? Were the church’s reforms sufficient? Why or why not? Was the Catholic Church weakened or strengthened by the Reformation?

*Assignment:* E-mail a summary of the readings in K.

### Sept. 23 The Wars of Religion

*Readings:* M, 136-72 and Myron P. Gutman, “The Origins of the Thirty Years’ War” (in Lessons and Analogies from Early Major Wars) a special section in *Journal of Interdisciplinary History* 18, no. 4 (Spring 1988): 749-70

*Theme:* Be prepared to discuss the relationship between politics and religion in the period as well as the origins of the Thirty Years’ War.

### Sept. 28 First Examination

Please bring blue books. The exam will blend identifications and essays, and there will be choices in both sections. All identifications will be drawn from the lists posted on *Blackboard*.

### Sept. 30 The Rise of the Atlantic States: Spain and England, 1469-1618

*Reading:* M, 177-221

*Theme:* Be prepared to discuss the differences between Spanish and English societies and why they evolved in such different ways.

### Oct. 5 Politics, Religion, and Society: England in the Stuart Century

*Readings:* M, 222-48 and K, 215-36

*Theme:* Be prepared to discuss the issues that divided the peoples of the British Isles and the issues they held in common.

*Assignment:* E-mail a summary of the readings in K.

### Oct. 7 Politics, Religion, and Society: The Dutch Republic

*Readings:* M, 249-60 and Richard W. Unger, “Dutch Herring, Technology, and International Trade in the Seventeenth Century,” *Journal of Economic History* 40, no. 2 (1980): 253-80

*Theme:* Be prepared to discuss the geography, politics, religion, and economy of the Dutch Republic.

*Assignment:* E-mail a brief critique of the Unger article, indicating its thesis, main arguments, and evidence used.

**Oct. 12 Absolutism: France**

*Readings:* M, 261-83 and Dorothy R. Thelander, "Mother Goose and Her Goslings: The France of Louis XIV as Seen through the Fairy Tale," *Journal of Modern History* 54, no. 3 (Sept. 1982): 467-96

*Theme:* Be prepared to discuss the absolutism of Louis XIV, Versailles as an expression of that absolutism, and the role of the fairy tales of the times.

**Oct. 14 Absolutism: Hapsburg, Prussian, Russian, and Swedish Models**

*Reading:* M, 283–306

*Assignment:* Second paper due (see "European History 201 Paper Assignments" in this syllabus for a description of the assignment).

**Oct. 19 The New Science**

*Readings:* M, 311-34; K, 237-53; and Gabriella Berti Logan, "The Desire to Contribute: An Eighteenth-Century Italian Woman of Science," *American Historical Review* 99, no. 3 (1994): 785–812

*Theme:* Class discussion will focus on the following questions: What was the Scientific Revolution? What are its defining characteristics? Why were developments in the sciences not limited to any geographical region or culture? Who were the individuals involved in the changes? What roles did women play? How was scientific information spread? What connections, if any, existed between the Renaissance and the Scientific Revolution? What were its successes and failures? Why is this age significant?

*Assignment:* E-mail a critique of the Logan article, indicating its thesis, main arguments, and evidence.

**Oct. 21 Economic and Social Change in the Eighteenth Century**

*Readings:* M, 376–416 and Lutz K. Berkner, "The Stem Family and the Developmental Cycle of the Peasant Household: An Eighteenth-Century Austrian Example," *American Historical Review* 77, no. 2 (April 1972): 398–418

*Assignment:* E-mail a critique of the Berkner article, indicating its thesis, main arguments, and evidence.

**Oct. 24 Second Examination**

Please bring blue books. The exam will blend identifications and essays, and there will be choices in both sections. All identifications will be drawn from the lists posted on *Blackboard*.

**Oct. 26 European Economic Expansion in the Eighteenth Century**

*Readings:* Go to the Spartacus Web site ([www.spartacus.schoolnet.co.uk/](http://www.spartacus.schoolnet.co.uk/)) and read the sections on the African slave trade, the slave ships, and the accounts by Olaudah Equiano, Zamba Zembola, Mary Prince, and Ottobah Cugoano.

*Theme:* Class discussion will focus on the following questions: What does each account reveal about the trade? How are the accounts similar? How do they differ?

## Chapter 3

### Oct. 28 Dynasticism and Politics in the Eighteenth Century: The Sinews of Power

*Reading:* M, 419-65

*Theme:* Class discussion will focus on the following questions: What was the eighteenth-century state system? What were the major distinctions between Great Britain and the Continental states during this period? How do you account for the distinctions? What was the role of organized religion? The aristocracy? Changing economic realities? Does a discussion of class make sense in this century?

### Nov. 2 Eighteenth-Century Wars for Empire: France and Britain

*Reading:* Patrice Louis-Rene Higonnet, "The Origins of the Seven Years' War," *Journal of Modern History* 40, no. 1 (March 1968): 57-90

*Theme:* Class discussion will focus on the following questions: How convincing is this interpretation? What caused the land and global wars between the powers? How could they have been prevented? What were their consequences for Europe?

*Assignment:* E-mail a summary of the Higonnet article, indicating its major points.

### Nov. 4 The Enlightenment: Ideas and Influence

*Readings:* M, 335-61, 369-75

*Theme:* Be prepared to discuss the major ideas of the period, the definitions of Enlightenment, and the men and women who sought to transform society.

### Nov. 9 The Enlightenment: Ideas and Influence

*Readings:* Go to the Enlightenment page of the Internet Modern History Sourcebook Web site ([www.fordham.edu/halsall/mod/modsbook10.html#The%20Enlightenment](http://www.fordham.edu/halsall/mod/modsbook10.html#The%20Enlightenment)) and look at the sources there, specifically Voltaire, "Letters on the English" (numbers I, II, V, VI, VII, VIII, X, XI, and XIV); Kant, "What Is Enlightenment?"; and Paine, "Of the Religion of Deism Compared with the Christian Religion."

### Nov. 11 The Enlightenment: Ideas and Influence

*Readings:* Go to the Enlightenment page of the Internet Modern History Sourcebook Web site and read Rousseau, "A Discourse upon the Origin and the Foundation of the Inequality among Mankind" and Condorcet, "On the Future Progress of the Human Mind."

### Nov. 16 Enlightened Absolutism

*Readings:* M, 361-69 and Brenda Meehan-Waters, "Catherine the Great and the Problem of Female Rule," *Russian Review* 34, no. 3 (July 1975): 293-307

*Theme:* Be prepared to discuss the appropriateness of enlightened absolutism.

*Assignment:* E-mail a critique of Meehan-Waters's article, including its thesis, main arguments, and evidence.

### Nov. 18 The French Revolution

*Reading:* M, 469-516

*Theme:* Be prepared to discuss causes, consequences, and sources and interpretations of the French Revolution as well as the role of propaganda.

**Nov. 23 The French Revolution**

*Theme:* Be prepared to discuss the stages of the French Revolution and European responses.

*Assignment:* Third paper due (see “European History 201 Paper Assignments” in this syllabus for a description of the assignment).

**Nov. 30 Napoleon and Europe: Victory and Expansion**

*Reading:* M, 517-52

*Theme:* Be prepared to discuss Napoleon’s rise to power, the establishment of the Empire, and domestic reforms.

**Dec. 2 Napoleon and Europe**

*Readings:* Harold T. Parker, “Why Did Napoleon Invade Russia?: A Study in Motivation and the Interrelations of Personality and Social Structure,” *Journal of Military History* 54, no. 2 (April 1990): 131-46 and Paul W. Schroeder, “Napoleon’s Foreign Policy: A Criminal Enterprise,” *Journal of Military History* 54, no. 2 (April 1990): 147-62

*Theme:* Be prepared to discuss the invasion of Russia and the consequences for Napoleon and for France.

**Dec. 9 Final Examination**

Please bring blue books. The final will blend multiple-choice questions and identifications, and there will be choices in both sections. All identifications will be drawn from the lists posted on *Blackboard*.

**European History 202: Required Readings**

Beaudoin, Steven M., ed. *The Industrial Revolution*. Boston: Houghton Mifflin, 2003.

Cited in the syllabus as B.

Daniels, Robert V., ed. *Soviet Communism from Reform to Collapse*. Boston: Houghton Mifflin, 1995.

Cited in the syllabus as D.

Merriman, John. *A History of Modern Europe*. 2nd ed. New York: W. W. Norton, 1999.

Cited in the syllabus as M.

Roberts, Robert. *The Classic Slum: Salford Life in the First Quarter of the Century*. London: Penguin, 1990.

Cited in the syllabus as R.

Additional readings from sources located on the Internet and in Carrier Library will also be assigned throughout the semester. Individual classes will focus on themes. To understand the lectures and participate in discussions, you must complete all of the listed assignments before the class meets.

**European History 202: Daily Themes and Assignments**

**Jan. 13 Introduction, Expectations, and a Rapid Overview of the French Revolution and Napoleonic Period**

**Jan. 15 The Continent “Restored”: Challenges and Opportunities**

*Reading:* M, 587–628



## Chapter 3

### Jan. 20 Britain “Restored”: The Age of Reform

*Readings:* M, 629-37 and a biographical article from the *Dictionary of National Biography* in Carrier Library about one of the following people: Robert Stewart, Viscount Castlereagh; Arthur Wellesley, Duke of Wellington; George Canning; Robert Banks Jenkinson, Lord Liverpool; Lord John Russell; Daniel O’Connell; Jeremy Bentham; William Cobbett; Earl Charles Grey; William Wilberforce

*Theme:* Be prepared to discuss the politics of postwar Britain, the nature of leadership, and opposition. What issues divided Tories, Whigs, and Radicals? What common characteristics did political leaders share? What distinguished them? How were issues resolved? What matters could not be resolved?

*Assignment:* E-mail a summary of the DNB article (100–150 words).

### Jan. 22 The Bourgeoisie, Liberalism, and Romanticism

*Reading:* M, 638-68

*Theme:* Class discussion will begin with definitions of each term in the context of the times and then focus on the following questions: What were the aspirations of the bourgeoisie? What did they value? What divided some from others? How did liberalism influence the bourgeoisie? What problems did the bourgeoisie have with liberal ideas and values? What challenges did romanticism pose to both the bourgeoisie and liberalism? What were the principal contributions and legacies of romanticism?

### Jan. 27 The Industrial Revolution, 1800-50: Process and Implications

*Readings:* M, 669–708 and then visit the Spartacus Web site ([www.spartacus.schoolnet.co.uk/Textiles.htm](http://www.spartacus.schoolnet.co.uk/Textiles.htm)) and read the following sections: Textile Inventions, Textile Entrepreneurs, Life in a Textile Factory, and Factory Workers.

*Theme:* Be prepared to discuss the factors responsible for industrialization, including the processes in the textile industries as well as the consequences for working people and their families.

### Jan. 29 Industrialization

*Reading:* B, 2–135

*Theme:* Be prepared to discuss definitions, origins, nature, and sites. Please bring three questions about the readings.

### Feb. 3 Industrialization

*Reading:* B, 136–226

*Theme:* Be prepared to discuss class formation, work experience, gender, family, and class.

### Feb. 5 Socialism: Utopian and Marxian

*Readings:* M, 708-14 and articles on Robert Owen, Anna Doyle Wheeler, and William Thompson in *Biographical Dictionary of Modern British Radicals, 1770–1830*, Vol. 1, edited by Joseph O. Baylen and Norbert J. Gossman (Atlantic Highlands, N.J.: Humanities Press, 1979-84) in Carrier Library

*Theme:* Class discussion will focus on the following questions: Why did Marx refer to the Romantic Socialists as utopian? Was his assessment accurate? Why is the term Romantic Socialist more accurate? What characterized their activities and prompted their visions? What were their long-term contributions? What distinguishes the writings and approaches of Marx? What are the characteristics of his system and his vision of history?

**Feb. 10 The Revolutions of 1848**

*Reading:* M, 715-52

*Theme:* Class discussion will focus on the following questions: Why did the Revolutions of 1848 occur when and where they did? What were their causes and consequences? Why were there no revolutions at the western and eastern extremities of Europe? What did the Revolutions reveal about European liberalism, nationalism, conservatism, radicalism, and socialism?

*Assignment:* First paper due (see “European History 202 Paper Assignments” in this syllabus for a description of the assignment).

**Feb. 12 Unification: Italy and Germany**

*Readings:* M, 753-86 and Nancy Nichols Barker, “Austria, France, and the Venetian Question, 1861-66,” *Journal of Modern History* 36, no. 2 (June 1964): 145-54

*Theme:* Class discussion will focus on the following questions: How were the movements for unification similar in Italy and Germany? How did they differ? What roles did romanticism, nationalism, and liberalism play? What do the movements reveal about the role of political leaders and strength of will? How did movements for unification influence other parts of Europe?

*Assignment:* E-mail a summary of the article (150 words).

**Feb. 17 Assessment Day**

Class does not meet.

**Feb. 19 Dominant Powers in the Age of Liberalism: Britain**

*Readings:* M, 787–806 and Agatha Ramm, “The Parliamentary Context of Cabinet Government, 1868–1874,” *The English Historical Review* 99, no. 393 (Oct. 1984), 739-69

*Theme:* Be prepared to discuss the nature of British parliamentary government in the period as well as the differences between Benjamin Disraeli and W. E. Gladstone. Class discussion will also focus on the following questions: What distinguished the philosophies and approaches to government of conservatives and liberals? What did each party achieve? Where did each fail? How were politics becoming more “modern” in this period? Did the changes improve the lives of English families? Who was left out? Why?

**Feb. 24 Dominant Powers in the Age of Liberalism: Russia and France**

*Readings:* M, 806-43 and Karen Offen, “Depopulation, Nationalism, and Feminism in Fin-de-Siècle France,” *American Historical Review* 89, no. 3 (June 1984): 648-76

*Theme:* Be prepared to discuss Offen’s thesis and its implications as well as the distinctions between Russia and France in the period, and the factors most responsible. Class discussion will also focus on the following questions: What were the roles of women in each society? How were their experiences similar? How did they differ?

*Assignment:* E-mail a summary of the article (150 words) and comment on its sources.

**Feb. 26 First Examination**

Please bring blue books. The exam will blend identifications and essays, and there will be choices in both sections. All identifications will be drawn from the lists posted on *Blackboard*. This exam, though given on the 26<sup>th</sup>, covers only those materials identified on the syllabus and discussed in class through 12 February.

## Chapter 3

### Mar. 2 Industrialization, Urbanization, and Society, 1870–1914

*Readings:* M, 844–81 and R, 1–128

*Theme:* Class discussion will focus on the following questions: How is the world described by Roberts comparable to that discussed in Merriman? What are some specific similarities and differences? Are conditions in Manchester comparable to those in other industrial cities of Europe at the same time? Why or why not? What roles did government play in changing the conditions? Why was there no revolution among the masses? What sources are necessary to study the urban working classes in this period? What are these sources' strengths and limits?

### Mar. 4 Mass Politics and Nationalism

*Readings:* M, 902–58 and R, 129–254

*Theme:* Be prepared to discuss the nature of mass politics and the role of nationalism in this period. Class discussion will also focus on the following questions: How did nationalism influence the working classes? The bourgeoisie? The aristocrats? Were the responses similar across Europe?

### Mar. 10 Spring Recess Through March 14

### Mar. 16 Imperialism

*Readings:* M, 959–1002 and Daniel R. Headrick, “The Tools of Imperialism: Technology and the Expansion of European Colonial Empires in the Nineteenth Century,” *Journal of Modern History* 51, no. 2 (June 1979), 231–63

*Theme:* Be prepared to discuss the “New Imperialism.” Class discussion will also focus on the following questions: What were its characteristics? How did it differ from traditional imperialism? What is the value of Headrick’s thesis? What are the weaknesses in his argument?

*Assignment:* E-mail a summary of the Headrick article (200 words).

### Mar. 18 Intellectual History at the Fin de Siècle

*Reading:* M, 882–901

### Mar. 23 The Origins of the Great War (World War I)

*Reading:* M, 1003–38

*Theme:* Be prepared to discuss the long-term causes of the Great War and the role of each nation in the run up to 1914. How was the war a logical consequence of the interplay of these forces? How did it represent a failure of politics and diplomacy in the period?

*Assignment:* Second paper due (see “European History 202 Paper Assignments” in this syllabus for a description of the assignment).

### Mar. 25 The Great War

*Readings:* M, 1039–70 and the poems “1914,” “Strange Meeting,” “The Parable of the Old Man and the Young,” “Anthem for Doomed Youth,” and “Dulce et Decorum Est” on the War Poems and Manuscripts of Wilfred Owens Web site ([www.hcu.ox.ac.uk/jtap/warpoems.htm](http://www.hcu.ox.ac.uk/jtap/warpoems.htm))

*Theme:* Be prepared to contrast what the war meant to Owen (a decorated British officer and poet) and discuss what it meant to others of his generation. Class discussion will also focus on the following questions: How does Owen present the war? How was his generation changed by the Great War? How valuable are these poems as historical sources for the war? In what ways was Europe forever changed by the war? What factors made the war so devastating?

**Mar. 30 The Russian Revolution**

*Readings:* M, 1085–1124 and news articles from 1917 and 1918 about the Revolution in the *New York Times* online in Carrier Library

*Theme:* Class discussion will focus on the following questions: What caused the Revolution? What characterized its process? How did the Bolsheviks succeed? What was the European response? Was it a correct assessment of the situation? How was the Revolution covered in the press?

**Apr. 1 Second Examination**

Please bring blue books. The exam will blend identifications and essays, and there will be choices in both sections. All identifications will be drawn from the lists posted on *Blackboard*.

**Apr. 6 The Quest for Stability in the 1920s**

*Reading:* M, 1139-85

*Theme:* Class discussion will focus on the following questions: How had Europe changed as a result of the war? What were the major issues confronting Europeans of every social class in the period? How did each respond? What actions did governments take in the period? Did they make good choices? Why or why not? Did governments recognize the impact of what had happened and the implications of the war? Were the changes similar for men and women? What were the economic consequences of the war? What were the intellectual and cultural responses?

**Apr. 8 The Depression and Dictatorship**

*Reading:* M, 1186-229

*Theme:* Class discussion will focus on the following questions: How and why did fascism develop in Italy? What were its basic elements? Who was Mussolini and what was his appeal? What was the impact of fascism on men and women? How did it evolve in Italy? How and why did the Nazis rise to power in Germany? How did Nazism evolve in Germany? What were its basic elements? What was its impact on men and women? Who was Hitler and what was his appeal?

**Apr. 13 The Coming of War**

*Reading:* M, 1230-39

*Theme:* Be prepared to discuss the long- and short-term causes of the war. Class discussion will also focus on the following questions: What was the role of European pacifism? Why were liberal democracies so ineffective during this period? What was the impact of events in Spain? Could war have been prevented? How? When?

**Apr. 15 World War II**

*Reading:* M, 1239-90

*Theme:* Be prepared to briefly focus on the major turning points before addressing the consequences on the battlefields and at home. Class discussion will also focus on the following questions: What roles did European leaders play in prosecuting the war? What roles did the people play?

## Chapter 3

### Apr. 20 Europe in the Postwar Era

*Reading:* M, 1291–1350

*Theme:* Be prepared to discuss postwar reconstruction and the changes in the political map of Europe. Class discussion will also focus on the following questions: Why and how did reconstruction take place in Eastern and Western Europe? In what ways was the process similar? In what ways did it differ? How were domestic politics altered across Europe? What were the implications of the Cold War? How were individuals and groups within each culture influenced by the changes?

### Apr. 22 Unity and the Search for Economic Union

*Reading:* M, 1351–69

*Theme:* Class discussion will focus on the following questions: How did the economic systems evolve in Eastern and Western Europe? Why were they so different? What were the consequences for Europeans? What was the impact of economic forces on the everyday lives of Europeans?

### Apr. 27 The End of the Cold War, the Collapse of the Soviet Union, and the Emergence of Contemporary Europe

*Readings:* M, 1370–1410 and D, 1–128

### Apr. 29 The End of the Cold War, the Collapse of the Soviet Union, and the Emergence of Contemporary Europe

*Reading:* D, 129–387

### Apr. 30 Third Paper Due

*Assignment:* Papers must be submitted no later than 11:00 a.m. (see “European History 202 Paper Assignments” in this syllabus for a description of the assignment).

### May 6 Final Examination

Please bring blue books. The exam will blend identifications and essays, and there will be choices in both sections. All identifications will be drawn from the lists posted on *Blackboard*.

## Teaching Strategies

The two European history survey courses are taught in a lecture/discussion format. The questions on the syllabus frame the daily discussion and are posted to the class electronic *Blackboard* along with the syllabus, lists of identification terms, and documents for additional study. Students are responsible for reading the text outside of class, and little class time is devoted to it except in response to questions. Individual classes focus on a theme and questions designed to treat the topic and examine primary sources and secondary interpretations that help illuminate it. Each lecture/discussion includes a *PowerPoint* presentation of the main topics, the questions for discussion, and some documentary sources and visual information. Every class includes some evaluation of evidence and interpretations. Students communicate in class, on *Blackboard* discussion lists, and through e-mail. They may raise questions regarding sources or interpretations, challenge sources, or seek additional information.

The identification lists (several hundred for each semester) are to be learned for class discussions (as evidence illustrating or extending particular points) and in preparation for exams. Students must know the person, place, or event, and be able to explain its historical significance. Complementing a set of specific

identifications on each test and the final examinations are required focused essays. Two examples from a recent European History 202 exam illustrates the additional use of the identifications as part of the essays:

1. Analyze the factors responsible for postwar economic progress in Western Europe and explain the roles of five in shaping the process (Marshall Plan, Welfare State, OPEC, Charles de Gaulle, EEC, Treaty of Maastricht). There are choices in each part.
2. Explain the goals and objectives of European Socialism between 1815 and 1914 and show how five of the following contributed (Syndicalists, Sickness Insurance Law [1883], Charles Fourier, Robert Owen, Karl Marx, Leo XIII). There are choices in each part.

## Student Evaluation

The final course grade for European History 201 is divided into the following percents:

Two exams (worth 12% each)	24%
Final exam	20%
Three papers (worth 12% each)	36%
Class work and discussion, assigned readings, and e-mail summaries	20%

The final course grade for European History 202 is divided into the following percents:

Two exams (worth 15% each)	30%
Final exam	20%
Three papers (worth 15% each)	45%
Class work and discussion, assigned readings, and e-mail summaries	5%

Both European History 201 and European History 202 have two class examinations and a final. The dates for these are noted in the Course Planner, and all examinations must be taken at the assigned time, save in the event of extraordinary circumstances. Midterm exams for both courses blend identifications with essay questions. There are choices in all of the essay and identification sections of the exams for both courses. The required identifications, which are comprehensive, are drawn from Merriman, the class sessions, and all of the lists posted on Blackboard. Final exams for both courses blend multiple-choice questions and identifications.

Written assignments for all history survey courses total 10 to 15 pages to be completed outside of class. Both European History 201 and European History 202 have three required outside papers, which are noted in the Course Planner. Each paper should be five pages long and must be turned in at the beginning of class on the day it is due. The papers for European History 202 must be based exclusively on the assigned outside readings.

## Grading Guidelines

- **A** means genuinely outstanding mastery of the subject, near flawless exposition, and incisive interpretation.
- **B** means well above-average achievements in mastery of the subject, exposition, and interpretation throughout the course.

## Chapter 3

- **C** means comprehension of the basic concepts and competent exposition and interpretation. The grade of C indicates the student has learned the subject at an appropriate university level.
- **D** means unsatisfactory comprehension but still barely passing.
- **F** means failure to comprehend the subject.

### Teacher Resources

To prepare for each semester, I delve into the current scholarly literature, beginning with book reviews of the most highly regarded monographs. The result is a reading list of monographs divided by topic or theme. I read between 35 and 50 monographs each semester and try to build the new information into each class. Next I turn to the standard scholarly journals and read as much as possible to improve my knowledge and understanding of the most recent questions being asked in the scholarly community. This information is also added to the materials I use for each class meeting. I make use of the online journal services that JMU subscribes to, including JSTOR: The Scholarly Journal Archive, Historical Abstracts, and Project Muse: Scholarly Journals Online. Finally, I make regular use of digital archives of primary sources and Web sites (especially for maps and images). For me, the key to success in teaching European history is to read the literature. There is neither substitute nor equal for this approach.

### Student Activities

I give the following paper assignments and general instructions to my European History 201 and 202 students.

When writing papers for both of the European history survey courses, I expect you to refer to specific documents to support your argument but to use quotations sparingly and only to illustrate the points you have made. When you do quote from outside sources, place the page number in parentheses after the quotation. Your essays must be reflective, interpretive studies and your generalizations must be supported by specific articles.

#### European History 201 Paper Assignments

##### Paper 1

You are to write a critical interpretation of the ideas and accomplishments of Renaissance thinkers based entirely on the documents found in the Kishlansky reader. Quotations should be kept to a minimum. Due September 16.

##### Paper 2

I have posted a series of 14 documents from a recent AP European History Exam on the CAL server. You are to prepare an essay on the following AP Exam document-based question (DBQ): *Identify and analyze the challenges to the security, unity, and prosperity of the Dutch Republic, 1650–1713.*

In your analysis of the documents, take into account both Dutch and foreign opinion. How do you account for the differences? As you analyze each document, consider the source of the document and its author's point of view. Your paper should group and integrate the documents into at least three major categories, including economics.

Use only the DBQ documents and the Robert Unger article; you must use both. You may refer to historical facts and developments not mentioned in the documents from the Merriman textbook or class

coverage only. Do not quote the documents; rather, use them as evidence to support your points. This is not a research paper; instead, this assignment is designed to test your ability to work with historical documents and an interpretive secondary account. Due October 14.

### **Paper 3**

You are to construct a paper that analyzes and synthesizes the Enlightenment from the documents found on the Internet Modern History Sourcebook Web site. What are the principal issues or arguments in the period? Are there consistent threads throughout the documents that suggest one, consistent Enlightenment, or are there many conflicting and contradictory aspects? Why did different individuals adopt certain positions? Due November 23.

## **European History 202 Paper Assignments**

### **Paper 1**

Read and analyze class formation and the standard of living as Europe industrialized in the nineteenth century as described in the essays in Steven Beaudoin's book *The Industrial Revolution*. Due February 10.

### **Paper 2**

Analyze the social and economic conditions in Salford as described by Robert Roberts in his book *The Classic Slum*. Due March 23.

### **Paper 3**

Using the essays in Robert Daniel's book *Soviet Communism from Reform to Collapse*, explain the factors responsible for the collapse of the Soviet Union. Due April 30.



# Syllabus 2

**Steven Mercado**  
Chaffey High School  
Ontario, California

## School Profile

**School Location and Environment:** Chaffey High School is located in Ontario, a city of approximately 150,000 people about 40 miles east of Los Angeles. Approximately 70 percent of the students qualify for federal free or reduced lunch programs.

<b>Grades:</b>	9–12
<b>Type:</b>	Public high school
<b>Total Enrollment:</b>	3,600 students
<b>Ethnic Diversity:</b>	Hispanics comprise 73 percent of the student population; African Americans, 6 percent; and other minorities, 5 percent.
<b>College Record:</b>	Of the 55 percent of the graduating seniors who attend college, approximately one-third attend four-year institutions and two-thirds attend community colleges.

## Personal Philosophy

The AP European History curriculum is rich and broad, enabling me to develop a variety of themes that both my students and I find interesting. I especially love the opportunities to discuss philosophy, art, and music. Students seem inherently drawn to these subjects as well.

I get a great sense of satisfaction from working with highly motivated students who appreciate the academic challenge of the AP European History course. I deeply cherish the relationships and camaraderie that develop throughout the year. Because my high school is set in an urban environment and has a high percentage of minority students, many of whom will be the first in their families to attend college, I feel, in a sense, that I am touching the future.

This AP course is an outstanding vehicle through which to provide students with a variety of skills that are necessary for them to succeed in college. The most satisfying aspect of teaching this course is seeing the academic and personal growth of the students throughout the year. Former students who have done well in college have told me how their AP European History experience made a world of difference in their preparation for college.

## Class Profile

AP European History is offered to sophomores, juniors, and seniors. Between 20 and 25 students take the course; approximately 80 percent are sophomores. While many of the AP European History students come from the honors program, others have not taken any honors courses prior to taking the AP European History course.

## Course Overview

The objective of the course is to increase students' understanding and appreciation of European history while helping each student succeed on the AP European History Exam. The course is divided into two semesters: (1) the Later Middle Ages through the Industrial Revolution, and (2) the Post-1815 Period to

the present. Areas of concentration include social, political, and economic history coupled with an intense study of cultural and intellectual institutions and their development. These areas are studied from a variety of perspectives with the hope of providing a balanced view of history.

*This course is taught at the college level.* Major differences between a regular high school history course and a college-level history course is the greater amount of reading and the depth of focus that is found in the college-level course. Moreover, the AP curriculum demands higher-order thinking skills within a rigorous academic context. Thus, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts.

Doing some work before the beginning of the new school year helps students more easily make the transition to the rigorous AP course work. Although there are no mandatory readings for the course during the summer, handouts for the first three chapters of the textbook are available at the library. Those students who plan to take the AP European History course in the fall are directed to pick up their textbooks and the handouts prior to the end of the preceding spring semester. These three chapters are covered during the first month of the fall semester, so reading them over the summer provides students with an opportunity for a healthy head start.

## Course Outline

- Introduction and the Later Middle Ages (1 week)
- Unit 1. The Renaissance—includes humanism, the rise of the New Monarchs, and the Age of Exploration (3 weeks)
- Unit 2. The Reformation and Religious Wars (2 weeks)
- Unit 3. The Age of Absolutism and Constitutionalism (2 weeks)
- Unit 4. The Eighteenth Century—includes the Scientific Revolution, the Enlightenment, and economics and society (3 weeks)
- Unit 5. The French Revolution and Napoleonic Era (1 week)
- Unit 6. The Industrial Revolution (1 week)
- Unit 7. Politics from 1815 to 1848 and Nineteenth-Century Society (3 weeks)
- Unit 8. Unification, the Age of Mass Politics, and Imperialism (3 weeks)
- Unit 9. World War I and the Interwar Period (2 weeks)
- Unit 10. The Rise of Dictatorships and World War II (3 weeks)
- Unit 11. 1945 to the Present (2 weeks)
- Unit 12. AP Exam Review (3 weeks)

## Course Planner

The Course Planner is only a guideline, as real life often dictates the need for flexibility. The amount of class discussion time that is spent on the supplementary readings depends on the extent to which the lecture material is completed. Certain reading assignments and an occasional practice DBQ may be cancelled if we fall behind. The principle textbook for the course is the seventh edition of *A History of Western Society: Since 1300*, by John P. McKay, Bennett D. Hill, and John Buckler. Full citations for the

## Chapter 3

supplementary readings are provided under “Teacher Resources” in this syllabus. All of the dates in the Course Planner are due dates.

### First Semester

#### Introduction and the Later Middle Ages

Week 1	
Tues.	Introduction to the course
Wed.	<b>McKay:</b> Chapter 12, “The Crisis of the Later Middle Ages” <b>Lecture:</b> From Antiquity to the Middle Ages
Thurs.	<b>Homework:</b> “Christine de Pisan, <i>The City of Ladies</i> ”—Perry “A Merchant of Paris, On Love and Marriage”—Perry (answer questions 2–6 for both readings) <b>Lecture:</b> The Crisis of the Later Middle Ages

#### Unit 1. The Renaissance

Week 2	
Fri.	<b>McKay:</b> Chapter 13, “European Society in the Age of the Renaissance” <b>Lecture:</b> Renaissance Economics and Politics
Mon.	<b>Homework:</b> “Professor Burckhardt and the Renaissance”—Rumsey (write a one-page précis) “Baldassare Castiglione’s <i>The Courtier</i> ”—Weisner (write a half-page précis) <b>Lecture:</b> Humanism
Tues.	<b>Homework:</b> “Niccolò Machiavelli, <i>The Prince</i> (1513)—Kishlansky (answer questions 1-6) “Dante Alighieri, <i>The Divine Comedy</i> ”—Perry (answer questions 1–2) <b>Lecture:</b> Italian Renaissance Art: Painting
Wed.	<b>Homework:</b> “Petrarch: The Father of Humanism”—Perry “Leonardo Bruni: Study of Greek Literature and A Humanist Educational Program”—Perry “Pico della Mirandola, <i>Oration on the Dignity of Man</i> ”—Perry (answer questions 1–4 for all three readings) <b>Lecture:</b> Italian Renaissance Art: Sculpture and Architecture
Thurs.	<b>Lecture:</b> Northern Renaissance and Christian Humanism: Erasmus, More, Rabelais, Montaigne
Fri.	<b>Homework:</b> “Desiderius Erasmus, <i>In Praise of Folly</i> (1509)—Kishlansky “Sir Thomas More, <i>Utopia</i> (1516)—Kishlansky (answer all questions for both readings)

Week 3	
Mon.	<b>Homework:</b> “François Rabelais, <i>Gargantua and Pantagruel</i> ”—Perry (answer this question: In what ways did the curriculum recommended by Gargantua reflect the ideas of the Renaissance humanists?) <b>Lecture:</b> Northern Renaissance Art
Tues.	<b>McKay:</b> Chapter 15 (Part II), “European Expansion” (pp. 502-23) <b>Lecture:</b> Northern Renaissance Art (continued)
Wed.	<b>Lecture:</b> The New Monarchs
Thurs.	<b>Lecture:</b> The Age of Discovery: Conquerors and the Conquered
Fri.	<b>Geography Exam:</b> Map of Europe <b>Presentation:</b> Free-Response Essay Writing Tips

Week 4	
Mon.	<b>Homework:</b> Practice with Free-Response Question I <b>Activity:</b> Peer review of the free-response question responses (read-arounds) (see “Teaching Strategies” in this syllabus for a description of the class activity)
Tues.	<b>Homework:</b> Practice Free-Response Question II <b>Activity:</b> Peer review of the free-response question responses (read-arounds)
Wed.	Review for the unit exam
Thurs.	<b>Unit 1 Exam</b> (multiple-choice and free-response questions)
Fri.	Review the unit exam

## Unit 2. The Reformation and Religious Wars

Week 5	
Mon.	<b>McKay:</b> Chapter 14, “Reform and Renewal in the Christian Church” <b>Lecture:</b> The Folly of the Renaissance Popes and the Disintegration of the Medieval Church
Tues.	<b>Homework:</b> “Thomas à Kempis, <i>The Imitation of Christ</i> ”—Perry (answer questions 1–2) <b>Lecture:</b> Pre-Luther Reform Movements, the Gutenberg Revolution, Christian Humanism’s Impact
Wed.	<b>Lecture:</b> The Protestant Reformation: Luther and Calvin, the Hapsburg Resistance to Protestantism
Thurs.	<b>Homework:</b> “Martin Luther, <i>The Freedom of a Christian</i> (1520) and <i>Marriage and Celibacy</i> (1566)—Kishlansky (answer questions 1–8) “John Calvin, <i>Institutes of Christian Religion</i> (1534) and <i>Catechism</i> (ca. 1540)—Kishlansky (answer questions 1–8) <b>Lecture:</b> The English Reformation
Fri.	<b>Homework:</b> “ <i>The Twelve Articles of the Peasants of Swabia</i> (1524) and Martin Luther, <i>Admonition to Peace</i> (1525)—Kishlansky (answer questions 1–5) “Canons and Decrees of the Council of Trent”—Perry “Saint Ignatius Loyola, <i>The Spiritual Exercises</i> ”—Perry (answer questions 1–4 for both Perry readings) <b>Lecture:</b> The Catholic (Counter) Reformation

## Chapter 3

Week 6	
Mon.	<b>McKay:</b> Chapter 15 (Part I), “The Age of Religious Wars” (pp. 487–502) <b>Homework:</b> “Henry IV, The Edict of Nantes (1598)”—Kishlansky (answer questions 1–5) <b>Lecture:</b> Wars of Religion
Tues.	<b>Homework:</b> “Cardinal Richelieu, The Political Testament (1638)”—Kishlansky (answer questions 1–5) “Hans von Grimmelshausen, <i>Simplicissimus</i> (1669)”—Kishlansky (answer questions 1–5) <b>Lecture:</b> Wars of Religion (continued)
Wed.	Review for the unit exam
Thurs.	<b>Unit 2 Exam</b> (multiple-choice and free-response questions)
Fri.	Review the unit exam

### Unit 3. The Age of Absolutism and Constitutionalism

Week 7	
Mon.	<b>McKay:</b> Chapter 16, “Absolutism and Constitutionalism in Western Europe (ca. 1589–1715)” <b>Lecture:</b> The Development of Absolutism in Western Europe
Tues.	<b>Lecture:</b> The Age of Louis XIV
Wed.	<b>Homework:</b> Weisner, chapter 14, pp. 324–50 (answer the questions on Louis XIV) <b>Lecture:</b> The Wars of Louis XIV
Thurs.	<b>Lecture:</b> The Wars of Louis XIV (continued)
Fri.	<b>Homework:</b> “Thomas Hobbes, <i>Leviathan</i> (1651)”—Kishlansky (answer questions 1–5) “James I, True Law of Free Monarchies and A Speech to Parliament”—Perry (answer questions 1–2) “Conrad Russell, The Causes of the English Civil War”—Sherman <b>Lecture:</b> The English Civil War

Week 8	
Mon.	<b>Homework:</b> “The English Declaration of Rights”—Perry (answer questions 1–2) <b>Lecture:</b> The Glorious Revolution
Tues.	<b>Lecture:</b> The Glorious Revolution (continued)
Wed.	<b>McKay:</b> Chapter 17, “Absolutism in Eastern Europe to 1740” <b>Lecture:</b> The Fall of Three Empires: Holy Roman, Polish, and Ottoman; the Rise of the Austrian Empire
Thurs.	<b>Lecture:</b> The Fall of the Three Empires (continued)
Fri.	<b>Lecture:</b> The Rise of Prussian and Russian Absolutism

Week 9	
Mon.	<b>Homework:</b> Multiple-Choice Review Set I <b>Activity:</b> Review for the midterm exam, Jeopardy style (see “Teaching Strategies” in this syllabus for a description of the class activity)
Tues.	<b>Homework:</b> Complete teacher-created practice multiple-choice test <b>Activity:</b> Review for the midterm exam, Jeopardy style
Wed.	<b>Homework:</b> Complete teacher-created practice multiple-choice test <b>Activity:</b> Review free-response question themes for the midterm exam
Thurs.	<b>Midterm Exam:</b> Units 1–3 (multiple-choice and free-response questions)
Fri.	Review the midterm exam

*End of the First Quarter*

Week 10	
Mon.	<b>Activity:</b> Introduction to document-based question (DBQ) writing
Tues.	<b>Homework:</b> DBQ practice exam (2004-B, Pilgrimage of Grace) <b>Activity:</b> Peer review of the DBQ responses (read-arounds)
Wed.	<b>Homework:</b> DBQ practice exam (2000, Festivals) <b>Activity:</b> Peer review of the DBQ responses (read-arounds)
Thurs.	<b>DBQ Exam</b> (2004, Attitudes Toward “the Poor”)
Fri.	Review the DBQ exam <b>McKay:</b> Chapter 18, “Toward a New World-View” <b>Lecture:</b> The Scientific Revolution

**Unit 4. The Eighteenth Century**

Week 11	
Mon.	<b>Homework:</b> “Nicolaus Copernicus, <i>On the Revolutions of the Heavenly Spheres</i> ”—Perry “Cardinal Bellarmine, Attack on the Copernican Theory”—Perry “Galileo Galilei, The Starry Messenger”—Perry “Galileo Galilei, Letter to the Grand Duchess Christina”—Perry “Francis Bacon, Refutation of Philosophies”—Perry “William Harvey, <i>The Motion of Heat and Blood in Animals</i> ”—Perry (answer all questions related to these six readings) <b>Lecture:</b> Impact of the Scientific Revolution on Society
Tues.	Veterans Day (no school)
Wed.	<b>Homework:</b> “René Descartes, <i>Discourse on Method</i> (1637)”—Kishlansky (answer questions 1–5) “Isaac Newton, <i>Principia Mathematica</i> ”—Perry (answer questions 1–4) <b>Lecture:</b> The Enlightenment

## Chapter 3

Week 11	
Thurs.	<p><b>Homework:</b> “John Locke, <i>The Second Treatise Concerning Government</i>”—Kishlansky (answer questions 1–5)            “Immanuel Kant, What Is Enlightenment?”—Perry (answer questions 1–3)            “Thomas Jefferson, Declaration of Independence”—Perry (answer questions 1–2)</p> <p><b>Lecture:</b> Classical Liberalism</p>
Fri.	<p><b>Homework:</b> “Adam Smith, <i>The Wealth of Nations</i> (1776)”—Kishlansky (answer questions 1–5)            “John Locke, Essay Concerning Human Understanding”—Perry            “John Locke, Some Thoughts Concerning Education”—Perry            “Claude Helvétius, Essays on the Mind and A Treatise on Man”—Perry            “Jean Jacques Rousseau, <i>Émile</i>”—Perry (answer questions 1–7 for the four Perry readings)</p> <p><b>Lecture:</b> The Enlightenment and Society</p>

Week 12	
Mon.	<p><b>Homework:</b> “Voltaire, <i>Candide</i> (1759)”—Kishlansky            “Jean Jacques Rousseau, <i>The Social Contract</i> (1762)”—Kishlansky            “Montesquieu, <i>Spirit of the Laws</i> (1748)”—Kishlansky (answer all 16 questions related to these 3 readings)</p> <p><b>Lecture:</b> The Philosophes</p>
Tues.	<p><b>Homework:</b> “Voltaire, A Plea for Tolerance and Reason”—Perry (answer questions 1–4)            “Thomas Paine, <i>The Age of Reason</i>”—Perry            “Baron d’Holbach, Good Sense”—Perry (answer questions 1–2)</p> <p><b>Lecture:</b> The Philosophes (continued)</p>
Wed.	<p><b>Homework:</b> “Denis Diderot, Encyclopedia”—Perry (answer questions 1–4)</p> <p><b>Lecture:</b> The Later Enlightenment and the Challenge of Romanticism</p>
Thurs.	<b>Lecture:</b> Enlightened Despotism
Fri.	<p><b>McKay:</b> Chapter 19, “The Expansion of Europe in the Eighteenth Century”</p> <p><b>Lecture:</b> The Agricultural Revolution, Population Explosion, and the Cottage Industry</p>

Week 13	
Mon.	<b>Lecture:</b> The Atlantic Economy in the Seventeenth and Eighteenth Centuries, and the Colonial Wars
Tues.	<p><b>McKay:</b> Chapter 20, “The Changing Life of the People”</p> <p><b>Lecture:</b> Life in the Eighteenth Century</p>
Wed.	Thanksgiving Holiday (no school)
Thurs.	Thanksgiving Holiday (no school)
Fri.	Thanksgiving Holiday (no school)

Week 14	
Mon.	<b>Homework:</b> DBQ Practice Exam (1993, Renaissance Education)
Tues.	Discuss the practice DBQ exam and review for the DBQ and unit exams
Wed.	<b>DBQ Exam</b> (1998, Gin Act)
Thurs.	<b>Unit 4 Exam</b> (multiple-choice and free-response questions)
Fri.	Review the DBQ and unit exams

### Unit 5. The French Revolution and Napoleonic Era

Week 15	
Mon.	<b>McKay:</b> Chapter 21, “The Revolution in Politics, 1775–1815” <b>Lecture:</b> The Age of Montesquieu (1789-91): National Assembly and Legislative Assembly
Tues.	<b>Homework:</b> “Abbé de Sieyès, <i>What Is the Third Estate?</i> (1789)”—Kishlansky (answer questions 1–5) “The Declaration of the Rights of Man (1789) and Olympe de Gouges, <i>The Declaration of the Rights of Woman</i> (1791)”—Kishlansky (answer questions 1–6) “Edmund Burke, <i>Reflections on the Revolution in France</i> (1790)”—Kishlansky (answer questions 1–5) <b>Lecture:</b> The Age of Rousseau (1791-99): The National Convention and Robespierre
Wed.	<b>Lecture:</b> Thermidor and the Directory
Thurs.	<b>Lecture:</b> Napoleon: The Age of Voltaire (1799–1815)
Fri.	<b>Lecture:</b> Napoleon: Empire and Fall

### Unit 6. The Industrial Revolution

Week 16	
Mon.	<b>McKay:</b> Chapter 22, “The Revolution in Energy and Industry” <b>Lecture:</b> The Industrial Revolution
Tues.	<b>Homework:</b> “Thomas R. Malthus, <i>On the Principle of Population</i> ”—Perry (answer questions 3–6) <b>Lecture:</b> The Industrial Revolution in Continental Europe
Wed.	<b>Lecture:</b> Social Implications of the Industrial Revolution
Thurs.	Review for the units exam
Fri.	<b>Units 5 and 6 Exam</b> (multiple-choice and free-response questions)



## Chapter 3

### Unit 7. Politics from 1815 to 1848 and Nineteenth-Century Society

Week 17	
Mon.	Review the units exam
Tues.	<b>McKay:</b> Chapter 23, “Ideologies and Upheavals, 1815–1850” <b>Lecture:</b> The Congress of Vienna and Conservatism
Wed.	<b>Homework:</b> “Karlsbad Decrees”—Perry (answer questions 3–4) “J. S. Mill, <i>On Liberty</i> (1859)”—Kishlansky (answer questions 1–5) <b>Lecture:</b> Liberalism and the Revolutions of 1830 and 1848
Thurs.	<b>Homework:</b> “Pierre Proudhon, <i>What Is Property?</i> (1840) and <i>The Great Charter</i> (1842)”—Kishlansky (answer questions 1–10) “Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> (1848)”—Kishlansky (answer questions 1–5) <b>Lecture:</b> Nationalism and the Revolutions of 1830 and 1848
Fri.	<b>Homework:</b> “Giuseppe Mazzini, Young Italy”—Perry “Alexis de Tocqueville, <i>Recollections</i> ”—Perry “Carl Schurz, <i>Reminiscences</i> ”—Perry (answer questions 1–6 for these three readings) <b>Lecture:</b> Romanticism and Socialism

Week 18	
Mon.	Review for the final exam this week <b>Homework:</b> Multiple-Choice Review Set I <b>Quiz 1:</b> Unit 1 (identification and fill-in-the-blank)
Tues.	<b>Homework:</b> Multiple-Choice Review Set II <b>Quizzes 2 and 3:</b> Units 1 and 2 (identification and fill-in-the-blank)
Wed.	<b>Homework:</b> Multiple-Choice Practice Test I <b>Quizzes 4 and 5:</b> Units 2 and 3 (identification and fill-in-the-blank)
Thurs.	<b>Homework:</b> Multiple-Choice Practice Test II <b>Quizzes 6 and 7:</b> Units 3 and 4 (identification and fill-in-the-blank)
Fri.	<b>Homework:</b> Multiple-Choice Practice Test III <b>Quizzes 8 and 9:</b> Units 4 and 5 (identification and fill-in-the-blank)

Week 19	
Mon.	Martin Luther King, Jr. Day (no school)
Tues.	<b>Homework:</b> Multiple-Choice Practice Test IV <b>Quizzes 9 and 10:</b> Unit 6 and “Periods” (identification and fill-in-the-blank)

**Final Exam:** Units 1–6 (80 multiple-choice questions, 1 free-response question)

**Second Semester**

**Unit 7. Politics from 1815 to 1848 and Nineteenth-Century Society (continued)**

Week 1	
Mon.	Day between semesters (no school)
Tues.	Review the final exam
Wed.	<b>McKay:</b> Chapter 24, “Life in the Emerging Urban Society” <b>Lecture:</b> The Second Industrial Revolution
Thurs.	<b>Homework:</b> “Sir Edwin Chadwick, <i>Inquiry into the Condition of the Poor</i> (1842)—Kishlansky (answer questions 1–6) <b>Lecture:</b> Urbanization
Fri.	<b>Homework:</b> “Charles Darwin, <i>The Descent of Man</i> (1871)—Kishlansky (answer questions 1–4) “Sigmund Freud, <i>The Interpretation of Dreams</i> (1899)—Kishlansky (answer questions 1–5) <b>Lecture:</b> Social Structure and the Changing Family in the Nineteenth Century

Week 2	
Mon.	<b>Lecture:</b> Romanticism, Realism, and Impressionism in Art
Tues.	<b>Lecture:</b> Fin-de-Siècle, Philosophy, and Science
Wed.	<b>Homework:</b> “Émile Zola, <i>The Experimental Novel</i> ”—Perry “Charles Dickens, <i>Hard Times</i> ”—Perry (answer questions 2–4 for both readings) <b>Activity:</b> Review for the DBQ and unit exams
Thurs.	<b>DBQ Exam</b> (2002, Industrial Revolution)
Fri.	<b>Unit 7 Exam</b> (multiple-choice and free-response questions)

**Unit 8. Unification, the Age of Mass Politics, and Imperialism**

Week 3	
Mon.	Lincoln’s Birthday (no school)
Tues.	Review the DBQ and unit exams
Wed.	<b>McKay:</b> Chapter 25, “The Age of Nationalism, 1850–1914” <b>Lecture:</b> The Second French Empire and the Crimean War
Thurs.	<b>Lecture:</b> The Unification of Italy
Fri.	<b>Lecture:</b> The Unification of Germany

Week 4	
Mon.	Presidents’ Day (no school)
Tues.	<b>Homework:</b> “Emmeline Pankhurst, <i>Why We Are Militant</i> ”—Perry (answer questions 3–4 and write a half-page précis) <b>Lecture:</b> The Age of Mass Politics (1871–1914): Great Britain and France
Wed.	<b>Lecture:</b> The Age of Mass Politics (1871–1914): Germany and Austria-Hungary
Thurs.	<b>McKay:</b> Chapter 26, “The West and the World” <b>Lecture:</b> Causes of the “New Imperialism”
Fri.	<b>Lecture:</b> Imperialism in Africa and Asia

## Chapter 3

Week 5	
Mon.	<p><b>Homework:</b> “J. A. Hobson, <i>Imperialism</i> (1902)”—Kishlansky            “Cecil Rhodes, <i>Confession of Faith</i> (1877)”—Kishlansky            “Rudyard Kipling, <i>The White Man’s Burden</i> (1899)”—Kishlansky            (answer all questions related to these three readings)</p> <p><b>Lecture:</b> Imperialism (continued)</p>
Tues.	Review for the DBQ Exam
Wed.	<b>DBQ Exam</b> (1998, German Nationalism)
Thurs.	Review the DBQ Exam and review for the unit exam
Fri.	<b>Unit 8 Exam</b> (multiple-choice and free-response questions)

### Unit 9. World War I and the Interwar Period

Week 6	
Mon.	Review the unit exam
Tues.	<p><b>McKay:</b> Chapter 27, “The Great Break: War and Revolution”</p> <p><b>Lecture:</b> Causes of World War I</p>
Wed.	<p><b>Homework:</b> “Heinrich von Treitschke, <i>The Greatness of War</i>”—Perry (answer questions 1–4)            “Erich Maria Remarque, <i>All Quiet on the Western Front</i>”—Perry            (answer questions 1–3)</p> <p><b>Lecture:</b> The Great War</p>
Thurs.	<b>Lecture:</b> European Society during World War I
Fri.	<p><b>Homework:</b> “Woodrow Wilson, <i>The Fourteen Points</i> (1918)”—Kishlansky            (answer questions 1–5)</p> <p><b>Lecture:</b> The Versailles Treaty and Consequences of the War</p>

Week 7	
Mon.	<p><b>Homework:</b> “Alexander II and Prince Kropotkin, <i>The Emancipation of the Serfs</i> (1861)”—Kishlansky            “Prince Peter Kropotkin, <i>Memoir</i>”—Kishlansky (answer questions 1–4 for the two Kropotkin readings)            “V. I. Lenin, <i>What Is to Be Done?</i> (1902)”—Kishlansky (answer questions 1–5)            “The Kishinev Pogrom, 1903”—Perry            “Theodor Herzl, <i>The Jewish State</i>”—Perry (answer questions 6–7 for both Perry readings)</p> <p><b>Lecture:</b> Russian Politics and Society, 1815–1917</p>
Tues.	<p><b>Homework:</b> “N. N. Sukhanov, <i>Trotsky Arouses the People</i>”—Perry            “V. I. Lenin, <i>The Call to Power</i>”—Perry (answer questions 1–3 for the Sukhanov and Lenin readings)            “Proclamation of Kronstadt Rebels”—Perry (answer question 1)</p> <p><b>Lecture:</b> Causes of the Russian Revolution</p>
Wed.	<b>Lecture:</b> Results of the Russian Revolution
Thurs.	<p><b>McKay:</b> Chapter 28, “The Age of Anxiety”</p> <p><b>Lecture:</b> Modern European Thought</p>

Fri.	<p><b>Homework:</b> “Jean-Paul Sartre, <i>Existentialism</i> (1946)”—Kishlansky (answer questions 1–5)  “Paul Valéry, <i>Disillusionment</i>”—Perry (answer question 1)  “Friedrich Nietzsche, <i>Birth of Tragedy, The Will to Power, and The Antichrist</i>”—Perry (answer questions 1–6)  <b>Lecture:</b> European Politics in the 1920s and the Great Depression  Review for the unit exam</p>
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**Unit 10. The Rise of Dictatorships and World War II**

Week 8	
Mon.	<b>Unit 9 Exam</b> (multiple-choice and free-response questions)
Tues.	Review the unit exam
Wed.	<b>McKay:</b> Chapter 29, “Dictatorships and the Second World War” <b>Lecture:</b> Totalitarianism in Russia: Lenin and Stalin
Thurs.	<p><b>Homework:</b> “Alexander Solzhenitsyn, <i>One Day in the Life of Ivan Denisovich</i> (1962)”—Kishlansky (answer questions 1–5)  “Joseph Stalin, Liquidation of the Kulaks”—Perry  “Lev Kopelev, Terror in the Countryside”—Perry (answer questions 1–3 for both Perry readings)  <b>Lecture:</b> Totalitarianism (continued)</p>
Fri.	<b>Lecture:</b> Fascism in Italy

Week 9	
Mon.	<p><b>Homework:</b> “Benito Mussolini, <i>Fascist Doctrine</i> (1932)”—Kishlansky  “Adolf Hitler, <i>Mein Kampf</i> (1923)”—Kishlansky (answer all questions related to both readings)  <b>Lecture:</b> Fascism (continued)</p>
Tues.	<b>Lecture:</b> Nazi Germany
Wed.	<p><b>Homework:</b> “Neville Chamberlain, In Defense of Appeasement”—Perry (answer questions 1–3)  “Winston Churchill, A Disaster of the First Magnitude”—Perry (answer questions 4–6)  <b>Lecture:</b> Nazi Germany (continued)</p>
Thurs.	<b>Lecture:</b> The Road to War
Fri.	<b>Lecture:</b> The World at War

*End of the Third Quarter*  
*Spring Break*  
*Begin studying for the AP Exam! Do Practice Tests I–V.*

## Chapter 3

### Unit 11. 1945 to the Present

Week 10	
Mon.	<b>Lecture:</b> Results of World War II Review for the DBQ Exam
Tues.	<b>DBQ Exam</b> (1999, Russian Revolution)
Wed.	Review the DBQ Exam <b>McKay:</b> Chapter 30, “Cold War Conflicts and Social Transformations, 1945-1985” <b>Lecture:</b> The Cold War, 1945-68
Thurs.	<b>Homework:</b> “Charter of the United Nations (1946)”—Kishlansky (answer questions 1–5) “Winston Churchill, The Iron Curtain (1946)”—Kishlansky (answer questions 1–5) <b>Lecture:</b> De-Stalinization and Re-Stalinization: Khrushchev and Brezhnev
Fri.	<b>Homework:</b> “George Kennan, Containing the Soviet Union”—Perry (answer questions 3–5) “Nikita Khrushchev, Khrushchev’s Secret Speech”—Perry (answer questions 1–3) <b>Lecture:</b> Decolonization After World War II

Week 11	
Mon.	<b>McKay:</b> Chapter 31, “Revolution, Reunification, and Rebuilding, 1985 to the Present” <b>Homework:</b> Multiple-Choice Practice Tests I–V <b>Lecture:</b> The Cold War, 1968-91
Tues.	<b>Lecture:</b> European Unity, 1946 to the Present
Wed.	<b>Homework:</b> “Simone de Beauvoir, <i>The Second Sex</i> (1949)”—Kishlansky (answer questions 1-5) <b>Lecture:</b> European Society in the Postwar Era
Thurs.	<b>Homework:</b> “Vaclav Havel, <i>Living in Truth</i> (1986)”—Kishlansky “Lech Walesa, <i>A Way of Hope</i> (1987)”—Kishlansky “Mikhail Gorbachev, Perestroika (1987)”—Kishlansky “Francis Fukuyama, <i>The End of History?</i> (1989)”—Kishlansky (answer all questions related to these four readings) <b>Lecture:</b> The 1990s and Beyond
Fri.	<b>Lecture:</b> The Role of Nationalism in Post-1945 Europe Review for the DBQ and unit exams

### Unit 12. AP Exam Review

Week 12	
Mon.	<b>DBQ Exam</b> (2003, Burgfrieden)
Tues.	<b>Unit 11 Exam</b> (multiple-choice and free-response questions)
Wed.	Review the DBQ and unit exams
Thurs.	<b>AP Exam Review:</b> The Renaissance <b>Quiz:</b> Periods and Dates (identification and fill-in-the-blank)
Fri.	<b>AP Exam Review:</b> The Reformation <b>Quiz:</b> Periods and Dates (identification and fill-in-the-blank)

Week 13	
Mon.	<b>Homework:</b> 1984 Released Exam, multiple-choice section <b>AP Exam Review:</b> New Monarchs, Absolutism, and Constitutionalism
Tues.	<b>Homework:</b> Practice DBQ (2000-B, Mussolini) <b>AP Exam Review:</b> The Scientific Revolution and the Enlightenment
Wed.	<b>Homework:</b> 1988 Released Exam, multiple-choice section Review the practice DBQ <b>AP Exam Review:</b> The French Revolution and Napoleon
Thurs.	<b>Homework:</b> Practice DBQ (2001, Greek Independence) <b>AP Exam Review:</b> The Agricultural Revolution and the Industrial Revolution
Fri.	<b>Homework:</b> 1994 Released Exam, multiple-choice section <b>AP Exam Review:</b> The Nineteenth Century: Conservatism, Liberalism, Nationalism

Week 14	
Mon.	<b>Homework:</b> 1999 Released Exam, multiple-choice section <b>AP Exam Review:</b> Unification, the Age of Mass Politics, Application of Socialism in the Nineteenth Century
Tues.	<b>Homework:</b> Practice DBQ (2005, Western European Unity) <b>AP Exam Review:</b> The Twentieth Century, 1914-45
Wed.	<b>Homework:</b> 2004 Released Exam, multiple-choice section <b>AP Exam Review:</b> The Twentieth Century, 1945 to the Present Review the practice DBQ
Thurs.	<b>AP Exam Review:</b> Anything and Everything
Fri.	<b>AP European History Exam—Afternoon Session</b>

## Teaching Strategies

My approach to teaching the course is fairly traditional. Most days consist of lectures and discussions. I use a SMART Board™ (an electronic white board that is connected to my computer) to teach the entire course with *PowerPoint* presentations. In addition to using an outline format, these presentations contain many images—maps, art, political cartoons, tables, and graphs—that help students develop skills in analyzing visual stimuli. I also use short movie clips from time to time.

The AP European History curriculum is extensive, so I choose to emphasize broad themes and make connections to various historical periods. I do not try to cover every last little detail in the curriculum; AP students are capable of mastering these facts on their own using the textbook readings, homework assignments, study guides, and lecture outlines I provide. We only discuss primary source readings if we are able to complete the day’s lecture content; it is a perpetual struggle to fit everything in.

I frequently use free-response questions from previous AP Exams to illuminate these themes. The AP Exam is a strong motivator in my course. I believe it is an outstanding test that requires mastery of historical material and excellent analytical and writing skills, all of which students will need to succeed in college.

## Chapter 3

We do several exercises in class to help students develop the skills they will need for the AP Exam and college history courses.

- **Read-arounds** are one of the most valuable in-class activities we do several times a year. I assign a free-response question for homework and tell my students that they are to take no more than 35 minutes to write their response. I reassure them that their essays will not count as an exam grade but rather as a homework assignment that will be graded as either complete or incomplete. This helps prevent them from spending countless hours trying to write the “perfect” essay. The next day I hand out scoring guidelines and instruct students on how to score their essays using the standard nine-point scale. Students exchange essays and score them. On average, a student will score about four essays during class. I save the last 10 to 15 minutes for debriefing. This activity not only helps students see the essays from a Reader’s perspective, it also helps them internalize the scoring guidelines. This activity works well for DBQs, too. Every year students tell me that peer assessment is among the most effective activities we do in the course.
- **European History Jeopardy** is an exercise that students tell me is a highly effective review activity. I obtained a *PowerPoint* Jeopardy template from a teacher on the AP European History Electronic Discussion Group on AP Central and modified it for my course. Each game has two rounds and each round has 30 questions. Including Final Jeopardy, students see 61 questions. This activity works well for reviewing for unit or midterm exams. I tend not to use Jeopardy in the weeks prior to the AP Exam, however, because I prefer to focus on free-response question themes. By this point in the school year, students should have the basic facts well in hand.
- My philosophy for **post-AP Exam activities** is simple: Since I have put my students through an eight-month boot camp in European history, the last month of the school year should be more fun and relaxing. Students have plenty to do in preparing for the culmination of their five other courses. So, for the remainder of the school year after the AP Exam, my students watch and discuss historical movies. My choices vary from year to year, but I like to show students great movies that they might not otherwise watch, such as *The Return of Martin Guerre*, *Luther*, *Lawrence of Arabia*, *Dr. Zhivago*, *Amadeus* and *A Man for All Seasons*.

## Student Evaluation

Grades are based on free-response and DBQ exams (both of which are also called essay exams), multiple-choice exams, homework, and quizzes.

Grade Categories	Percent of Grade
Essay exams	31.7%
Multiple-choice exams	31.7%
Homework	31.6%
Quizzes	5.0%

### Grading Scale

A = 90–100%

B = 80–89%

C = 70–79%

D = 60–69%

F = 0–59%

## Exams

Exams are rigorous because they are intended to challenge students at the AP Exam level. Moreover, they are designed to give students frequent experience with the types of multiple-choice questions, free-response

questions, and document-based questions that appear on the AP Exam. Frequent exams also ensure that students read the textbook and supplementary readings, consistently check for understanding, and take copious notes that are thorough and well organized.

Students take a total of six exams during the first semester; each consists of multiple-choice and free-response (essay) questions. The first semester midterm exam and final exam are cumulative. Students also take two DBQ exams during the first semester. Two of their multiple-choice exam scores and two of their essay exam scores are dropped during the first semester. Fewer exams are given during the second semester, though preparation for the AP Exam is extensive.

Students who are legitimately absent on a test day must make up the test on the day they return to class. If a student is absent for an extended period of time, an appointment for making up the test must be made. Complete loss of credit for an exam may result if the exam is not completed in a timely fashion. Makeup exams are usually different from the exams given on the day of the test.

### Quizzes

Quizzes are a combination of identification and fill-in-the-blank questions that are designed to review essential material that students must master if they are going to succeed on the unit exams.

### Homework Policy

Chapter assignments and readings are due on the date the assignment appears in the Course Planner. Late assignments are not accepted after the third late allowance. All late work must be turned in on the day after it is due. For excused absences, assignments are due on the day the student returns to class, unless prior arrangements have been made for emergencies. Students are expected to keep a well-organized notebook of all course-related materials (e.g., syllabus, lecture notes, study guides, homework, quizzes, exams, handouts, etc.). A sub-par notebook may result in points being deducted from the homework grade category.

### Review Strategies and Materials

Sometimes I write the multiple-choice review sets and practice tests and sometimes I compile them from a variety of test preparation sources. My practice tests have explanations for each individual question. There are also several useful online sources from textbook publishers and AP European History teachers.

### Participation

Students are expected to contribute to class discussions and participate effectively in class activities. Many class sessions are seminars. In order for seminars to work, student preparation and participation is critical. Students who are on the border between grades at the end of the semester may be given the higher grade if their overall participation has been commendable.

## Teacher Resources

### Text

McKay, John P., Bennett D. Hill, and John Buckler. *A History of Western Society: Since 1300*. 7th ed. Boston: Houghton Mifflin, 2002.

Information about this text can be found on the publisher's Web site at [http://college.hmco.com/history/west/mckay/western\\_society/7e/students/index.html](http://college.hmco.com/history/west/mckay/western_society/7e/students/index.html).



## Chapter 3

### Source Readings

Kishlansky, Mark A., ed. *Sources of the West: Readings in Western Civilization*. 3rd ed. 2 vols. New York: Longman, 1998.

Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue, eds. *Sources of the Western Tradition*. 4th ed. 2 vols. Boston: Houghton Mifflin, 1999.

Rumsey, Thomas R. *Men and Women of the Renaissance and Reformation, 1300–1600*. Wellesley Hills, Mass.: Independent School Press, 1981.

Sherman, Dennis, ed. *Western Civilization: Sources, Images, and Interpretation, from the Renaissance to the Present*. 2nd ed. Boston: Houghton Mifflin, 1995.

Weisner, Merry E., Julius R. Ruff, and William Bruce Wheeler. *Discovering the Western Past: A Look at the Evidence*. 3rd ed. 2 vols. Boston: Houghton Mifflin, 1997.

### Student Activities

#### Basketball DBQ Point-of-View Activity: Analyzing Bias and Reliability in Documents

Training students to analyze documents can be intellectually stimulating and fun. This activity requires students to think about a document’s provenance, what the author has to gain by making the statement, and the author’s reliability as an observer or participant.

**Time:** Approximately 30 minutes

**Objective:** Students will effectively analyze documents for point of view, bias, and reliability.

#### Directions:

1. Make an overhead transparency or a *PowerPoint* presentation of the next page.
2. Explain to your students that documents are often subjective and written by real people who have biases based on their life experiences and political viewpoints.
3. Show students the statement “Charles Jackson is the best high school basketball player in the nation” and then show them Source 1. Ask students to consider whether the source is biased or reliable. After discussing Source 1, discuss subsequent sources one by one.
4. Once all of the sources have been discussed, demonstrate for students how bias and reliability can be woven into a DBQ. Give them examples of phrases they can use when analyzing documents. Some examples might include:
  - “It is not surprising that Source X would make this statement because . . .”
  - “This document is fairly reliable because . . .”
  - “The author of this document may be biased because . . .”
  - “Because Document 5 is a diary entry, the author is most likely not seeking to gain publicity or influence opinions.”

**Basketball DBQ Point-of-View Activity: Analyzing Bias and Reliability in Documents**

**Statement:** Charles Jackson is the best high school basketball player in the nation.

**Source 1:** Charles's girlfriend, quoted in Charles's school newspaper

**Source 2:** Mr. Action Jackson, Charles's father, private conversation with a work colleague

**Source 3:** Coach Jack Spratt, Charles's basketball coach, letter of recommendation written on behalf of Charles to Bedrock University

**Source 4:** Associated Press Poll of 100 sports writers, published in *Sporting News*

**Source 5:** Mr. Phil Jackson, nine-time NBA championship coach, personal diary entry

**Source 6:** President George W. Bush, White House ceremony honoring Charles's high school team as Texas State Champions

**Source 7:** Nike spokesperson, press statement announcing Charles's \$100 million endorsement deal

# Syllabus 3

**Kelly Saenz**

Westwood High School  
Austin, Texas

## School Profile

**School Location and Environment:** Westwood is a 20-year-old suburban high school in a large metropolitan area. It is part of the Round Rock Independent School District (ISD). Almost 7 percent of the student population is economically disadvantaged. The school's AP program has grown steadily over the last 10 years. In 1994, 247 students took 476 AP Exams; in 2004, 640 students took 1,670 AP Exams.

<b>Grades:</b>	9–12
<b>Type:</b>	Public high school
<b>Total Enrollment:</b>	2,500 students
<b>Ethnic Diversity:</b>	Asian Americans comprise 13.2 percent of the student population; Hispanics, 9.8 percent; and African Americans, 3.4 percent.
<b>College Record:</b>	Approximately 72 percent of the graduating seniors enroll in four-year colleges or universities and approximately 20 percent enroll in two-year institutions.

## Personal Philosophy

While there are numerous approaches to creating a successful AP European History course, I feel two principles are most essential to my course. The first, simply put, is that this is not a spectator sport. This course functions as a lab, not a lecture hall. To deepen their understanding, every day my students and I examine, apply, and challenge what they have read. This requires daily preparation and a high level of accountability, but the rewards are tremendous. The second principle is mutual goodwill. This course is a challenge to the strongest students and the best-prepared teachers. Trust, humor, and the knowledge that we are all on the same team counterbalance the demands and high expectations of this course.

## Class Profile

Three sections of European Studies (our AP European History course is called European Studies) are taught each year. The school is on an A/B block system, so classes meet every other day for 90 minutes during both semesters. There are three six-week grading periods each semester. European Studies has 40 instructional days in the first semester before exam week, but the syllabus schedules for 37 days, leaving 2 for semester review and 1 for the realities of pep rallies, fire drills, and the likelihood of the course falling behind schedule. Most students take AP U.S. History prior to enrolling in European Studies. Students in the International Baccalaureate (IB) program take AP U.S. History as sophomores and European Studies as juniors. Non-IB students take AP U.S. History as juniors and European Studies as a senior elective.

## Course Overview

Students who enroll in any AP European History course should be aware that AP courses are taught and graded at the college level and that they significantly exceed the demands and expectations of honors courses. Since most colleges grant course credit for superior performance on the AP Exam, the standards are high. Round Rock ISD grants an extra grade point in the grade-point average computation for AP courses. Westwood students who successfully complete all of the assignments in the European Studies course are highly successful on the AP Exam.

The following course purpose and description come from the syllabus I give to my students. The *AP European History Course Description* is the source of much of the information under these two headings.

### Course Purpose

Westwood High School's European Studies course is a college-level survey course that introduces students to the rich political, cultural, social, and intellectual heritage of Europe. AP courses are part of a cooperative endeavor by high schools, colleges, and the College Board that provides highly motivated students with the challenge and opportunity to earn college credit during their high school years. Performance on the AP European History Exam determines a student's eligibility for up to six hours of college credit (the equivalent of a two-semester course). Course curriculum, materials, and expectations are designed to prepare students for success with this exam. The purpose of the course, however, extends beyond the possibility of earning college credit to providing students with the opportunity to develop skills and knowledge that will form a useful foundation for their continuing educational endeavors.

### Course Description

In addition to providing a basic exposure to the factual narrative, the goals of the European Studies course are to develop (1) an understanding of the principal themes in modern European history, (2) the ability to analyze historical evidence, and (3) the ability to express that understanding and analysis effectively in writing.

Students in this course are expected to demonstrate knowledge of basic chronology and major events and trends from the High Renaissance of approximately 1450 to the present. The broad themes of intellectual-cultural, political-diplomatic, and social-economic history form the basis of the course within that chronology.

This course includes history both as content and as methodology. Emphasis is placed on students developing intellectual and academic skills including (1) effective analysis of such primary sources as documents, maps, statistics, and pictorial and graphic evidence; (2) effective note taking; (3) clear and precise written expression; and (4) the ability to weigh evidence and reach conclusions on the basis of facts.

### Course Planner

The Course Planner does not attempt to show everything we do in class; instead, it is meant to be a guide that indicates the course's pacing, readings, and test schedule. The principal textbook for the course is *The Western Heritage*, 6th edition, by Donald Kagan, Steven Ozmert, and Frank M. Turner. While most of the secondary source readings come from Dennis Sherman's *Western Civilization* reader, some are excerpts from monographs. Full citations for these monographs can be found in the "Teacher Resources" section of this syllabus.

## Chapter 3

### Semester One

#### Unit 1. The Renaissance

Textbook	Unit Readings
Kagan	Chapter 10
<b>Primary Sources</b>	
Readings from Sherman, Chapters 1 and 4	“Niccolo Machiavelli, <i>The Prince</i> ”; “Baldassare Castiglione, <i>The Book of the Courtier</i> ”; “Heinrich Kramer and Jacob Sprenger, <i>The Hammer of Witches</i> ”
Readings from Perry, Chapter 9	“Francesco Guicciardini, <i>The Greatness of Lorenzo de Medicis</i> ”
Excerpts from various sources, including . . .	Benedetto Dei, <i>Florence, 1472</i> ; Anonymous, <i>The Wealth of the Church</i> ; Pico della Mirandola, <i>Oration on the Dignity of Man</i> ; Marsilio Ficino, <i>The Soul of Man</i> ; Vespasiano, <i>The Rule of Cosimo de’ Medici</i> ; Girolamo Savonarola, <i>This Will Be Your Final Destruction</i> ; Leonardo da Vinci, <i>The Notebooks of a Universal Man</i> ; Baldassare Castiglione, <i>On the Nature and Purpose of Women and Men</i> ; Desiderius Erasmus, <i>In Praise of Folly</i>
<b>Secondary Sources</b>	
Readings from Sherman, Chapter 1	“Jacob Burckhardt, <i>The Civilization of the Renaissance in Italy</i> ”; “Peter Burke, <i>The Myth of the Renaissance</i> ”; “Federico Chabod, <i>Machiavelli and the Renaissance</i> ”

#### Unit 1 Day by Day

**Day 1.** Welcome. Introductions. Short overview of the syllabus and course expectations. Review summer assignments and administer a quiz. Assign homework reading and distribute materials, the syllabus, the European Studies Student Toolkit, and Renaissance unit terms sheet (approximately 45 terms and concepts or questions). Organizing questions for class discussion: *Why study history? Why study European history? Why take this course?*

**Day 2.** “Renaissance in Italy” (pp. 332-49 of the Burckhardt reading). Continue introductions with students briefly describing their summer reading for the course. Continue course overview and expectations. Review samples from students’ terms and concepts sheets. Do History Lab 1 (see “Student Activities” in this syllabus for a description of this class activity). Quiz with notes. Introduce/review/model APPARTS process with primary sources from homework reading:

- **Author.** Who created the source? What is that person’s point of view?
- **Place and time.** Where and when was the source produced?
- **Prior knowledge.** What do you already know that would further your understanding of the source?
- **Audience.** For whom was the source created? Does this affect the reliability of the source?
- **Reason.** Why was the source produced at the time it was produced?
- **The main idea.** What is the source trying to convey?
- **Significance.** Why is the source important?

Organizing questions for class discussion: Why do historians use names (e.g., the Renaissance) for periods? What are the benefits and pitfalls to using names? How valid is the term Renaissance?

**Day 3.** Italian Renaissance primary source readings due (APPARTS). History Lab 2 (see “Student Activities” in this syllabus for a description of this class activity). *PowerPoint* Lecture: Art and the Milieu of the Italian Renaissance. Students apply characteristics to Italian art and architecture.

**Day 4.** The Renaissance outside of Italy. Work on history lab problems. Debrief New Monarchy characteristics, causes, and significant examples. *PowerPoint* Lecture: POV Analysis of Columbian Exchange.

**Day 5.** Writing Lab 1: Develop Renaissance Concepts. Using the scoring guidelines and essay frames from their Toolkits, students respond to 3 essay prompts for 15 minutes each, developing a working thesis and topic sentences for 3 or 4 paragraphs and listing relevant factual information for each paragraph, depending on the question. At the end of the 45-minute writing period, students divide into 3 groups to compare their thesis statements and relevant factual information. Groups select one or two thesis statements to read to the class. Students write brief critiques of their own efforts and turn them in for a quiz grade.

**Day 6.** Test: objective (50 multiple-choice questions) and essay (1 question, 35 minutes). The test is debriefed during the next class meeting. To participate in the curve, students must turn in a curve packet—completed terms and concepts sheets for each chapter, APPARTS for primary source readings, and notes for secondary sources—before taking the test.

**Unit 2. The Reformation/Counter Reformation/Religious Wars**

Textbook	Unit Readings
Kagan	Chapters 11 and 12
<b>Primary Sources</b>	
Readings from Sherman, Chapter 2	“John Tetzel, The Spark for the Reformation: Indulgences”; “Martin Luther, Justification by Faith”; “Martin Luther, Condemnation of Peasant Revolt”; “John Calvin, <i>Institutes of the Christian Religion: Predestination</i> ”; “Constitution of the Society of Jesus”; “Teresa of Avila, The Way of Perfection”; “Peter Paul Rubens, Loyola and Catholic Reform”
Excerpts from various sources, including . . .	Argula von Grumbach, letters and other writings; various Catholic and Protestant illustrations; Caravaggio, <i>The Calling of St. Matthew</i> ; Giovanni Bernini, <i>The Ecstasy of St. Teresa</i> ; Catholic and Protestant church architecture
<b>Secondary Sources</b>	
Readings from Sherman, Chapter 2	“John C. Olin, The Catholic Reformation”; “Steven E. Ozment, The Legacy of the Reformation”; “Marilyn J. Boxer and Jean H. Quataert, Women in the Reformation”
Excerpt from . . .	Steven Ozment, <i>Bürgermeister’s Daughter: Scandal in a Sixteenth-Century German Town</i>

## Chapter 3

### Unit 2 Day by Day

**Day 1.** Tradition and change to religious protest. Luther and the Reformation in the Holy Roman Empire.

**Day 2.** Other Protestant Reformations: Calvin, Zwingli, Tudor England.

**Day 3.** The Catholic Reformation. Effects of the Reformations on social groups.

**Day 4.** Monarchy and the Reformations; religious wars; political aspects.

**Day 5.** Europe at the end of the era: evaluating the political and diplomatic status of European states; the status of women, the Catholic Church, Protestantism, peasants, nobility, and the monarchy.

**Day 6.** DBQ Exercise: The class practices working step-by-step with a DBQ from a previous AP Exam. They receive an entire DBQ or, more often, several documents from a DBQ. They have about 15 minutes to identify groups and point of view. Then, in groups of two or three, students compare their work before debriefing as a class. No reading is assigned today to give students a chance to catch up and prepare for the test.

**Day 7.** Test: objective (65 multiple-choice questions) and essay (1 question, 35 minutes); curve packets due (terms and concepts sheets, APPARTS for primary sources, document analyses/notations for secondary sources, and charts on Protestant and Catholic reformers).

### Unit 3. Political Philosophy and Organization in the Sixteenth and Seventeenth Centuries

Textbook	Unit Readings
Kagan	Chapters 13 and 15 (skip 14 for now)
Primary Sources	
Readings from Sherman, Chapter 5	“John Locke, <i>Second Treatise of Civil Government: Legislative Power</i> ”
Excerpts from various sources, including . . .  (these vary with individual assignments)	Elizabeth I, Armada speech and Golden speech; Jacques Benigne Bossuet, <i>Political Treatise on Kingship</i> ; Duc d’ St. Simon, <i>Memoirs</i> ; James I, <i>True Law of Free Monarchies</i> and Speech to Parliament; Thomas Hobbes, <i>Leviathan</i> ; John Locke, <i>An Essay Concerning Human Understanding</i> ; Philippe du Plessis-Mornay, <i>Defense of Liberty Against Tyrants</i> ; Jean Domat, “On Social Order and Absolute Monarchy”
Secondary Sources	
Readings from Sherman, Chapter 5	“G. Durand, Absolutism: Myth and Reality”; “George Macaulay Trevelyan, The English Revolution, 1688-1689”

### Unit 3 Day by Day

**Day 1.** Political theory: concept of sovereignty; constitutionalism versus absolutism in England. Assumptions about the limits of government. The English Civil War and its outcome. English society.

**Day 2.** Political theory: development of the theory of absolutism. Louis XIV, the *grand monarch*. Distribution and centralization of power. The role of nobles, monarchs, and bourgeois. The practice of monarchy: comparisons of monarchs up to this point (students choose monarchs from Eastern and Western Europe for comparison with Louis XIV, Elizabeth I, and Phillip II).

**Day 3.** Examination of society and political culture during the reigns of Louis XIV, Elizabeth I, and Phillip II.

**Day 4.** Political practice elsewhere: Spain, the Netherlands, Sweden, Poland, Prussia, Austria, and Russia.

**Day 5.** Synthesis: small-group discussions, charts on monarchy and rule, chronology. Short-answer essays.

**Day 6.** Test: objective (80 multiple-choice questions) and essay (1 question, 35 minutes). Curve packets due (terms and concepts sheets, APPARTS on primary sources, notations for secondary sources, and charts on the chronology of monarchs).

**Unit 4. Society, Science, and Philosophy in the Sixteenth Through Eighteenth Centuries**

Textbook	Unit Readings
Kagan	Chapters 14, 16, and 17
Primary Sources	
Readings from Sherman, Chapters 6 and 8	Rene Descartes, <i>Discourse on Method</i> ; Galileo Galilei, <i>Letter to Christina of Tuscany: Science and Scripture</i> ; “The Papal Inquisition of 1633: Galileo Condemned”; Sir Isaac Newton, “Mathematical Principles of Natural Philosophy”; Immanuel Kant, <i>What Is Enlightenment</i> ; Denis Diderot, “Prospectus for the Encyclopedia of Arts and Sciences”; Voltaire, <i>Philosophical Dictionary: The English Model</i> ; Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> ; Jean Jacques Rousseau, <i>The Social Contract</i>
Excerpts from various sources, including . . .	Arthur Young, <i>Beggars, Rags, and Misery</i> ; Jean Jacques Rousseau, <i>Émile</i> ; Pierre de Beaumarchais, <i>Marriage of Figaro</i> ; Joseph II, Catherine II, and Frederick the Great, selected letters; Adam Smith (selections); Baron d’Holbach, <i>Common Sense</i> ; Cesare Beccaria, <i>Essay on Crimes and Punishments</i> ; Baron de Montesquieu, <i>The Spirit of Laws</i> ; David Hume, <i>An Enquiry Concerning Human Understanding</i> ; De Condorcet (selections)
Secondary Sources	
Readings from Sherman, Chapter 8	“Bonnie S. Anderson and Judith P. Zinsser, Women in the Salons”
Excerpts from . . .	Richard Holmes, “Voltaire’s Grin”; H. M. Scott, <i>Enlightened Absolutism</i>
Film	
Excerpts from . . .	<i>Marriage of Figaro</i>

**Unit 4 Day by Day**

**Day 1.** The Scientific Revolution: foundations, development, confrontation, and institutionalization. Charts on contributions; importance of reasoning. Individual case studies: Bacon, Descartes, Newton, Spinoza, Leibniz. DBQ practice using the Women in Science DBQ from the 1997 AP European History Exam.

**Day 2.** Witch hunts (discussion and documents). Literature: Shakespeare, Cervantes, and Milton. Lives of peasants and the urban poor (readings and discussion). Organizing question for class discussion: What do we make of the juxtaposition of great men of letters and women witches in this chapter?

**Day 3.** Ancien régime: tiers of society, expectations, and reality. The Industrial Revolution. Groups answer the question *Why England?* by creating and drawing “The English Machine” (see “Student Activities” in this syllabus for a description of this class activity). Popular and elite urban society and culture.

**Day 4.** The Enlightenment: the philosophes. Students play Duels (see “Student Activities” in this syllabus for a description of this game). Commonalities and contrasts between the philosophes. Organizing question for class discussion: *To what degree is philosophes a legitimate grouping?*



## Chapter 3

**Day 5.** Enlightened absolutists: class discussion and informal debate on attributes and characteristics. Class research for additional information on absolutists.

**Day 6.** Eighteenth-century wars and empires. Economic theory and practice: mercantilism and slavery. Struggles for dominance in Europe and overseas.

**Day 7.** DBQ Exam (15 minutes for planning and 45 minutes for writing).

**Day 8.** Test: oral essays on chapters 14, 16, and 17.

### Unit 5. French Revolution, Napoleon, and the Congress of Vienna

Textbook	Unit Readings
Kagan	Chapters 19, 20, and 21
Primary Sources	
Readings from Sherman, Chapters 9 and 10	“Arthur Young, <i>Travels in France: Signs of Revolution</i> ”; <i>The Declaration of the Rights of Man and Citizen</i> ; “Olympe de Gouges, <i>Declaration of the Rights of Woman</i> ”; “Maximilien Robespierre, <i>Speech to the National Convention</i> , February 5, 1794: <i>The Terror Justified</i> ”; “Joseph Fouche, <i>Memoirs: Napoleon’s Secret Police</i> ”
Excerpts from various sources, including . . .	Cahiers of various French towns and regions; Marquis d’Argenson, <i>Corruption of the French Court</i> ; writings by other nobility; Abbé Sieyès, <i>What Is the Third Estate?</i> ; National Convention, various decrees; Madame Jeanne Marie Roland, <i>Reflections on Louis XVI</i> ; Edmund Burke, <i>Reflections on the Revolution in France</i> ; Committee of Public Safety, various decrees; Napoleon, letters and journals
Secondary Sources	
Readings from Sherman, Chapters 9, 10, and 12	“Ruth Graham, <i>Loaves and Liberty: Women in the French Revolution</i> ”; “William Doyle, <i>An Evaluation of the French Revolution</i> ”; “Louis Bergeron, <i>France under Napoleon: Napoleon as Enlightened Despot</i> ”; “Martyn Lyons, <i>Napoleon Bonaparte and the Legacy of the French Revolution</i> ”; “Bonnie G. Smith, <i>Women and the Napoleonic Code</i> ”; “Hajo Holborn, <i>The Congress of Vienna</i> ”
Excerpts from various sources, including . . .	George Rudé, <i>The Crowd in the French Revolution</i> ; various graphs, maps, paintings, and political cartoons

#### Unit 5 Day by Day

**Day 1.** Painting a portrait of France on the eve of revolution: society, economy, financial situation, and the monarchy; calling of the Estates General; analysis of the Cahiers. Comparison of France and other European countries in 1789. Class Activity: Students are assigned roles to play as they follow the stages of the Revolution: urban poor, rural peasant, cardinal, village priest, aristocracy, bourgeois, military officer, foot soldier, observers (American, Austrian, and English), Olympe de Gouges, Abbé Sieyès, members of the National Assembly, the Committee of Public Safety, and Lafayette. Students keep journals of their reactions to the events of the Revolution, reflecting on their goals, actions, reactions, and fears at different stages. Various characters read to the class from their journals each day.

**Day 2.** Class activity (continued). Students develop their roles by using textbooks, primary sources, other classroom materials, and the Internet to gather information. They work in groups to develop their information. Roundtable discussion of results.

**Day 3.** The reconstruction of France: goals and outcomes of the first revolution. Analysis of the causes, leadership, and conduct of the second revolution. Views of the French Revolution from England, Austria, Germany, Russia, Spain, and the Netherlands. Students determine and then justify their perceptions of the phases of revolution. Chronology quiz.

**Day 4.** The rise of Napoleon. Internal versus external enemies of the Revolution. Student assessment and evaluation of Napoleon’s career. Class Activity: Students create a chart comparing France under the Old Regime, the first revolution, and the Empire. The class discusses the categories needed for an effective chart.

**Day 5.** The Congress of Vienna and diplomacy: analysis of the treaty; comparison of Vienna and the Treaty of Westphalia; discussion of statecraft using Metternich, Castlereagh, Louis XIV, and Napoleon. Read aloud portions from Paul Johnson’s *Birth of the Modern*, which describes the participants and milieu of the Congress of Vienna.

**Day 6.** Test: objective (80 multiple-choice questions) and essay (1 question, 35 minutes). Curve packets due (APPARTS for primary sources, notations for secondary sources, charts on the phases of the Revolution and changing conditions, and role journal and notes).

**Unit 6. Romanticism, Semester Synthesis**

Textbook	Unit Readings
Kagan	Chapter 20, page 705 to the end
Primary Sources	
	Student-selected poetry and prose (coordinated with their English teachers), music (coordinated with their music/orchestra teachers), paintings (includes Delacroix’s <i>Liberty Leading the People</i> and <i>Greece on the Ruins of Missolonghi</i> , Friedrich’s <i>The Wanderer</i> , and David’s portraits of Napoleon and Marat)

**Unit 6 Day by Day**

**Day 1.** Romanticism: “Bliss it was in that dawn to be alive/But to be young was very heaven!” (William Wordsworth). Introduction and exploration of romanticism expressed in poetry, the visual arts, and music. Students choose poems to recite; each student is responsible for at least four verses or an entire poem to be recited to the class, without notes or prompts (two tries). Students turn in an analysis of the poem’s usefulness to a historian studying romanticism (not a literary analysis). The poem or the poet should be linked to historical themes. No duplication of poems is allowed, but students may divide and share long poems. They may also substitute a musical performance for a poetry recitation if time allows.

**Day 2.** Continuation of romanticism presentations. Quiz is an analysis of Romantic paintings and short selections of music and poetry.

**Day 3.** DBQ Exam (15 minutes for planning and 45 minutes for writing).

**Day 4.** Semester synthesis. Students receive review packets for the midterm exam and analyze the areas in which they need the most review. In-class essay prompts and cross-period analysis using *AP European History Course Description* subheadings like “forms of political protest reform, and revolution” and “changing definitions of and attitudes toward mainstream groups and groups characterized as the ‘other.’”

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**Semester Exam.** All students take the two-hour first semester exam, which has 200 multiple-choice questions covering the entire semester of study. Students study from their notes, curve packets, and review packets, all of which they turn in as their curve packets for the midterm.

### Semester Two

#### Unit 7. Post-Napoleonic Europe to Mid-Century, 1815-50

Textbook	Unit Readings
Kagan Palmer	Chapters 21 and 22 Chapter 11, Part 53, “Advent of the Isms”
Primary Sources	
Readings from Sherman, Chapter 12	“Prince Klemens von Metternich, Secret Memorandum to Tsar Alexander I, 1820: Conservative Principles”; “The Carlsbad Decrees, 1819: Conservative Repression”; “Jeremy Bentham, English Liberalism”; “The Economist, 1851, Liberalism: Progress and Optimism”; “The First Chartist Petition: Demands for Change in England”; “Annual Register, 1848: An Eyewitness Account of the Revolutions of 1848 in Germany”
Secondary Sources	
Readings from Sherman, Chapter 12	“Jonathan Sperber, The European Revolutions, 1848–1851”; “John Weiss, The Revolutions of 1848”

#### Unit 7 Day by Day

**Day 1.** Nationalism, liberalism, domestic politics; the “-isms” (the Palmer reading); analysis of the political spectrum with case studies.

**Day 2.** Conservatism: the Congress system.

**Day 3.** Industrialism: effects on labor, family, women, crime, and order.

**Day 4.** Classical economics: policy, wages, population. Early socialism: utopianism, anarchism, and Marxism.

**Day 5.** Revolutions of 1848: France, Austria-Hungary, Italy, and Germany.

**Day 6.** Test: objective (50 multiple-choice questions) and DBQ (15 minutes for planning and 45 minutes for writing). Curve packets due.

#### Unit 8. Unification, Industrialism, Imperialism, Society, and Culture Up to WWI

Textbook	Unit Readings
Kagan	Chapter 23, 24, 25, and part of 26
Primary Sources	
Readings from Sherman, Chapters 13 and 14	“Giuseppe Mazzini, The Duties of Man”; “Rudyard Kipling, <i>The White Man’s Burden</i> ”; “Charles Darwin, <i>The Origin of Species and The Descent of Man</i> ”; “Herbert Spencer, Social Statics: Liberalism and Social Darwinism”; “John Stuart Mill, <i>On Liberty</i> ”; “Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> ”; “Emmeline Pankhurst, <i>Why We Are Militant</i> ”; “Pope Pius IX, <i>Syllabus of Errors</i> ”

Excerpts from various sources, including . . .	Otto von Bismarck, Iron and Blood speech and the Ems Dispatch; John Stuart Mill, <i>On the Subjection of Women</i> ; various writings on women in England; Gustave Flaubert, <i>Madame Bovary</i> ; Anatole France, <i>Programme</i> ; Heinrich von Treitschke, <i>Politics</i> ; George Bernard Shaw, <i>The Man of Destiny</i> ; Wilfrid Scawen Blunt, <i>My Diaries</i> ; John Hobson, <i>Imperialism</i> ; George Martelli, <i>Leopold to Lumumba</i> ; Adam Hochschild, <i>King Leopold's Ghost</i>
<b>Secondary Sources</b>	
Readings from Sherman, Chapter 13	Eric Hobsbawm, "The Age of Empire"; David Blackbourn, "German Unification"
Excerpts from various sources, including . . .	Frederic Morton, <i>Thunder at Twilight: Vienna 1913-1914</i> ; Alan Palmer, <i>Twilight of the Habsburgs</i>
<b>Film</b>	
Excerpts from . . .	<i>Battleship Potemkin</i> , <i>Strike</i> , <i>Madame Bovary</i>

### Unit 8 Day by Day

**Day 1.** Political developments: unification in Germany and Italy.

**Day 2.** Survey of domestic political conditions and issues in France, the Hapsburg Empire, Russia, and Great Britain: conservative governments and liberal reforms. Class Activity: Students create *USA Today*-style graphs that demonstrate the growth of suffrage in England.

**Day 3.** Imperialism: map study; "judging" history; document/POV analysis of imperialism sources. European sense of supremacy. Discussion groups using primary sources.

**Day 4.** Late nineteenth-century European society: migration; portraits of the European middle class in art, literature, and statistics. Art, music, and literature before World War I (students choose works to analyze). Haussmann's Paris and other imperial cities.

**Day 5.** Pre-World War I diplomacy and Bismarck's alliances. Charts, discussion. Socialism: drawing the family tree.

**Day 6.** Test: objective (80 multiple-choice questions) and essay (1 question, 35 minutes). Curve packets due.

### Unit 9. World War I and the Russian Revolution

Textbook	Unit Readings
Kagan Palmer	Chapter 26 Chapters 17 and 18
<b>Primary Sources</b>	
Readings from Sherman, Chapters 15	"V. I. Lenin, April Theses: The Bolshevik Opposition"; "Woodrow Wilson, The Fourteen Points"
Readings from BYU Web site	Willy-Nicky telegrams ( <a href="http://www.lib.byu.edu/~rdh/wwi/1914/willynilly.html">www.lib.byu.edu/~rdh/wwi/1914/willynilly.html</a> )
Excerpts from various sources, including . . .	V. I. Lenin, speeches; Alexandra Kollontai, <i>Communism and the Family</i> (maps); World War I packet of readings, including poetry, propaganda, diaries, and memoirs

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Secondary Sources	
Excerpts from various sources, including . . .	Charles L. Mee, Jr., <i>The End of Order, Versailles, 1919</i> ; Robert K. Massie, <i>Castles of Steel</i> ; Orlando Figes, <i>People's Tragedy</i>
Film	
Excerpts from . . .	<i>Grand Illusion, Paths of Glory, October</i>

### Unit 9 Day by Day

**Day 1.** Reasons for peace and prosperity in Europe.

**Day 2.** Failure of diplomacy; causes of WWI; short war expectations and optimism.

**Day 3.** Fighting the war: battles, weapons, home front protest, and support.

**Day 4.** The Treaty of Versailles: maps, analysis of the treaty, and comparison with the Vienna treaties following the Napoleonic Wars.

**Day 5.** The Russian Revolution: long-term and short-term causes, triggers. Comparison of the stages of the Russian Revolution with the French Revolution. (Unit 9 is tested with unit 10, depending on where the grading period ends. A separate test and essay is given for chapter 9 only if needed to balance grades for the grading period. At this point in the year I usually try to move to less frequent testing. It saves class time and allows for a more comprehensive type of testing that is closer to the AP Exam in style and pacing.)

### Unit 10. Interwar Era and World War II

Textbook	Unit Readings
Kagan	Chapters 27, 28, 29, and 30
Primary Sources	
Readings from Sherman, Chapter 17	“Benito Mussolini, The Doctrine of Fascism”; “Adolf Hitler, <i>Mein Kampf</i> ”; “Guida Diehl, The German Woman and National Socialism [Nazism]”; “Joseph Stalin, Problems of Agrarian Policy in the USSR: Soviet Collectivization”
Excerpts from various sources, including . . .	George Orwell, “Looking Back on the Spanish War”; Constanca de la Mora, <i>In Place of Splendor: The Autobiography of a Spanish Woman</i> ; F. Scott Fitzgerald, <i>This Side of Paradise</i> ; Evgenia Semyonovna Ginzburg, <i>Into the Whirlwind</i> ; Neville Chamberlain and Winston Churchill, speeches; <i>New York Times</i> facsimiles of Nazi-era articles
Film	
Excerpts from . . .	<i>Triumph of the Will</i>

### Unit 10 Day by Day

**Day 1.** Postwar extremism in Russia (USSR) and Italy; postwar France and England; evaluation of the successor states.

**Day 2.** The Spanish Civil War; Weimar Germany; the economics of fascism, communism, free-enterprise states, and the Great Depression.

**Day 3.** The rise of the Nazi regime; anti-Semitism.

**Day 4.** DBQ Exam (15 minutes for planning and 45 minutes for writing).

**Day 5.** Test: objective (80 multiple-choice questions) and oral essays. Curve packets due.

**Unit 11. World War II, the Cold War, and Post-Cold War Europe to the Present**

Textbook	Unit Readings
Kagan	Chapters 29, 30, and 31
Primary Sources	
Readings from Sherman, Chapter 18	“B. N. Ponomaryov, <i>The Cold War: A Soviet Perspective</i> ”; “Jens Reich, <i>The Berlin Wall</i> ”; “Simone de Beauvoir, <i>The Second Sex</i> ”; “George F. Kennan, <i>Appeasement at Munich Attacked</i> ”; “A. J. P. Taylor, <i>The Origins of the Second World War: Appeasement Defended</i> ”
Excerpts from various sources, including . . .	Newspaper articles and newsreel items; concentration camp survivor accounts; Winston Churchill, <i>Iron Curtain</i> speech at Fulton, Missouri; Joseph Stalin, reply to Churchill, 1946; Nikita Khrushchev, <i>The Secret Speech: The Cult of Personality</i> and other speeches; Imre Nagy, <i>Last Message</i> (November 4, 1956); Mikhail Gorbachev, <i>Restructuring the Party’s Personnel Policy</i> ; Lyubov Sirota, <i>Chernobyl Poems</i>
Secondary Sources	
Readings from Sherman, Chapter 19	“John Lukacs, <i>The Short Century—It’s Over</i> ”; “Raymond L. Garthoff, <i>The End of the Cold War</i> ”; “Carol Skalnik Leff, <i>The Collapse of Communism in Eastern Europe</i> ”; “Robert J. Donia, <i>War in Bosnia and Ethnic Cleansing</i> ”
Excerpts from various sources, including . . .	Jean-Yves Potel, <i>The Promise of Solidarity</i> ; Nigel Harris, <i>The New Untouchables: Immigration and the New World Worker</i>
Film	
Excerpts from . . .	News footage, <i>Dr. Strangelove</i>

**Unit 11 Day by Day**

**Day 1.** Prewar diplomacy; military history of World War II.

**Day 2.** The War, selected topics: chronology, alliances, major battles, and the Holocaust.

**Day 3.** The Peace: wartime conferences, settlements, postwar economic stabilization. Students choose Cold War assignments for day 6 class.

**Day 4.** The Cold War: American and European perspectives (economics, society, and culture).

**Day 5.** The Cold War: Soviet life (politics, economy, regimes, society, and culture). Guest speaker.

**Day 6.** The Cold War experience in Western, Central, and Eastern Europe. Students research and film news reports of selected events of the Cold War (see “Student Activities” in this syllabus for a description of this class activity).

**Day 7.** Decolonization, postwar prosperity, and economic stagnation; American influence.

**Day 8.** The end of the Soviet empire, collapse of the USSR

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**Day 9.** Post–Cold War topics: European Union history and future, Balkan issues, women and minorities, environmental interdependence, and security.

**Day 10.** Test: 100 multiple-choice questions.

**Day 11.** DBQ Exam (15 minutes for planning and 45 minutes for writing). Curve packets due.

### Course Synthesis and Review for the AP Exam

This schedule leaves six unscheduled days before the AP Exam. Three of those days are used when needed to catch up from time lost to state testing or student projects, leaving three class days for review for the AP Exam. Students complete an extensive review packet, mostly outside of class, but with some class time to check their progress and answer questions. Class time is spent reviewing concepts and brainstorming responses to free-response questions. I encourage students to identify concepts and material they do not understand. My time is spent working with small groups of students on those topics or other areas of concern.

Two weeks before the exam I give students the opportunity to take the multiple-choice section of the most recent Released Exam before or after school. Afterward I give them a key and let them grade themselves. Taking the multiple-choice section does not count for a grade. I encourage students to analyze the questions they missed as a guide for areas that might benefit from more attention. Some students also answer additional practice DBQs or free-response questions.

### Teaching Strategies

This is a large lecture course and, as such, the teaching strategies I use focus on giving students opportunities to “think-pair-share” in class, to write mini-essays of 50 words or so reacting to provocative statements, and to do short role-play simulations. The goal is to include one break to the monotony of lecture in each class.

Most of the primary source readings consist of excerpts ranging from half a page to two pages. Some of the primary and secondary source readings are longer. Students usually read the secondary source readings as excerpts, though there are some exceptions. The reality of high school teaching puts severe limits on the amount of reading students do beyond their assigned textbook reading.

Students must complete a summer reading assignment before the course begins. This is a reading on the Middle Ages accompanied by an analysis of one book from a reading list of approximately 30 choices. They also receive maps to familiarize themselves with European geography and nations. There are no map questions on the summer reading quiz they take on the first day of class.

On the first day of class I give each student a European Studies Student Toolkit, a collection of study guides and exam preparation materials they will use throughout the course. The Toolkit contains:

- Essay organization diagram for free-response questions
- Excerpt from the 3<sup>rd</sup> edition of Richard Marius’s *A Short Guide to Writing about History* (New York: Longman, 1999)
- Essay tasks for AP Exam free-response questions
- List of directive terms used in free-response questions (from the *AP European History Course Description*)

- Reminders for answering timed essay questions
- Essay frame
- Generic free-response scoring guidelines
- Generic core-structure scoring guidelines
- Guidelines for responding to a DBQ
- Test packet for a DBQ (excerpted from a Released Exam)
- “Student Instructions for the DBQ” (a copy of the official instructions students will receive in their AP Exam test booklets in May)
- Generic DBQ scoring guidelines (this is a form I created based on the forms given to Readers at the AP Reading)
- Generic DBQ core-scoring guidelines (students are allowed to use these guidelines when they write their first several essay responses to DBQs and free-response questions)

See “Ten Things I Learned Teaching AP European History” in chapter 2 of this *Teacher’s Guide* for a more detailed description of the teaching strategies I use.

## Student Evaluation

**Quizzes** are given daily on virtually all of the reading assignments and count as one-half of the students’ six-weeks’ grade. Occasional outside-of-class assignments may also count as daily grades. These are graded on a 10-point scale but often have up to 12 or 15 questions to give students some leeway.

**Tests** are averaged and count as one-half of the six-weeks’ grade. At least two (usually three) tests are given every six weeks. Test formats are objective (multiple-choice), free-response questions (called essay tests in the Course Planner), and DBQs. Most objective tests consist of 80 to 85 multiple-choice questions and a 35-minute essay question, and are timed to approximate the time allowed on the AP Exam. Occasionally, due to time constraints, the essay question and DBQ part of a test are given on a different day than the multiple-choice part.

The **DBQ** part of each test is composed of a 15-minute planning period and a 45-minute writing period. Students may not begin formally writing their response during the planning period; they may only plan. This is the same timing they will experience during the AP Exam. I stop students after 15 minutes and take approximately 3 minutes to ask them to check whether their planning (1) responds to all of the tasks specified by the essay prompt, (2) includes at least four or five groupings of documents, and (3) identifies point of view for most of the documents. This is meant to help students recognize that the planning period is a good start but that they probably need several more minutes to plan before beginning to write their response.

**Oral essays** are based on a list of essay questions that has been created for a unit exam. The list usually covers two to three textbook chapters and outside primary and secondary source readings. The questions are printed out on slips of paper. I have a numbered list of all the questions, a timer, and index cards.

Students draw for the order in which they will answer their oral essay question. When they draw a



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slip, they have up to one minute to silently read the essay question on it and decide whether to accept that question or draw another one. Students who decide to reject their first selection must accept the next slip they draw, and they may not elect to answer their first selection. After accepting a question, students have three minutes to write notes (or a thesis) for the essay on one side of an index card, which also includes their name and the question number from the slip. During this preparation period, the next student in line selects a slip. The first student returns to where I am sitting and has three minutes to give me an answer to the question while the next student in line prepares an answer.

Students sometimes need to pause to collect their thoughts, but they usually get through the three minutes as well as they would a written essay. I may try to give students who get completely stalled a prompt, which often puts them at ease enough to continue. I take notes on each student's major points and omissions to help me when assigning grades later. While I do not grade on the spot, I usually write a score range on a 10-point scale (e.g., 8–8.5). The students and teachers I have shared this evaluation tool with over the years have all expressed initial reservations, but over time it has become a popular tradition with my students.

**Curve packets** are accepted before students begin to take a test. Unit tests are designed to be at least as long and rigorous as the AP Exam, and most students answer no more than 70 to 80 percent of the questions correctly. Most tests have significant curves, which students earn by turning in the completed terms and concepts sheets that correspond to each assigned reading they receive at the beginning of each unit. While their contents vary, all curve packets include students' handwritten responses to unit terms and/or outlines; questions about readings, notations, and/or APPARTS for assigned primary and secondary sources; and charts that pertain to the unit (e.g., characteristics, similarities, and differences between absolute monarchs, schools of art, etc.). Well-completed terms and concepts sheets demonstrate a student's effort and therefore earn eligibility for the test curve, which most students find to be indispensable in maintaining a high grade-point average.

Curve packets are graded as complete or incomplete, and therefore eligible or not eligible for the test curve, which is usually in the 10- to 15-point range. Curves on multiple-choice tests can be the equivalent of as much as a full letter grade or more. Analysis of primary source materials, charts, and maps are usually part of the curve packet as well. I call all parents of students who do not earn the curve on the first few tests and share with them the difference between the earned score and what the curved score would have been. This policy is spelled out in the course syllabus, which is signed by students and their parents, and it is also emphasized at the parent open house. There is very high student compliance with the curve packet system.

The **midterm exam** is a requirement of the European Studies course, and students may not be exempted from it. It is comprehensive for all material covered during the first semester.

The **final exam** is a performance-based evaluation that helps students review and synthesize their learning from the entire year. It consists of a variety of written exercises and cooperative group activities that also help students prepare for the AP Exam. This format is designed as a practical response to the considerable demands on students' time at the end of the year.

The **AP Exam** is comprehensive, covering material from the entire school year. Students who are enrolled in the European Studies course are expected to take the AP European History Exam. Class time is allotted for review, and many students participate in informal study group review sessions and take a practice test, which is also scheduled outside of school hours.

Beyond the review materials and exercises I create, preparation for the AP Exam is the students' responsibility. This is a challenging exam, and most of the students in this course take multiple exams—AP,

state TAKS, IB, and final exams—at the same time; many extracurricular clubs also schedule end-of-year activities. *It is important for students to recognize that the best AP Exam preparation is daily preparation all year long.* No amount of cramming in May can compare with the benefits realized from a steady, ongoing effort begun in August. Nevertheless, students are advised to set aside time in early May to prepare for this and other exams.

## Teacher Resources

### Textbooks

I find my library of other European history textbooks to be very useful for providing additional information to enhance lectures and assist students in classroom activities. My students often borrow these textbooks to study for unit tests. They appreciate a textbook that is written at a more accessible level or, alternatively, at a more sophisticated level than their assigned textbook. Most publishers will send review copies upon request (there may be a nominal fee), and used textbooks are available in campus bookstores and on the Internet.

Cannistraro, Philip V, and John J. Reich. *The Western Perspective: A History of Civilization in the West*. Ft. Worth: Harcourt Brace, 1999.

Chambers, Mortimer, et al. *The Western Experience*. 7th ed. Boston: McGraw-Hill College, 1999.

Kagan, Donald, Steven Ozment, and Frank M. Turner. *The Western Heritage*. 6th ed. Upper Saddle River, N.J.: Prentice Hall, 1998.

This is the principal textbook for the course.

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

Merriman, John. *A History of Modern Europe: From the Renaissance to the Present*. 2nd ed. New York: W. W. Norton, 2004.

Palmer, R. R., and Joel Colton. *A History of the Modern World*. Boston: McGraw-Hill, various editions.

### Readers

I have found the Sherman reader to be particularly useful for this course because it has a balanced selection of primary and secondary sources as well as art, graphs, and maps. I also assign readings from the Perry and Kishlansky readers.

Kishlansky, Mark A., ed. *Sources of the West: Readings in Western Civilization*. 4th ed. Vol. 1. New York: Longman, 2001.

Perry, Marvin, Joseph R. Peden, and Theodore H. Von Laue, eds. *Sources of the Western Tradition*. 4th ed. Vol. 1. Boston: Houghton Mifflin, 1999.

Sherman, Dennis, ed. *Western Civilization: Sources, Images, and Interpretations, Renaissance to the Present*. 4th ed. New York: McGraw-Hill, 2004.

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### Primary and Secondary Sources

I use a selection of short primary and secondary sources, or excerpts from them, for each unit rather than entire works like *The Prince* or *Candide*. This allows students to have contact with many voices and points of view from each era. Many primary and secondary sources are increasingly available on the Internet.

Figes, Orlando A. *A People's Tragedy: The Russian Revolution, 1891–1924*. New York: Penguin Books, 1998.

Harris, Nigel. *The New Untouchables: Immigration and the New World Worker*. London: I. B. Tauris, 1995.

Holmes, Richard Holmes. "Voltaire's Grin." *New York Review of Books*. November 30, 1995.

Johnson, Paul. *Birth of the Modern: World Society, 1815–1830*. New York: HarperCollins, 1991.

Massie, Robert K. *Castles of Steel: Britain, Germany, and the Winning of the Great War at Sea*. New York: Random House, 2003.

Mee, Charles L., Jr. *The End of Order, Versailles, 1919*. New York: Dutton, 1980.

Morton, Frederic. *Thunder at Twilight: Vienna 1913–1914*. New York: Scribner, 1989.

Ozment, Steven. *Bürgermeister's Daughter: Scandal in a Sixteenth-Century German Town*. New York: St. Martin's Press, 1996.

Palmer, Alan. *Twilight of the Habsburgs: The Life and Times of Emperor Francis Joseph*. New York: Grove Press, 1995.

Potel, Jean-Yves. *The Promise of Solidarity: Inside the Polish Workers' Struggle, 1980–82*. Translated by Phil Markham. New York: Praeger Press, 1982.

George Rudé. *The Crowd in the French Revolution*. Westport, Conn.: Greenwood Press, 1986.

Scott, H. M., ed. *Enlightened Absolutism: Reform and Reformers in Later Eighteenth-Century Europe*. Houndmills, Basingstoke, Hampshire: Macmillan, 1990.

### Test Banks

The test banks that come with textbooks receive much criticism; however, they have their uses. Most importantly, they hold students accountable for close reading of their textbooks and reward them for their diligence. Therefore, I always include questions from the textbook question bank, but I do modify them.

I recommend the following superior test bank, written by a long-time AP Reader and consultant. While it may seem expensive, it more than returns value for its price. It can be found at [www.dsmarketing.com](http://www.dsmarketing.com).

Wasson, Ellis. *Multiple-Choice and Free-Response Questions with DBQ in Preparation for the AP European History Examination*. 5th ed. Brooklyn: D & S Marketing Systems, 2004.

Bear in mind that anything you send home with your students may end up on the Internet, and your tests as well as those of other teachers can become compromised. We all need quality testing materials. Therefore, it is important that teachers make an effort to keep all test banks confidential and to carefully monitor the distribution of tests.

### AP Released Exams

As with any test bank, the questions in the Released Exams are worth sifting through and modifying for unit tests, especially the types of questions not often found in test banks, such as those that involve graphs and quotations. Released Exams can be purchased from the College Board store at [store.collegeboard.com](http://store.collegeboard.com).

### Resource Books

The four resources I found to be particularly useful as I developed my course are listed here in order of importance:

*AP European History Course Description*. New York: College Board.

This indispensable book is available free of charge on AP Central at [apcentral.collegeboard.com](http://apcentral.collegeboard.com) (click on *The Courses* and then on *Course Descriptions*). The Course Description is the official course guide. It is updated every two years, and all changes and modifications to the course are published here first.

Also consider obtaining *The AP Vertical Teams Guide for Social Studies*, a very practical handbook for AP and Pre-AP skills development. This can be purchased from the College Board Store ([store.collegeboard.com](http://store.collegeboard.com)).

Caligure, Augustine, Roberta J. Leach, and Lawrence M. Ober, S. J. *Advanced Placement European History I, The Modern World: New Directions*. Rocky River, Ohio: The Center for Learning, 1991.

Caligure, Augustine, Roberta J. Leach, and Lawrence M. Ober, S. J. *Advanced Placement European History II, The Modern World: Westernizing the World*. Rocky River, Ohio: The Center for Learning, 1991.

These Center for Learning materials are available at [www.centerforlearning.org](http://www.centerforlearning.org) and from other sources like the Social Studies School Service ([www.socialstudies.com](http://www.socialstudies.com)).

Wilson, Virginia, and James Litle. *AP European History Manual*. 3rd ed. Durham, N.C.: Duke University TIP, 2002.

While this concrete resource is a little out of date with course developments in social, economic, and cultural history, it is still somewhat useful. It is available at [www.tip.duke.edu/index.html](http://www.tip.duke.edu/index.html) or by calling 919 668-9100.

### Videos

I show students excerpts from the following video and video series.

*The Great War and the Shaping of the 20th Century*. Produced by KCET/Los Angeles and the BBC. VHS. N.p., 1996.

The educational version is time-indexed and cross-referenced in a useful guide. PBS provides a companion Web site for this eight-part series at [www.pbs.org/greatwar](http://www.pbs.org/greatwar).

*Russia's Last Tsar*. Produced by National Geographic Society. VHS. N.p., 1997.

I show students scenes from various feature films, including *The Jungle Book* (the animated version), *Madame Bovary* (1949), *Paths of Glory* (1957), *Grand Illusion* (1938), *Horsemen on the Roof* (1995), *October* (1927), *The Winslow Boy* (1999), and *Mary Poppins* (1964).

I occasionally show students moments, very selectively chosen, from the following video series.

*Civilisation*. VHS. N.p: Home Vision Entertainment, 1999.

This five-video series runs 650 minutes and is narrated by Kenneth Clark.

## Chapter 3

Sister Wendy: The Complete Collection. VHS. N.p.: Warner Home Video, 2002.

This five-video series runs 300 minutes.

### Web Sites

Good Web sites come and go, but here are a few that I find indispensable. I have organized them by type.

#### *Art on the Web*

The following Web sites are massive collections that feature many of the artists or schools of art studied in AP European History. These sources allow downloading for teaching purposes, so the works can be readily inserted into *PowerPoint* presentations. Most large art museums feature portions of their collections on the Internet as well. My three favorite art Web sites are:

The Artchive

<http://artchive.com>

CGFA (Virtual Museum)

<http://cgfa.sunsite.dk/index.html>

The Web Gallery of Art

[www.wga.hu/frames-e.html?/welcome.html](http://www.wga.hu/frames-e.html?/welcome.html)

#### *Curriculum*

History

[www.bbc.co.uk/history/](http://www.bbc.co.uk/history/)

The History page has some interesting materials, including oral histories.

Spartacus Educational

[www.spartacus.schoolnet.co.uk/](http://www.spartacus.schoolnet.co.uk/)

This vast site has very good European history materials and corresponds with the British national curriculum. The site continues to grow with useful collections of short primary sources.

#### *Everything AP*

AP Central

[apcentral.collegeboard.com](http://apcentral.collegeboard.com)

The home base for the AP Program and AP European History. Free access to teaching tools and ideas, reviews of resources, DBQs, and old exam questions.

#### *Primary Sources*

EuroDocs: Primary Historical Documents from Western Europe

<http://library.byu.edu/~rdh/eurodocs>

Brigham Young University has a large and useful library of primary sources and links to a number of other sources. Many documents are available in both facsimile and transcribed and/or translated versions.

Internet Modern History Sourcebook

[www.fordham.edu/halsall/mod/modsbook.html](http://www.fordham.edu/halsall/mod/modsbook.html)

Another extensive source for primary sources.

## Student Activities

### History Lab 1: DBQ Grouping and Point-of-View Skills

**Objective:** Students will learn grouping and point-of-view (POV) skills for the AP European History Exam DBQ. Students work from the Course Description's list of intellectual and cultural, political and diplomatic, and social and economic history concepts that is reprinted in the course syllabus (this list of concepts can also be found in chapter 1 of this Teacher's Guide).

**Directions:**

1. Give students copies of a DBQ and a 15-minute reading and planning period, during which they plan how they would use the documents to respond to the prompt. Planning should culminate in a rudimentary chart showing how they would intend to use individual documents.
2. Divide the class into small working teams of two to four students per group. Give each group an additional set of the DBQ documents that has been cut up so that each document stands alone. I laminate each document to a piece of cardboard so I can reuse them. A colored dot in the corners helps me keep the document sets together.
3. The student teams discuss POV and document grouping for the task and decide on their arrangement. Allow plenty of time for this part of the activity so that students can ask questions and explain their choices. There are always multiple ways of grouping documents, and students find it reassuring to experience this fact by working with others.
4. After the teams have finished grouping their documents, the whole class discusses the grouping choices each team made. This is an opportunity for me to validate multiple approaches to the DBQ and dispel the notion that there is only one preferred way of responding to any DBQ. It also gives students practice in expressing POV rationales and allows me to help students hone the accuracy of their descriptions of POV.

### History Lab 2: Working with Art

**Objective:** Helping students understand and learn to work critically with works of art as artifacts of art movements and as artifacts linked to larger historical periods. Students gain practice in recognizing the characteristics of the works of art they read about and learn to articulate that understanding through discussion and application. Occasional practice helps students become more expert at dealing with art history as well as with art as historical artifact. This activity, which my students do during the Renaissance unit, works well for review, as a quiz, or as a learning activity.

**Directions:** Have students form groups of three or four. Give each group three or four works of art (in plastic sleeves or laminated on cardboard). Individually, students should write down as much as they know or can identify about the painting, including

- The artist's name and nationality
- The title of the work and its year(s)
- The school of art or genre
- Other artists who worked at that time or in that genre or style
- General characteristics of the style or genre linked to the work

## Chapter 3

- How those characteristics are (or are not) evident in that work of art
- Links to the historical era (up to three); examples can include:
  - *Historical Events*: Introduction of the railroad or Henry IV's ascension to the throne
  - *Characteristics Shared by Other Art Forms*: Portrayals of extremes of weather in Romantic literature and art, interior or psychological imagery in the art of Kandinsky or Malevich, and the writing of James Joyce
  - *Evidence and Artifacts*: Maps on the wall in a Vermeer painting connected to Dutch trade during the golden age

*Note*: It may help if students use water-soluble markers (e.g., Vis-à-Vis Overhead Transparency Markers) to divide the paintings into quadrants or thirds and then work systematically to analyze the content and style of the painting. The laminated surface of the art can be wiped clean for the next class.

The next day work on the following problems:

1. Identify and explain similarities and differences between Northern and Italian Renaissance (political-diplomatic, social-economic, intellectual-cultural)
2. Identify and analyze geographic and technological factors and their significance to the Renaissance.
3. As a class, discuss an AP syllabus concept: the rise and functioning of the modern state. What evidence does the Renaissance unit offer to help develop an understanding of this concept?

**Sources:** Three good sources of art for this exercise are discarded calendars, postcards from museum exhibitions, and illustrations from unused textbooks, magazines, and books. I cut these up and laminate them to pieces of cardboard (nongloss laminating is worth the investment so that you can reuse these cards). An additional source of art is downloads from the Internet. With these it is best to keep the size of the art to about half a sheet of paper. This method calls for a high quality laser printer and it can be expensive, so I do not use this approach often. You can also make color copies at an office supply or print services store.

Groups may work on each work of art for 10 or 15 minutes, but they should not necessarily be expected to be able to complete all of the identifications in that time (you may choose to let them use textbooks and other classroom resources). Have the entire class debrief after everyone has spent some time with the art. This gives you a chance to correct errors and verify that students have pulled what they need to know from the art.

### **The English Machine Activity**

Working in pairs or small groups, students use markers and butcher paper to create a drawing of a factory or a machine as a metaphor for the English Industrial Revolution. The factory/machine must take into account the natural, geographic, and human resources; government and economic infrastructures; markets; and so on that made it logical that England would take the early lead in the Industrial Revolution. Student products take various forms, including Rube Goldberg-like contraptions or, alternatively, early nineteenth-century-looking factory structures that gobble up laborers, including children, and spew forth textiles, pollution, and wealth. Other student inventions have depicted Great Britain as a body, with its ports' mouths and rivers as veins and arteries. Student groups appraise their own and others' products for completeness and accuracy of the Industrial Revolution metaphor.

### Duels (The Idea Game) Activity

Students are given charts with the names of 17 individuals they have studied in the Enlightenment unit (unit 4). Each name is followed by one to eight blanks that students need to fill in with attributes chosen from a list of clues or characteristics that match the individuals (about 40 total, but many are only one or two words long). The clues range from obvious to difficult, but all are based on readings from the unit (the textbook and primary and secondary sources). The game is very challenging, especially because many of the clues could apply to more than one name, but there is only one correct solution to the challenge that uses all of the clues correctly.

At the end of the allotted time, I announce that students have five minutes to work together to come up with their best version. I collect all the papers, pull one from the stack, and grade it to arrive at the class grade (thus, everyone is responsible). My three European Studies classes compete for the highest score. Everyone in the class with the most correct answers gets a perfect quiz score. Hence the title Duels—the name students gave to this exercise. For the group effort, it helps to write out all of the names and the number of blanks on the board or on a transparency.

- Cesare Beccaria
- Marie-Jean Caritat, Marquis le Condorcet
- Charles de Secondat, Baron de Montesquieu
- Madame du Chatelet [Émilie de Breteuil]
- Denis Diderot
- Marie-Therese Geoffrin
- Claude Helvetius
- David Hume
- Immanuel Kant
- Thomas Paine
- Jean Jacques Rousseau
- Adam Smith
- Voltaire
- Mary Wollstonecraft

### Cold War Activity

Working in groups of three or four, students draw from topics I have chosen (e.g., Hungarian Uprising, 1956; construction of the Berlin Wall, 1961; destruction of the Berlin Wall, 1989; Czechoslovakian Velvet Revolution, 1989; Khrushchev–Nixon Kitchen Debates, 1959) and create a three-minute videotaped feature to be shown to the class. Students research, write, and edit their story, which must include the date, place, time, event, significance, and facsimile of the location. It also must avoid historical anachronisms. The stories are evaluated according to their historical, journalistic, and aesthetic professionalism. Recently, students have begun to use sophisticated digital recording and computer editing techniques with this activity.



# Syllabus 4

**Jessica Young**

Oak Park and River Forest High School

Oak Park, Illinois

## School Profile

**School Location and Environment:** Oak Park is an economically and racially diverse but predominantly middle-class suburb just west of Chicago.

<b>Grades:</b>	9–12
<b>Type:</b>	Public high school
<b>Total Enrollment:</b>	3,200 students
<b>Ethnic Diversity:</b>	African Americans comprise 32 percent of the student population, and Asian Americans and Hispanics comprise 5 percent.
<b>College Record:</b>	Approximately 80 percent of the graduating seniors go on to attend college or junior college.

## Personal Philosophy

Knowing European history makes everything else that is going on in the world make more sense. Taking the AP European History course gives students a feeling of pride and accomplishment, in addition to a wealth of useful knowledge, and it prepares them well for their subsequent education. Moreover, European history is tremendous intellectual fun.

## Class Profile

The AP European History course is taught in three sections with between 20 and 25 students in each. About half of the students are juniors and half are seniors. Approximately half have successfully completed the AP U.S. History course, and the other half have taken the honors U.S. history course. Occasionally students who have not done honors-level work before enroll in the course.

## Course Overview

There are at least two goals in AP European History: (1) to learn the history of Europe from about 1450 to the recent past and (2) to prepare for the AP Exam. My own goals include getting to know my students and having fun with them. Classes meet every day for 50 minutes.

The AP Exam consists of multiple-choice questions, a document-based question (the DBQ), and two free-response questions (also known as thematic essay questions). Part of the AP European History curriculum, therefore, includes instruction in how to succeed at these tasks. I give frequent quizzes in one or more of these formats to provide students with the opportunity to gain experience and skill with these types of evaluations.

To learn enough material to be worth evaluating, students do a variety of activities individually and also in small and large groups. In addition to reading and writing, activities include discussions, scored discussions, lectures, and research for the quarter papers. Specific teaching strategies, including the use of The Tree (a comprehensive, three-part study resource that I developed for my students) and DBQ activities are described in the “Teaching Strategies” section in this syllabus.

### Course Timetable

The following timetable is approximate.

- The **First Quarter** (August 28–October 31) covers European history from 1450 to 1648, the end of the Thirty Years' War.
- The **Second Quarter** (November 3–January 16) covers European history from 1648 to 1815, the end of the Napoleonic Wars.
- The **Third Quarter** (January 28–March 26) covers the years from 1815 to 1917, the end of World War I and the beginning of Soviet Russia.
- The **Fourth Quarter** (March 29–June 2) covers European history from 1917 to the present.

### Unit Coverage

#### Unit 1. The End of Feudalism and the Renaissance

August 28–September 11

- Generic attributes of feudalism: agriculture, guilds, kings versus nobles, kings versus popes
- Compare and contrast the Renaissance in the south versus the Renaissance in the north
- Individualism and humanism
- Why did the Renaissance happen in Italy first?
- Burckhardt thesis
- Kelly thesis
- Heavy hitters in art, architecture, literature, and science
- In what ways was the Renaissance “new” and in what ways was it a retrieval of old ideas?

#### Unit 2. The Reformation and the New Monarchies

September 12–25

- Compare and contrast the New Monarchies in England, France, and Spain
- Foreign and domestic policy in England, France, and Spain
- Causes of the Reformation (especially political and religious causes)
- Political and religious consequences of the Reformation
- The English Reformation
- Political and religious consequences of the English Reformation
- Doctrines of Luther and Calvin compared to the Roman Catholic Church
- The Catholic Reformation and the Council of Trent
- Impact of the Reformation on women
- Peace of Augsburg

## Chapter 3

### **Unit 3. The Opening of the Atlantic, the Rise of the World Economy, the Rise and Fall of the Hapsburg Power, and the French Wars of Religion**

September 26–October 8

- Political, economic, and technological causes for the exploration of the New World
- The Golden Age of Spain
- The Commercial Revolution, bullionism, and mercantilism
- Reasons for the decline of Spain
- Revolt of the Netherlands
- Causes and effects of the Thirty Years' War
- How important was religion as a cause of the Thirty Years' War?
- Richelieu and the Balance of Power
- Stages of the Thirty Years' War
- Politiques (Bodin)
- Weber thesis
- Progress and resolution of the French wars of religion: Catherine de Médicis, St. Bart's Day, Coligny, Henry IV, Edict of Nantes
- Peace of Westphalia

### **Unit 4. Tudor/Stuart England and the Age of Louis XIV: The Success and Failure of Absolutism**

October 9–28

- Political, economic, and religious problems of James I and Charles I
- Cromwell and the English Civil War
- Domestic and foreign policy in the Stuart Restoration
- The Glorious Revolution
- Changes in religious toleration in England
- Definition and examples of absolutism under Louis XIV
- Ideology of absolutism, James I, and Bossuet
- Wars of Louis XIV
- Role of Mazarin, the Fronde, and the nobles
- Social and economic problems of Louis XIV
- War of Spanish Succession, the role of William III, and the Treaty of Utrecht

**Unit 5. England and France in the Eighteenth Century (plus Prussia, Russia, and Austria)**

October 29–November 13

- Peter the Great, reforms from above, and westernization
- Partitions of Poland, the rise of Prussia (especially social, political, economic, and military factors)
- Rise of Prussia from the Great Elector to Frederick the Great
- Multinational character of Hapsburg lands and the attendant problems thereof
- Special economic characteristics of Eastern Europe
- English and French domestic and foreign policy after Utrecht
- Bubbles
- The Seven Years' War and its consequences
- Evolution of the world economy in the eighteenth century

**Unit 6. The Scientific Revolution (plus Hobbes, Locke, and Rousseau)**

November 14–24

- Causes of the Scientific Revolution
- Political and religious implications of the Scientific Revolution
- Important people and ideas of the Scientific Revolution
- Compare and contrast Hobbes, Locke, and Rousseau

**Unit 7. The Enlightenment and Enlightened Despots**

November 25–December 4

- Economic and demographic changes in the eighteenth century
- Definition of the Enlightenment/Age of Reason
- Philosophes
- New ideas in political and social theory
- Deism
- New economic theories, end of mercantilism, laissez-faire, Adam Smith
- Enlightened despots: Catherine the Great, Frederick the Great, Maria Theresa, Joseph II—who was, who wasn't, and why?

## Chapter 3

### Unit 8. The French Revolution

December 5–19

- Distant, intermediate, and immediate causes (social, political, and economic)
- Brinton theory
- French society before the Revolution
- Causes, chronology, and periodization
- Legislation in each period
- Committee on Public Safety and the Reign of Terror
- Enduring consequences of the Revolution
- Rise of Napoleon: causes and consequences
- Napoleon's foreign and domestic policies
- Birth of nationalism
- Congress of Vienna

### Unit 9. Liberalism, Nationalism, and the Industrial Revolution, 1760–1850

January 5–28

- The Industrial Revolution: causes and development
- Who's right, the "optimists" or the "pessimists"?
- Inventions and inventors
- Development of capitalism
- Ricardo and Malthus
- Utopian Socialists
- Liberalism and how it changed over the course of the nineteenth century; Mill and Bentham
- Suffrage reform, Corn Laws, and the Chartist movement
- Labor and factory legislation
- Long-term consequences of the Industrial Revolution

### Unit 10. Romanticism and Reaction, and Marxism, 1815–1871

January 29–February 11

- Age of Metternich
- Romantic art movement
- Marxism

- Political and social upheaval in France from 1815 to 1852
- Social and political Republicans
- Revolutions of 1848 (especially in Prussia and Austria)
- Frankfort Assembly
- Rule of Napoleon III and his domestic and foreign policies
- Jews: from emancipation to anti-Semitism

### **Unit 11. England, France, and Germany: Domestic and Foreign Policy (plus the unification of Italy and a guest appearance by Russia)**

February 12–March 3

- Cavour, Garibaldi, and the unification of Italy
- Realpolitik and its art movement, realism
- Bismarck and the unification of Germany
- Bismarck's domestic policy (especially in the case of suffrage, kulturkampf, and Socialism)
- Bismarck's foreign policy before and after 1871
- New forms of Socialism in England, France, and Germany
- Increase in suffrage and social programs in England
- Cultural relativism and other cultural and intellectual changes in the late nineteenth century: science, psychology, anthropology, Freud
- Franco-Prussian War, Paris Commune, and the formation of the Third Republic
- Social and political changes in Russia from 1848 to 1881
- Social and cultural changes in England, France, and Germany from 1871 to 1914: La Belle Époque, fin de siècle, bras, and bicycles

### **Unit 12. Imperialism and World War I**

March 4–15

- Alliance systems
- Arms race
- Scramble for Africa and other imperialist rivalries
- Russo-Japanese War
- Role of nationalism in provoking the war (especially in the Balkans)
- Economics of the new imperialism and how it was different from the old imperialism
- Goals and expectations of each combatant in 1914 (also the Schlieffen Plan and Plan 17)

## Chapter 3

- Goals and expectations of the United States, Woodrow Wilson's War Aims, self-determination, and the Fourteen Points
- How the war was fought and won
- Relative importance of the different causes of the war
- Versailles Treaty
- Consequences of the Versailles Treaty (also evaluation of the Versailles Treaty)
- What happened to Russia in the war

### Unit 13. Russia, 1881–1939

March 16–25

- Domestic policy of Alexander III
- Agricultural and industrial conditions in Russia
- Russo-Japanese War and the Revolution of 1905
- Stolypin's reforms and other responses to the Revolution of 1905
- Role of the intelligentsia
- Different radical groups and their competing ideologies
- Events leading up to the February (or March) and October (or November) Revolutions of 1917
- How Lenin and the Bolsheviks took control
- Lenin's domestic and foreign policies (including "war communism" and New Economic Policy)
- Succession of Stalin; Stalin's domestic policies (toward nationalities, collective agriculture, kulaks, factories)
- How Stalin consolidated his position as dictator; Stalin's fight with Trotsky
- Purges of the 1930s
- Stalin's foreign and domestic policies/the Five-Year Plans
- Lenin and Stalin: In what ways were they good Marxists? In what ways were they not?

### Unit 14. The World Between the Wars, and World War II

March 26–April 8

- Why were England and France less susceptible to totalitarianism than Italy and Germany?
- Definition of fascism and the history of its rise
- How did Germany recover from defeat in World War I?
- Diplomatic "countdown to catastrophe"
- World economy in the interwar period

- Role of the Great Depression in leading up to World War II
- Holocaust
- Role of the Versailles Treaty in leading up to World War II
- Events leading up to the outbreak of World War II
- How the war was fought and won
- Compare and contrast the origins of World War I with the origins of World War II
- Compare and contrast the peace settlements after World War I with the peace settlements after World War II

### **Unit 15. Postwar International and Domestic Politics and Changes in the World Economy**

April 19–26

- Origins of the Cold War, Truman Doctrine, Marshall Plan, United Nations, atomic arms race, policy of containment
- Military conflicts in the Cold War
- Move toward European economic and political unity
- Individual economic recoveries of England, France, and Germany
- Détente
- French politics in the Fourth and Fifth Republics (including the role of De Gaulle)
- Dismantling of colonialism by England and France
- Efforts to oppose Russian domination in Eastern and Central Europe (especially in Hungary, Poland, Yugoslavia, and Czechoslovakia)
- Social policy in Britain and France
- Khrushchev's de-Stalinization policy
- Russia under Brezhnev and Gorbachev
- Collapse of the Soviet Union
- Unification of Germany
- World economy from 1945 to 2001

### **Unit 16. Twentieth-Century Culture, Feminism, Demography, and Philosophical Movements**

April 27–May 3

- Existentialism
- Twentieth-century art
- Youth movement of the 1960s



## Chapter 3

- The Green Movement and other environmentalists
- Literature, music, theater, movies, and deconstructionism
- Women's movement and changes in women's roles in society, politics, and the economy

### Course Planner

My syllabus takes the form of handouts called Weekly Weeks. Each handout covers one week. Students receive a total of 32 Weekly Weeks, one per week, for the course. Because of their length, only the first six Weekly Weeks for the course are presented here. But Robert Sanderson was right. Teachers love to share! If you want more, please e-mail me at [jyoung@oprfs.org](mailto:jyoung@oprfs.org).

The course textbook is the ninth edition of Robert R. Palmer, Joel Colton, and Lloyd Kramer's *A History of the Modern World*. Textbook reading assignments are identified in the Weekly Weeks by abbreviations such as "RRP." They are supplemented with photocopies of primary and secondary sources, which are far too numerous to list individually here. These groupings of photocopied readings and images are identified in the Weekly Weeks as packets. Some of the sources for the materials in the packets for the first six weeks of the course are listed in the "Teacher Resources" section of this syllabus.

#### Weekly Week 1

*Hey, Euro!* On Wednesday at 7:15 a.m. and again at 3:15 p.m., I will give a short lecture on how to attack your first-quarter research paper. Come if you want to.

#### Thursday, August 28

*Today:* Class orientation in which we meet each other and discuss goals, expectations, and procedures. We also get ready to start unit 1, which covers the end of feudalism and the Renaissance.

*Tonight:* Begin reading RRP pages 1–54. Concentrate more on the end of the reading than the beginning because we are looking for background causes of the Renaissance and turning points from the medieval period to the early modern period. As you read, try to figure out what is new or different about the Renaissance and what events may mark the changes.

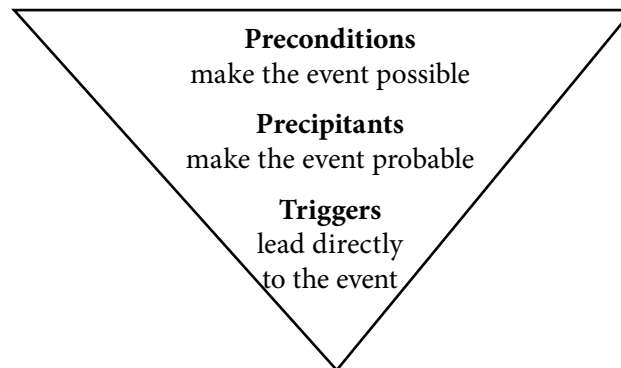
#### Friday, August 29

*Today:* Welcome to your first-quarter research paper, the interpretive biography writing assignment, and its accompanying annotated bibliography (see "Student Activities" in this syllabus for a description of the assignment). Plus, the skeleton of European history from 1450 to 1991.

*For Tuesday:* Finish RRP up to page 54 and read pages 54–68 as well as the chapter on women in the Renaissance from *Women and Gender in Early Modern Europe*. As you read, focus on noticing Renaissance values or ideals.

#### Tuesday, September 2

*Today:* Introducing a useful acronym for factors in history (SPERM: Social, Political, Economic, Religious, Military), plus an introduction to a triangle for talking about causes. We will also create a chart using the readings in RRP to organize the factors leading up to the changes we associate with the conclusion of the medieval period of European history. Bring your Tree leaves for the Renaissance, and we will do our first triage.

*A Causality Triangle*

In general, and working from the bottom up, the causality triangle shows that there are more general ideas or conditions, or maybe -isms, at the bottom (preconditions) and that progress toward the event becomes more and more specific. Use the model to organize what you know about causes of events to (1) facilitate multicausal explanations, (2) determine which among several causes might be the most important, and (3) periodize the history of an event.

*Tonight:* Read the Renaissance packet. Look for ways in which the authors embody characteristics of the Renaissance. As you go about learning about the Renaissance—and everything else—check your Tree for possible thematic essay questions and for the chart summary of the heavy hitters in this period.

**Wednesday, September 3**

*Today:* Welcome to the Renaissance—it's time to get reborn! We'll discuss the primary and secondary sources you read yesterday in your packet.

*Tonight:* Read the Joan Kelly chapter on women and the Renaissance and also the selection from *A History of Their Own*.

**Thursday, September 4**

*Today:* We will talk about women in the Renaissance and the Kelly chapter.

*Tonight:* Read RRP pages 68–77 and the Humanities packet.

**Friday, September 5**

*Today:* The art of the Renaissance and your first crack at a DBQ, this one on Renaissance education.

*For Monday:* Read RRP pages 77–82 and the documents in the Renaissance Education DBQ and the Did Women Have a Renaissance? DBQ. Also, have a look at the “Can You Do the DBQ?” writing guide in your Tree (this guide can be found in the appendix in this Teacher's Guide).

## Chapter 3

### Weekly Week 2

There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.

—Niccolò Machiavelli (1469–1527)

Intellectual passion drives out sensuality.

—Leonardo da Vinci (1452–1519)

NOT!

—JY (1951– )

*Hey, Euro!* Looking for primary sources for your first-quarter paper? Try the Internet Modern History Sourcebook at [www.fordham.edu/halsall/mod/modsbook.html](http://www.fordham.edu/halsall/mod/modsbook.html).

To make this week's work easier, use the resources in your Tree: the thematic essay questions for the Reformation, the *How to Do the DBQ* writing guide, and the study guide questions.

### Monday, September 8

*Today:* Education during the Renaissance and your first crack at responding to a DBQ.

*Tonight:* Read RRP pages 82–90 and the chapter on European population growth from *Aspects of European History, 1494–1789*.

### Tuesday, September 9

*Today:* General attack for writing responses to thematic essay questions. The model is “How did the Renaissance in the North differ from the Renaissance in the South?”

*Tonight:* Read the Background to the Reformation packet and the chapter from *Thirty-two Problems in World History*. Bring RRP to class tomorrow along with the thematic essay questions for the Renaissance from your Tree.

### Wednesday, September 10

*Today:* We will collaborate on writing responses to some thematic essay questions.

*Tonight:* Study for Quiz 1. You are accountable for RRP pages 54–71, all packets and other readings from August 29 through September 8, and the two DBQs assigned for September 8.

### Thursday, September 11

*Today:* Quiz 1

*Tonight:* Read the chapter about men and ideas in the sixteenth century from *Western Civilizations* and make a chart comparing the New Monarchies in England, France, and Spain. Consider all of the SPERM factors. This activity is your first “safety net” for 20 points. Please note that it is a learning activity, *not* an art project!

Since tomorrow is the day after the quiz, we will get ready for unit 2, which covers the Reformation and the New Monarchies, by doing a triage of your Tree. Bring the appropriate leaves for the Reformation, the Counter Reformation, and the New Monarchies.

## Friday, September 12

*Today:* We will debrief the quiz and triage your Tree.

*For Monday:* Read a selection from *European Society, 1500–1700*.

## Weekly Week 3

Here I stand; I can do no other. God help me. Amen.

—Martin Luther (1483–1546)

A man with God is always in the majority.

—John Knox (1505–1572)

## Monday, September 15

*Today:* The New Monarchies: What's new about 'em? Who in the heck are the Hapsburgs? SPERM dichotomy between England, France, and Spain on the one hand and "Italy" and "Germany" on the other. A reprise of your useful phrase ("They were afraid of universal monarchy") for all early modern politics.

*Tonight:* Read RRP pages 90–96 and the article on Martin Luther from *Interpretations*. (*Interpretations* is our school's magazine of superior writing. It won the AHA Beveridge Prize for Teaching in 2001.)

## Tuesday, September 16

*Today:* What started the Reformation and what was it about? Political problems of the Reformation and the Catholic response.

*Tonight:* Read RRP pages 97–112, the Calvin's TULIP packet, and the nifty digest of causes that was created by Steven Goldberg, another teacher at our school. Remember, TULIP stands for:

Total depravity (individuals cannot save themselves)

Unconditional election (God chooses to save people regardless of their personal merit)

Limited atonement (God does not choose everyone; the sacrifice of Christ is only for the elect)

Irresistible grace (once God chooses someone, that person is drawn to God)

Perseverance of the Saints (the elect cannot lose their salvation; once a person is God's, that person is God's forever)

## Wednesday, September 17

*Today:* Left and right in Christianity, plus a description of different dogmas.

*Tonight:* Read the Tetzel primary source packet and the Henry VIII primary source packet.

## Thursday, September 18

*Today:* We will talk about the Tetzel and Henry VIII packets.

*Tonight:* Read RRP pages 112–18 and the Women in the Reformation packet. Also, please have another look at the chapter on European population growth in *Aspects of European History, 1494–1789* (the September 8 reading) and the selection from *European Society, 1500–1700* (the September 12 reading). Come prepared to make some generalizations about what's going on in marriage, birth and death rates, social classes, and so on.

## Chapter 3

### Friday, September 19

*Today:* Day by day with Eustace and Eulalia European. Demography, death, daily diet, and dandy digressions.

*For Monday:* Read RRP pages 118-33.

### Weekly Week 4

Teach us, good Lord, to serve Thee as Thou deservest:

To give and not count the cost;

To fight and not heed the wounds;

To toil and not seek for rest;

To labor and not ask for any reward

Save that of knowing that we do Thy will.

—Prayer for Generosity (1548)  
St. Ignatius of Loyola (1491–1556)

### Monday, September 22

*Today:* Causality, faith, and politics in England. Meanwhile, back at the ranch, the Roman Catholic Church responds with the Council of Trent.

*Tonight:* Read RRP pages 133-40 and the Spread of Calvinism packet.

### Tuesday, September 23

*Today:* Protestants and women, more comparative dogma, and tying up loose ends about religion and politics.

*Tonight:* Read the Kennedy packet. Also, please bring your Tree leaves for the Reformation and your leaves for the thematic essay questions on the Reformation.

### Wednesday, September 24

*Today:* Thematic essay questions on the Reformation.

*Tonight:* Study for Quiz 2. You are accountable for RRP pages 71–97 and the packets and other readings from September 9 through September 18.

### Thursday, September 25

*Today:* Quiz 2

*Tonight:* Read RRP pages 133-41 and the chapter on Spain in *The Rise of the Atlantic Economies*. Bring the appropriate Tree leaves for unit 3, which covers the opening of the Atlantic, the hapless Hapsburgs suffering through economic and military catastrophes, the frenzied French fighting for faith, and everybody's favorite, the Thirty Years' War (sections 11–16 of RRP).

### Friday, September 26

*Today:* We will debrief the quiz and triage your Tree.

*For Monday:* Read the Sovereignty packet, the Spanish Empire packet, and the Philip II packet.

## Weekly Week 5

I want the natives to develop a friendly attitude toward us because I know that they are a people who can be made free and converted to our Holy Faith more by love than by force.

—Christopher Columbus (1451–1506)

The Germ is mightier than the Sword.

—William H. McNeill (1917– )

## Questions of the Week

- What are the factors that led to the Atlantic being explored first by the Portuguese and the Spanish?
- How can we explain Spain's plummet from the top of the heap to a second-class power?

## Monday, September 29

*Today:* Ribbon cutting as Spain opens the Atlantic and money makes the world go 'round. Economics, social classes, and some nifty new "-isms" (bullionism, imperialism, and mercantilism). Plus, East is East and West is Best.

*Tonight:* Read the Thirty Years' War packet and the Dutch packet.

## Tuesday, September 30

*Today:* It's parent visitation day! Invite your parents to join us as the hapless Hapsburgs are hounded, haunted, and harassed. Plus, Spain has an ill-advised war with the Dutch in which the English are the victors. We will also talk about the Kennedy packet and the chapter on Spain in *The Rise of the Atlantic Economies*.

*Tonight:* Read RRP pages 143-53 and the Mannerism packet.

## Wednesday, October 1

*Today:* Art in the Siglo de Oro and other places.

*Tonight:* Read RRP pages 153-60 and the chapter on advances in Europe's art of war from *The Pursuit of Power*.

## Thursday, October 2

*Today:* We will talk about the Sovereignty packet and the changing art of war in the sixteenth and seventeenth centuries.

### Question of the Day

Trace the changes in the relationship between politics and economics and military organization from the late medieval period to the first half of the early modern period (1453-1648). How did the Thirty Years' War mark a turning point in military history?

*Tonight:* Read RRP pages 160-67, the Sweden as a Great Power packet, and the Henry IV packet.

## Chapter 3

### Friday, October 3

*Today:* Meanwhile, France is a mess. Nobles and religion pose prickly problems.

*For Monday:* Read the chapter about witchcraft from *Women and Gender in Early Modern Europe*, the documents from the Witch DBQ, and the Richelieu packet.

### Weekly Week 6

Paris is well worth a Mass.

—*and*—

I want there to be no peasant in my realm so poor that  
he will not have a chicken in his pot every Sunday.

—Henry IV (a.k.a. Henry of Navarre) (1553–1610)

Ding Dong! The witch is dead.

—E. Yip Harburg (1898–1981)

### Monday, October 6

*Hey, Euro!* I am not in class because it is Yom Kippur and I am busy atoning for my sins. Be nice to your sub and be super-helpful to your student leader. Also, be sure to take good notes to share with your friends who are absent today.

*Today:* They're down but not out! The Hapsburgs get ready for a rematch. Today you will talk about the Thirty Years' War and all its stages, and the brand-spanking new Balance of Power.

*Tonight:* Read RRP pages 167-80 and selections from *New Dimensions in Military History*.

### Tuesday, October 7

*Today:* Thematic essay questions for the age of Hapsburg supremacy and the religious wars (1555–1648).

*Tonight:* Study for Quiz 3. You are accountable for RRP pages 97–141 and the packets and other readings from September 23 through October 2.

### Wednesday, October 8

*Today:* Quiz 3

*Tonight:* Read RRP pages 180-86, the little Louis XIV packet, and the Science and Splendor packet. We will get ready for unit 4, which covers Tudor/Stuart England, the age of Louis XIV, and absolutism, by doing a triage of your Tree. Bring the appropriate leaves.

### Thursday, October 9

*Today:* We will debrief the quiz and triage your Tree for the age of Louis XIV and the sad saga of the sorry Stuarts.

*Tonight:* Read the Louis XIV packet.

## Friday, October 10

*Today:* DBQ lesson with witches. We will practice coming up with theses for this DBQ.

*For Monday:* Write your response to the DBQ we worked on in class today and read the selections from *The Splendid Century*.

## Teaching Strategies

Mine is a rather “old school” course, relying heavily on intellectual history. We read, we talk, we organize and impose meaning on information. When I must be absent, student leaders run the class either in lecture or discussion format, depending on the curriculum.

My course uses great visual sources, both political cartoons and artwork. Some of the visual sources include sixteenth-century Reformation political cartoons, Hogarth engravings, Daumier engravings on war and on French feminism, nineteenth-century underwear advertisements, German political cartoons about World War I, “Heckling Hitler” anti-Nazi political cartoons from 1930 to 1945, and others. Students also draw and discuss lots of maps.

Students write four research papers, one for each quarter, over the course of the year. The topics of these papers are interpretive biography, social/cultural history, historians and historiography, and one topic of their choice. The best of the students’ work is published in *Interpretations*, our history division’s journal of superior student writing. In the time between the administration of the AP Exam and the end of the school year, students work on their fourth quarter paper, a visual closure project. The assignment sheets for the quarter research papers and the post-exam project can be found in the “Student Activities” and “Post-AP Exam Assignment” sections in this syllabus. I encourage my students’ creativity by having them design our class European history t-shirt.

During the first, third, and fourth quarters we go out to dinner for fun. We have eaten at French, Italian, German, and Greek restaurants that are within a 20-minute driving distance of the school. I also invite everyone in the class to my house for dinner after the AP Exam is over, whether they took the exam or not.

Some of the specific tools I use to teach my course are thematic essay activities, DBQ activities, art days, and the Tree.

### Thematic Essay Activities

For this nongraded learning activity, students are assigned two thematic essay questions from the back of their Trees. The two questions address different parts of the unit on which they will be tested. Working in groups of three, students collaborate on formulating a thesis and collecting evidence to support it. Then they write their theses on the board and we discuss them as a class, troubleshooting for errors and calling attention to the identifications. Sometimes I write the questions and sometimes I use questions from past AP Exams and other sources.

### DBQ Activities

The DBQ lesson (or drill) is done in class as a non-graded learning activity. Working individually, students have 15 minutes to read and group the documents of a DBQ and formulate a thesis. Then as a class we talk about the documents and the different ways they can be grouped, critique students’ theses, identify the different opportunities to do point of view, and so on. The idea is to give students plenty of practice at performing these skills under timed conditions.



## Chapter 3

When “DBQ, I Love You!” appears in a Weekly Week, students know they will be doing a graded DBQ exercise. They do four of these exercises, one per quarter, over the course of the year. The idea is to show students that they can indeed do all of the required skills (i.e., formulating a thesis, organizing three groups of documents, using point of view three times, and so on) if they are not rushed. The first two DBQ exercises are done at home; the second two are done in class under timed conditions. Because we do not have 60-minute periods, students gather in the auditorium for the 15-minute reading period before school starts, return their materials to me, are strictly admonished not to discuss the documents or otherwise compromise the integrity of the exercise, and complete the writing part of the exercise in 45 minutes during class time.

### Art Day

On Art Day we learn about art. Each Art Day focuses on the art that was done during whatever time period or in whatever area we are studying. I try to accomplish two things with Art Day. First, I want to help students identify art from particular periods. Second, I want to relate the production of art to the politics, culture, and religion of the age and place we are studying at the time.

Art Day is low tech. I have books full of pictures. I show them to my students and we talk about them. Before I start adding new pictures and ideas, I usually pick up where we left off at the end of the previous Art Day. I show students some of the earlier era’s artwork so they can see how the artwork of the current era reacts to or evolves from the old. Art Day is very cozy and fun. I sit in my comfy chair in the front of my classroom and my students seat themselves around me, usually in a semi-circle with some of them on the floor. When students see Art Day on a Weekly Week, they usually say (and I am not making this up), “Oh, goody! Art Day! *Sweet!*”

### The Tree

Each student receives a copy of the Tree at the beginning of the year. The Tree is a three-part study resource that students use all year long. The first part of the Tree contains writing style guides, exam preparation tips, help sheets on document grouping and point of view, thematic essay questions arranged by time period, and so on. The second part of the Tree is a section by section study guide for the text book. It lists the identification terms (IDs) to be found in the section and poses study questions to check comprehension. The last part of the Tree is a compilation of a variety of study sheets like timelines, lists of useful dates, important maps, and more. Some of these study sheets and content and writing guides, including “Instantaneous Art Through the Ages” and “Responding to Thematic Essay Questions,” have been reproduced in the appendix of this Teacher’s Guide.

The middle part of the Tree is a section-by-section study guide to the textbook. When I wrote the Tree, I put in every possible identification and question I could think of. Not every identification or question is given the same weight, however, because each year I teach the course a little differently and the class does not always find the same concepts or skills difficult from year to year. While some teachers might require their students to write the definitions to the identifications and the answers to the study questions, I do not. However, some of my students find it helpful to do so on their own.

Students use their Trees in a variety of ways; some use them for studying and some for review. The Tree is an integral part of the course and students use it all the time in class. I am blessed to work at a school with a generous photocopying policy, so I can continually update and add to the Tree. This is no small resource; currently it is a little over 400 pages long. It is called the Tree because when I plopped the first one on the desk of the first student he said, “Dang! You cut down a whole tree for this!”

An entire in-house vocabulary based on alliteration and tree metaphors has grown from the name of this resource. Because the Tree is photocopied on three-hole paper, students can store it in a binder and

remove only the pages, or *leaves*, they need for a particular unit or class. When a Weekly Week instructs students to “bring your Tree leaves for the Reformation,” for example, students know to bring those pages from their Trees that pertain to the sections in the textbook that cover the Reformation. Each leaf covers one section of the textbook. When a Weekly Week tells students “we will triage your Tree,” students know to bring the appropriate textbook section pages and be prepared to go through the identifications and questions on them with me. I tell my students what they absolutely need to know on these pages and what is peripheral to the main themes of the unit. When a Weekly Week asks students to “rake the leaves of your Tree for information,” students know to look through their Trees to find materials that will be useful for an upcoming class discussion or an in-class collaborative thematic essay activity.

Two leaves from the middle part of the Tree, the section-by-section textbook guide, are reproduced here to give you an idea of what the heart of the Tree looks like. The first leaf covers the Reformation; the second leaf covers the Counter Reformation. Students work with these leaves when they are studying unit 2. The leaves for the first several units are longer than those for rest of the course because it takes some time for students to get used to the speed and detail the course demands from them. Later units also comprise more than one chapter of the textbook.

**Tree Leaf for Chapter 2, Section 9: The Protestant Reformation**

Identify:

popery (no, *not* potpourri)

Questions:

1. What three streams contributed to religious upheaval?
2. What made the new ideas “revolutionary”?

***Luther and Lutheranism***

Identify:

Martin Luther	sacraments	Peace of Augsburg (1555)
justification by faith	transubstantiation	“Cuius regio . . .”
justification by works	excommunication	John Tetzel
indulgences	Diet of Worms (1521)	priesthood of all believers
95 Theses	Schmalkaldic League	Ecclesiastical Reservation
Leo X		

Questions:

1. How was Luther’s interpretation of the sacraments different from the Catholic Church’s?
2. What was Luther’s idea about locus of authority for religion?
3. What were Luther’s ideas about temporal authority?
4. How did peasants respond to Luther’s message and how did Luther feel about it?
5. Which group had success against the Catholic Church and the Holy Roman Empire, and why?
6. With whom did Francis I ally and why?
7. What were the terms of the Peace of Augsburg? Who were the “winners” and who were the “losers”?

## Chapter 3

### *Calvin and Calvinism*

Identify:

John Calvin	predestination	calling
<i>Institutes of the Christian Religion</i>	the elect	covenants
	Huguenots	John Knox
consubstantiation		

Questions:

1. What were the doctrinal differences between Calvinism and Lutheranism?
2. What was Calvin's notion of predestination?
3. What were Calvin's ideas about the relationship between religion and politics?
4. What was Calvin's model Christian Community at Geneva?
5. How was Calvin's religion more international than Luther's?

### *The Reformation in England*

Identify:

Henry VIII	Act of Supremacy	Mary Tudor a.k.a. Bloody
<i>Defense of the Seven Sacraments</i>	Thomas More	Elizabeth I a.k.a. The Great recusants
Catharine of Aragon	<i>Utopia</i>	
Anne Boleyn	Edward VI	The Thirty-Nine Articles

Questions:

1. What were Henry's motives for breaking with the Catholic Church?
2. How did Henry's break with the Church increase his power in England?
3. Why was Mary's attempt to revive Catholicism doomed to failure?
4. What were the consequences of enforced Protestantism on relations between Ireland and England?

### *The Consolidation of Protestantism by 1560*

Identify:

Max Weber	<i>Protestant Ethic and the Spirit of Capitalism</i>
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Questions:

1. What were the common ideas of Protestantism?
2. How important were economic changes for the spread and acceptance of Protestantism? What does R. R. Palmer say?
3. What were the effects of Protestantism on women and the family?

**Tree Leaf for Chapter 2, Section 10: Catholicism Reformed and Reorganized**

Identify:

Catholic Reformation	Fifth Lateran Council	tridentine
Counter Reformation	Council of Trent	

***The Council of Trent***

Questions:

1. What were the developments leading up to the Council of Trent?
2. What were the results of the Council of Trent? Two kinds of tasks?
3. What abuses in Catholic organization were reformed? How?

***The Counter Crusade***

Identify:

Pope Paul III	Ursulines	high papalism/ "ultramontanism"
Jesuits	St. Vincent de Paul	
Oratorians	St. Ignatius Loyola	

Questions:

1. What were the activities of the new religious orders?
2. What were the special characteristics and activities of the Jesuits (e.g., missionary, political, educational, etc.)?
3. How did nation-states enforce religious conformity, both Protestant and Catholic?

**Student Evaluation**

Student evaluation is based on quizzes, DBQs, quarter research papers, final exams, "safety nets," and a post-AP Exam project.

- **Quizzes.** Each unit closes with a quiz that lasts for one 50-minute class period and is worth 100 points. Before each quiz students collaborate to form theses and adduce evidence for relevant thematic essay questions that I have collected from Released Exams and other sources. The quizzes consist of 25 multiple-choice questions and a thematic essay question to be selected from perhaps 3 choices. The multiple-choice questions are worth 2 points each and the essay is worth 50 points. I record the multiple-choice score separately from the essay score so that I can have my grading program drop the lowest multiple-choice score each quarter.
- **DBQs.** Each quarter students also respond to a DBQ that is worth 100 points. During the first and second quarters, students respond to the DBQ at home; during the third and fourth quarters, they respond to the DBQ in class under timed conditions.
  - *First Quarter:* Usually the Renaissance Education DBQ from the 1993 Released Exam, Witch (1980), or Did Women Have a Renaissance? (1978)
  - *Second Quarter:* Usually Dutch Wars (1996), Gin Laws (1988), or Peterloo Massacre from the REA test preparation book (pages 434-39)

## Chapter 3

- *Third Quarter*: Usually Russian Peasants (1999), German Nationalism (1998), Pan-Slavism (1992), Woman Suffrage (1989), British Sudan Crisis (1986), Juvenile Crime (1985), or Corn Laws from the ARCO test preparation book (pages 33–43)
- *Fourth Quarter*: Usually Civil Peace in Germany (2003)
- **Quarter Research Papers**. Every quarter students write a research paper that is worth 200 points.
- **Final Exams**. At the end of the first semester, students take a cumulative multiple-choice final exam that covers the course from 1450 to 1815. Following school policy, the final is worth 10 percent of their semester grade.
- **Safety Nets**. I provide my students with occasional safety nets, take-home learning activities like charts, timelines, and other tools for organizing knowledge. Safety nets are usually worth 20 points, and there are never more than 2 nets per quarter. The value of safety nets is that they give students who have a hard time with quizzes a safety net to catch them. As a rule, students like the nets because the nets help them learn, and students appreciate the opportunity to earn points outside of quizzes and papers.
- **Post-AP Exam Project**. After the AP Exam, students work on a visual closure project that is worth 100 points.

## Teacher Resources

Campbell, Miles W., Niles R. Hold, and William T. Walker. *Test Preparation Book for the Advanced Placement Examination: European History*. Piscataway, N.J.: Research and Education Association (REA), 1996.

Levy, Joan U., and Norman Levy. *ARCO AP European History*. New York: Prentice Hall, 1993.

Palmer, Robert R., Joel Colton, and Lloyd Kramer. *A History of the Modern World*. 9th ed. Boston: McGraw-Hill, 2002.

## Selected Sources for Packet Readings

Packets consist of photocopies of readings from primary and secondary sources that come from an array of readers and many of the books in my personal collection (if materials you wish to reproduce are not in the public domain, you may have to seek reprint permission from the author or publisher). A number of the packet readings in the first six Weekly Weeks come from the resources listed here.

Anderson, Bonnie S., and Judith P. Zinsser. *A History of Their Own: Women in Europe from Prehistory to the Present*. Rev. ed. Vol. 2. New York: Oxford University Press, 2000.

Bernthal, Peter A. "The Peasants' Revolt: Martin Luther's Political Test." *Interpretations* IX (1996):1–4.

This is our history division's journal of student writing, which is published annually. The journal won the American Historical Association's Beveridge Prize in 2001.

Bridenthal, Renate, Claudia Koonz, and Susan Stuard, eds. *Becoming Visible: Women in European History*. 2nd ed. Boston: Houghton Mifflin, 1987.

- Davis, Ralph. *The Rise of the Atlantic Economies*. Ithaca, N.Y.: Cornell University Press, 1973.
- Elton, G. R., ed. *Renaissance and Reformation, 1300–1648*. New York: Macmillan, 1968.
- Gay, Peter, and R. K. Webb. *Modern Europe Since 1815*. 2 vols. New York: Harper and Row, 1972-73.
- Gustavson, Carl G. "A Preface to History." In *Thirty-two Problems in World History: Source Readings and Interpretations*, edited by Edwin Fenton, 99–108. Chicago: Scott, Foresman, 1964.
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- Lewis, W. H. *The Splendid Century: Life in the France of Louis XIV*. Garden City, N.Y.: Doubleday, 1957.
- McNeill, William H. *The Pursuit of Power: Technology, Armed Force, and Society Since A.D. 1000*. Chicago: University of Chicago Press, 1987.
- Sherman, Dennis, ed. *Western Civilizations: Images and Interpretations*. 3rd ed. Vol. 1. New York: McGraw-Hill, 1991.
- Tierny, Brian, Donald Kagan, and L. Pearce Williams, eds. *Renaissance Man: Medieval or Modern?* 3rd ed. N.p.: McGraw-Hill College, 1976.
- Tilly, Louise A., and Joan W. Scott. *Women, Work, and Family*. New York: Methuen, 1987.
- Trevor-Roper, H. R. *The European Witch Craze of the Sixteenth and Seventeenth Centuries, and Other Essays*. New York: Harper and Row, 1969.
- Weber, Eugen, ed. *The Western Tradition: A Book of Readings from the Ancient World to the Atomic Age*. Boston: D. C. Heath, 1959.
- Weigley, Russell F., ed. *New Dimensions in Military History: An Anthology*. San Rafael, Calif.: Presidio Press, 1975.
- Wiesner, Merry E. *Women and Gender in Early Modern Europe*. 2nd ed. New York: Cambridge University Press, 2000.
- Witt, Mary Ann Frese, et al. *The Humanities and the Modern World*. 5th ed. Vol. 2. Boston: Houghton Mifflin, 1997.
- Witt, Mary Ann Frese, et al. *The Humanities: Cultural Roots and Continuities*. 5th ed. Vol. 1. Boston: Houghton Mifflin, 1997.

## Student Activities

### Quarter Research Papers

#### First Quarter Paper: Interpretive Biography

Find out a lot about a person who interests you who was relevant to European history between 1450 and 1648. Use the life of the person you choose to study to enrich your understanding of the period in which that person lived and worked. Be sure to consider the appropriate social, political, economic, religious, and military events or issues through which your person lived.

This assignment requires you to read at least one full-length biography. You will also want to read some articles about your subject or other works of history in which your subject is considered. Your paper will interpret your subject's life by discussing it in the context of that person's time, evaluating that person's importance, judging that person's contributions, successes, and failures by that person's own standards or those of modern times. In short, your *insight* needs to be present in your paper. You will also explain to your reader the *meaning* of your subject's life. That means that naturally you will need a thesis that states what the meaning is. Of course, you will *not* use the first person in your writing.

The following list provides the names of some possible subjects by their country. You need my approval to write about someone who is not on the list.

<b>England</b>
Henry VII, Mary Tudor, Mary Queen of Scots, Sir Walter Raleigh, Sir Francis Drake, Oliver Cromwell, James I, Charles I, John Knox, Christopher Marlowe, Anne Boleyn, Christopher Wren, George Fox, Lady Margaret Beaufort, Anne Cooke Bacon, Margaret Cavendish, Henry VIII, Elizabeth I, Sir Thomas More, Thomas Cranmer, Edward VI, John Milton, Louis XI.
<b>France</b>
Louis XIII, Louis XIV, Henry IV, Catherine de Médicis, Marie de Médicis, Gaspard de Coligny, Cardinal Richelieu, Jules Mazarin, John Calvin, François Rabelais, Francis I, Mme. de Maintenon (Françoise d'Aubigné), Henry II (of France!), Jean Bodin, Marguerite of Navarre, Anne of Austria, Mme. de Sévigné (Marie de Rabutin-Chantal)
<b>Germany (even though it is not a country yet)</b>
Charles V Holy Roman Emperor, Albrecht von Wallenstein, Martin Luther, Johann Fugger, Johann Gutenberg, Martin Behaim, Johannes Schöner, Katharina von Bora
<b>Italy (even though it is not a country yet)</b>
Pope Julius II, Pope Alexander VI, Pope Leo X, Leonardo da Vinci, Christine de Pisan, Lucretia Borgia, Cesare Borgia, Lorenzo de Médicis, Cosimo de Médicis, Michelangelo, Petrarch, Baldassare Castiglione, Niccolò Machiavelli, Giovanni Boccaccio, Dante Alighieri, Benvenuto Cellini, Girolamo Savonarola, Isabella d'Este, Sophonisba Anguissola, Artemisia Gentileschi
<b>Spain</b>
Tomás de Torquemada, Isabella of Castille, Ferdinand of Aragon, Philip II, Ignatius Loyola, Ferdinand Magellan, Vasco Da Gama, Francisco Pizarro, Ferdinand Cortés, Cervantes, El Greco, Diego de Velázquez, Duke of Alva (Fernando Álvarez de Toledo), Don Juan of Austria, Duke of Parma (Alessandro Farnese), Charles II (of Spain!), Bartolome de Las Casas, Joanna the Mad, Christopher Columbus
<b>Other Countries</b>
Gustavus Adolphus, Erasmus, Nicolaus Copernicus, William of Orange a.k.a. "The Silent," Axel Oxenstierna, Rembrandt van Rijn, Jan Vermeer, Hugo Grotius, Baruch Spinoza, William III (also of Orange), Ulrich Zwingli, Levina Teerlinc, Margaret of Parma, Queen Christina of Sweden

The paper you decide to write should be five typed and double-spaced pages (normal-sized font and margins). Be prepared to hand in two copies of your annotated bibliography. Follow the style sheet and use citations copiously for crediting purposes and also for discussion. I prefer footnotes, but endnotes are also acceptable.

In general, the longer you think about your project and the more you talk about it, the better your question will be, the better your understanding will be, the better your thesis will be, and therefore the better your paper will be. You cannot begin your first quarter paper too soon. See me in advance of catastrophe, okay?

### **Second Quarter Paper: Social and Cultural History, 1450–1648**

Find out a lot about an experience in everyday life of early modern Europe. Choose from among various classes, genders, and ages under various conditions in different countries. The idea is to understand the experience from the point of view of those who were living it, and also to put the experience in a broader context—to interpret it as a reflection of the values and limitations of the times, and the trends of change it may represent. That is a lot of thinking and learning! Then choose an assertion you know is true and want to prove to your reader: that is your thesis.

Your paper should be five typed, double-spaced pages (normal-sized font and margins). Be prepared to turn in two copies of your annotated bibliography.

Select your choice of topics from the list below, or speak to me about devising a project of your own.

1. Choose one elite art form (e.g., dance, music, painting, theater, opera) and trace its development in one country over the time period in question.
2. Compare/contrast one elite art form in a shorter period of time in two different European countries.
3. Discuss the role of women in a certain class, or as contributors to a certain art form, in one European country for the time period in question.
4. Discuss the lives of the poor in two different places in the time period in question.
5. Discuss daily life of a certain nonelite social class in one country in the time period in question.
6. Discuss folk art, folk tales, or folk music as a reflection of the lives of the poor and the values of the culture.
7. Discuss changes in demographic patterns of family life in one country over time, or compared between two or three countries at the same time.
8. Pick one aspect of culture and compare/contrast that aspect in popular and elite culture.
9. Pick an aspect of culture and discuss how it changed with changes in technology.
10. Pick an aspect of culture and discuss how the middle class affected it.
11. Discuss changes in education for women.
12. Discuss fashion as it reflects changes in culture and technology.
13. Discuss sexual mores among the rich and poor in one country.
14. Discuss cartoons as religious and political propaganda.



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15. Discuss patterns of courtship in one country.
16. Discuss demographic changes in Europe (one country over a longer time span, or compare two countries over a shorter time span).
17. What did regular people do for entertainment? Consider sports, festivals, and other gatherings.
18. Discuss changes in ideas about personal hygiene.
19. Discuss the roles of children and the concept of childhood in Western Europe.
20. Compare social developments in Eastern Europe to those in Western Europe.
21. How did science and medicine change social and cultural outlooks?
22. How did different demographic groups in one country mark life cycle events like birth, marriage, and death?
23. Discuss class antagonisms in Eastern or Western Europe.
24. How did literature/theater/art (pick one) reflect social changes in Europe between 1648 and 1789?
25. What were the official rules for manners and behavior among the elite of a given country, and what do they tell you about the society?
26. How was popular culture in a given art form in a given country different from the elite form of the same art in the same country?
27. Discuss the role of coffee houses or bars in eighteenth-century England.
28. Discuss travel literature in eighteenth-century England.
29. Discuss censorship in France during the *ancien régime*.
30. Discuss the food, diet, and meals among the lower or middle classes.
31. Discuss homosexual culture among a particular class in a particular country.
32. Discuss medical care and medical education.
33. Discuss nursing and wet-nursing of babies among different classes.
34. Discuss literacy rates and reading preferences in one social class, or compare the rates of two classes or two countries.
35. Discuss changes in roles, social status, and images of actresses in English theater.

### Third Quarter Paper: Historiography and Historians

Your goal is to write an essay discussing different historians' treatments of one topic in European history from the period 1450 to 1991, *or* the body of work of *one* historian. Your paper should be five typed, double-spaced pages (normal-sized font and margins). Be prepared to turn in two copies of your annotated bibliography. It remains true that the best work, produced by the most contented students, is achieved by those who begin promptly.

**For Historiography:** After reading and pondering the works you have chosen, write a paper discussing your topic in light of the similarities and differences between the works you have read. *Or* write a paper discussing the historical debate surrounding the event or issue you have chosen.

You may try to discover a trend in historical interpretation or trace how the different interpretations of your topic changed over time. If you are really good, you can relate the historiographical changes to

the other cultural ideas of the period in which they were written. Sometimes historians argue over the interpretation of events or personalities. Discuss their different positions. How do the combatants use the same evidence or different evidence to make their points?

Here are some ideas, but not an exhaustive list, to consider as you read and prepare to write:

- What is each author's thesis?
- What are each author's political, social, religious, or economic biases?
- What is the context in which each work was written?
- Do the authors consciously argue with each other or refer to each other?
- Are the authors doing the same kind of history?
- How does each work contribute to an understanding of the topic?
- Do the authors contradict each other? If they do, what sense can you make of their disagreement?
- What are the authors' motives?
- Are any of their interpretations generally accepted?
- Have any of their interpretations been accepted in the past but are now discredited?
- What evidence does each author use?
- What questions remain unasked or unanswered?

**For Historians:** You will read several of your historian's works and you will also read assessments by other historians of your historian's works. In your paper discuss your historian's contributions to scholarship, personal point of view, changes in how the works are perceived by other historians, ways in which the works reflect the time in which they were written, or ways in which the works reflect their author's ideological biases.

Here is a partial list of topics that may be fruitful to pursue.

- The Brothers Grimm
- Metternich/The Congress of Vienna
- Origins of World War I
- The Renaissance: Did it exist or not?
- Social or economic origins of the Reformation
- Social or economic origins of the French Revolution
- Roles of peasants or ideology in the French Revolution
- Witchcraft: how much of it was anti-woman?
- How destructive was the Thirty Years' War?
- Weber thesis

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- Did the Industrial Revolution hurt or improve the conditions of the workers?
- Whig interpretation of history
- Role of (or the importance of) Bismarck/Napoleon/Louis XIV/Lenin/Peter the Great
- Religious aspects of the Enlightenment
- Relationship between the American and French Revolutions
- How effective was enlightened despotism?
- Trial of Galileo
- “Crimes” of Columbus
- Meaning of the Revolutions of 1848
- The Military Revolution
- Role of the middle class (the “Gentry Controversy”) in the English Civil War
- “General Crisis” of the seventeenth century
- Origins of the Holocaust: intentionalists versus functionalists
- Personality and/or morality of Robespierre
- Everyday life in Stalinist Russia: “totalitarians” versus revisionists
- Historiography of prostitution
- Freud: Where did his ideas come from? How “scientific” was he?

Here is a partial list of historians who may be interesting to investigate.

The Annales School

Roland Bainton

Marc Bloch

Jakob Burckhardt

Herbert Butterfield

Edward Hallett Carr

Natalie Zemon Davis

Sidney Bradshaw Fay

Peter Gay (on the Enlightenment, Freud, Weimar Germany)

Edward Gibbon

Georg Hegel

Eric J. Hobsbawm

Paul Johnson

Joan Kelly

Georges Lefebvre

Thomas Babington Macaulay

Lewis Namier

Henri Pirenne

Leopold von Ranke

George Rudé

Philippe Ariès

Geoffrey Barraclough

Fernand Braudel

Edmund Burke

Thomas Carlyle

Robert Darnton

Lucy S. Dawidowicz

Francois Furet

M. Dorothy George

Edith Hamilton

Raul Hilberg

Olwen Hufton

John Keegan

Paul M. Kennedy

Emmanuel Le Roy Ladurie

William H. McNeill

R. R. Palmer [Robert R.]

Eileen Power

Sheila Rowbotham

Albert Soboul

Oswald Spengler  
R. H. [Richard Henry] Tawney  
E. P. Thompson [Edward P.]  
Arnold Toynbee  
H. R. Trevor-Roper [Hugh Redwald]  
Cecil Woodham-Smith

John Addington Symonds  
A. J. P. [Alan John Percivale] Taylor  
Alexis de Tocqueville  
G. M. Trevelyan [George Macauley]  
Barbara Tuchman  
C. V. Wedgwood [Cicely Veronica]

### Fourth Quarter Paper: Your Choice

This is the last thing you will write for AP European History. Yes, it has to be about European history from 1450 to 2001. Pick from one of the following three choices.

**Choice 1:** Write a thoughtful essay responding to one of the following tasks. Use any sources you wish. Make it as long as it needs to be to be good. You are *not* required to do any research, but if you cite sources or quote the work of others, please turn in two copies of your annotated bibliography. Possible choices for your essay (or select another with my approval) include:

- Argue the case that European history is really the history of conquest.
- Argue the case that European history is really the history of technology.
- Discuss how the role of the church has changed between 1450 and 1990.
- Compare the relative benefits and harms of nation-states and empires.
- Compare religion and patriotism as factors in European history.
- Discuss famous “nutcases” in history.
- Answer the questions “How much impact can one individual have on history?” and “Which individuals have had the greatest impact on European history?”
- Examine the role(s) of -isms in history.
- Discuss the observation that “in disorder there is a kind of freedom” and use examples from European history.
- Discuss the assertion “Wilhelm II was the person most responsible for all the disasters of the twentieth century.”
- Describe how to run a successful European country.

**Choice 2:** Discuss and interpret any patterns you may have noticed in any area of European history. You may consider trends in culture, politics, economics, religion, or relationships between the SPERM factors. You are encouraged to make interesting cross-factor, cross-country, or cross-time connections.

**Choice 3:** Discuss and interpret the trends or themes in political, cultural, and intellectual development you perceive in any one European country (you may choose from England, Germany, Russia, or France).

### Post-AP Exam Assignment

#### Visual Closure Project

Devise and be able to defend a visual project that is relevant to European history from 1450 to 2001. It is supposed to be a *learning tool* for you and for others.

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You may create a map or series of maps, piece of art, graph, table, pie chart, concept map, flow chart, family tree, cartoon or series of cartoons, or something else with my approval.

You may choose to use other kinds of media like videos, music videos, original artwork (encouraged), *PowerPoint* (not encouraged), or miscellaneous evidence of genius. If your idea falls into these categories, *talk to me first!*

You must provide a bibliography showing the sources for your information.

What kinds of information can you use to make visual projects? Here are some ideas to turn into charts, graphs, timelines, or tables.

- **Military statistics.** Casualties of different wars, costs of wars, deaths from combat versus deaths from disease, numbers of soldiers in different armies during a war, production of various weapons over time, death statistics for different tyrants, proportion of male population in uniform, fatality rates.
- **Demography.** Population growth, rise or decline of birth rates, infant mortality rates, death rates, deaths from disease, marriage rates, age at first marriage, average number of children born to a marriage, changes in proportion of the population in given occupations, changes in proportion of the population in different religions, union membership, suffrage, literacy rates, number of books published, amount of education, proportion of income spent on food or shelter.
- **Economics.** Rise and fall of interest rates, rise and fall of the price of gold, rise and fall of the price of wheat, rise and fall of spending deficits, average annual income of different classes, gross national product, number of books published, imports and exports, changes in tariff rates, changes in national debt, comparative value of different national currencies at one time and at different times, comparative production of food, comparative production of natural resources, coal, steel or electricity.
- **Politics and Culture.** Family trees of important ruling families (make sure it is not too easy), timelines of zeitgeists and ideologies, maps of changing borders (be careful not to choose ones that are too easy), maps of migrations, maps of literacy, maps of locations of printing presses.

# Chapter 4

## The AP Exam in European History

### Exam Nuts and Bolts

The AP European History Exam is designed as a comprehensive end-of-course exam for a college-level survey course in European history from the High Renaissance (c. 1450) to the present. It is generally administered in early May. Students have three hours and five minutes to take the exam.

The exam consists of two sections: a multiple-choice section and a free-response, or essay, section. The free-response section is further divided into three parts: one document-based question (DBQ) and two thematic essay questions. The following table provides a breakdown of the two sections and parts, the percent of the total grade each is worth, the number of questions, and the time allotted to complete them.

Section	Percent of Total Grade	Number of Questions	Time Allotted	Reading Period
<b>Section I</b>	<b>50%</b>	80 multiple-choice	55 minutes	
<b>Section II</b>	<b>50%</b>			15 minutes
Part A	22.5%	1 essay (DBQ, no choice)	45 minutes	
Part B	13.75%	1 essay (out of 3 choices)	35 minutes	
Part C	13.75%	1 essay (out of 3 choices)	35 minutes	

AP grades are awarded on a 1 to 5 scale, with 1 being the lowest and 5 the highest. A grade of 3 or higher demonstrates college-level mastery.

### Section I: Multiple-Choice

In section I of the exam, students have 55 minutes to answer 80 multiple-choice questions. The multiple-choice questions all have five answer choices, of which one is the best answer. The questions cover the time periods and themes specified in the Course Description. The following tables show the distribution of the multiple-choice questions.

Periods Covered	Approximate % of Multiple-Choice Questions
1450 to the French Revolution and Napoleonic Era	50%
French Revolution and Napoleonic Era to the Present	50%
Nineteenth Century	25%
Twentieth Century	25%

Themes Covered	Approximate % of Multiple-Choice Questions
Political and/or Diplomatic History	30–35%
Social and/or Economic History	30–35%
Cultural and/or Intellectual History	30–35%

Multiple-choice questions vary in type. Some are identification questions; many involve historical reasoning skills like cause and effect, change over time, and comparison and contrast. A significant number have stimulus material like quotations, maps, tables, charts, works of art, or political cartoons. You can find sample multiple-choice questions in the Course Description.

## Section II: Free-Response

The free-response section of the exam takes 2 hours and 10 minutes to complete and consists of 3 separate sections called parts A, B, and C. Part A is the DBQ, which all students must answer. Parts B and C each contain three free-response questions (sometimes called thematic essays). Students must answer one question from part B and one from part C.

Section II begins with a 15-minute reading period, which students are advised to use for planning their DBQ answer and, time permitting, their free-response answers. After the reading period is over, students have 1 hour and 55 minutes to write their essay responses, and they are responsible for pacing themselves. Students are advised to allow 45 minutes to answer the DBQ and 35 minutes for each of the two free-response questions. You can find sample DBQs and free-response questions on the AP European History Course Home Page at [apcentral.collegeboard.com](http://apcentral.collegeboard.com) (click on *Exams* and then on *Exam Questions*).

## Preparing for the AP Exam

Preparing for the AP Exam requires planning. It is not enough to teach the course thoroughly and expect students to be ready for the exam. In addition to planning effective review sessions in the weeks before the exam, you should review material repeatedly throughout the year. Consider the following suggestions when you plan your review time.

- **Do not wait until April (or early May) to begin reviewing for the AP Exam.** Experienced teachers use a wide array of review quizzes and activities throughout the year. One important concept for students to master is periodization. Assembling a study guide of significant dates and periods in European history is essential if students are to perform well on certain free-response questions (see the appendix for “Dates and Periods in European History,” a sample periodization study guide). Periods quizzes can be done in small chunks throughout the year, gradually building on what has already been covered. The bulk of your quizzes will most likely be those that review vital information from previous units. For example, you might give a 10-question fill-in-the-blank quiz in late October to cover the Renaissance material you taught in September. If students do poorly on the quiz, make them take another one within a day or two and insist that they master the material. Mix multiple-choice quizzes with other forms of testing to help students practice generating their own answers.
- **Give cumulative multiple-choice exams during the year.** While assembling full-length multiple-choice exams may be time consuming, the pay-off for students is significant because it requires them to master material regularly throughout the year. A method experienced teachers often use involves giving cumulative exams at the end of the first quarter, the first semester (or trimester), and the third quarter. Cumulative exams are critical for forcing students to recall material, especially material from early in the year (e.g., the Renaissance, Reformation, Religious Wars, Commercial

Revolution, etc.). Some teachers go so far as to make *each* exam during the year cumulative, although this practice is not the norm.

- **Give free-response exams that span several units.** It is easy for a first-time teacher to get locked into compartmentalizing the course into units and testing students only on information that is specific to a certain unit. One way of breaking away from the “unit trap” is to give free-response exams that span several units. Before the unit exam, advise your students on which areas they will be held accountable. For example, a unit exam on the age of absolutism might include a free-response question that asks students to compare and contrast the seventeenth-century absolute monarchs with the New Monarchs of the early- to mid-sixteenth century. The debriefing sessions that follow each unit exam serve as a powerful mini-review for the AP Exam, especially with free-response questions that cover several units of information.
- **Assign numerous multiple-choice exams for practice throughout the year.** There are many resources for multiple-choice questions. College textbook publishers almost always offer test banks to accompany their texts. Numerous AP prep books are available at your local bookstore. Excellent Web sites containing practice questions continue to proliferate. Certain companies specialize in producing multiple-choice exams and selling them to schools (with a minimum number of booklets required per order). Do not forget the AP European History Electronic Discussion Group (EDG), an outstanding venue for sharing materials. Some veteran teachers compile their own practice test books that they give to students as a study tool prior to cumulative exams. Nonetheless, taking class time to discuss practice exams is a valuable way to review. And if you can obtain practice exams with explanations for each question, or write the explanations yourself, then that is all the better.

For teachers who place considerable emphasis on review, the following suggestions may improve the effectiveness of those sessions.

- **Build study time into your class schedule.** In a perfect world, teachers would finish the course in early- to mid-April and spend about a month reviewing for the AP Exam. The real world, however, may not allow for more than a week or two of review. Therefore, when planning your syllabus it is paramount that you schedule time for in-class review before the exam and that you keep to this schedule throughout the school year.
- **Do not try to review everything.** Think about it. It takes you about eight months to teach the entire course, so it is impossible to review in the space of two to three weeks all of the material you have covered during the year. Assign quizzes on certain areas you would like to review and assign practice multiple-choice exams as well. This way, students can do much of their reviewing at home for the objective portion of the exam. Remember that the AP Exam offers students a variety of choices in the free-response section. Students do not need to answer every question! If you do a good job of reviewing a number of themes, students should find themselves well prepared to answer at least one of the three free-response question choices for each of the two thematic essays on the exam.
- **Organize each study session into thematic units.** While students may not necessarily need your help in reviewing a practice multiple-choice test (especially if it includes explanations), they desperately need you to connect historical events to themes. Plan to divide your study sessions so that you cover the entire scope of the course. For example, you might spend one day reviewing themes for the Renaissance. Another day might be devoted to the Reformation and Wars of Religion. Another session might focus on the Scientific Revolution and the Enlightenment. The final review session might cover the twentieth century, or perhaps post-World War II Europe. The idea is to cover major themes in the course that are likely to be tested on the exam and to avoid the themes like military history that rarely see the light of day. Use free-response questions from past AP Exams as a launching point for discussion and review. This plan will also give you an opportunity to review



the various types of questions students might be required to address (e.g., “compare and contrast,” “to what extent,” “analyze the ways,” etc.).

- **If possible, schedule additional study time before or after school or on weekends.** The variations on supplemental study sessions are endless. Some teachers invite students to their home on a Saturday for several hours of review. Others offer study sessions before or after school. Some teachers encourage students to organize their own study sessions via study groups. Supplemental study sessions can help build a team atmosphere in the days and weeks prior to the exam and give students extra confidence. One problem with supplemental sessions is that not all students will be able to attend, so building in several weeks of study time during the school day is essential.
- **Look for ways to maximize study time.** There are numerous effective review strategies. Some teachers use a more traditional seminar format while others employ strategies like a Jeopardy-style activity. Try to avoid having students do in study sessions what they can better do at home. For instance, having students complete a practice multiple-choice exam (such as a Released Exam) as homework rather than during an in-school study session may be a better use of time. Assign practice multiple-choice exams, DBQs, and free-response questions for homework so that your study sessions at school can be interactive.
- **Review for the DBQ.** Because the DBQ is largely a skills-based exercise, students must be thoroughly acquainted with the basic core-scoring guide. Many teachers conduct in-class DBQ drills throughout the year to focus on various skills. Assigning DBQs for homework with subsequent discussion in class is an effective way of maximizing study time in school while giving students practice at home. Some teachers with smaller classes may even score one or two DBQs the week before the exam.
- **Assign Released Exams in the weeks prior to the AP Exam.** Find as many of the Released Exams as you can and use them as a review tool. Exams have been released for 2004, 1999, 1994, 1988, and 1984. While only the 2004, 1999, and 1994 exams are currently available for purchase from the College Board Store ([store.collegeboard.com](http://store.collegeboard.com)), the College Board’s *APCD: European History*, also available for purchase from the College Board Store, contains abridged versions of the 1984, 1988, and 1994 exams and is a superb resource.

## Exam Strategies

The AP Exam is a mental and physical challenge, and preparing students for it involves more than increasing their familiarity with the exam’s format, timing, and types of questions. You should also spend time teaching your students test-taking strategies, explaining the importance of physically preparing their bodies for exam day, and briefing them on what they need to bring to the exam.

- **To guess or not to guess, that is *the* question!** A frequent topic of discussion among AP teachers concerns whether or not students should venture to guess on multiple-choice questions when they are unsure of the answer. Unfortunately, there is no absolute answer to this question. Some students are outstanding guessers, while others guess poorly. One strategy for determining whether students should guess is to have students answer all of the questions on a Released Exam, circling those questions they would have left blank. When totaling their scores, students can then figure out if they scored higher by leaving questions blank (and avoiding the .25-point penalty for each circled question they missed) or if they scored higher by guessing on those questions. Students who complete this procedure for two or three Released Exams will have a reasonably clear idea about whether or not they should leave problematic questions blank. If you prefer a more relaxed approach, you can offer your students this guideline: If you can eliminate one or two options from the choices offered, go ahead and guess. If not, leave it blank and move on.

- **No cramming the night before the exam and no donuts in the morning.** Emphasize to your students the importance of getting a good night's sleep and eating healthily in the days prior to and, especially, on the day of the AP Exam. If your carefully prepared study sessions have gone as planned, you can enthusiastically assure your students that they are very well prepared for the exam (although the majority of them may still not feel that way). Suggest to your students that they eat a healthy breakfast in the morning and a light lunch before the exam in the afternoon.
- **What to bring to the exam.** Students do not always realize how physically exhausting it is to take an AP Exam, so you need to warn them of the pitfalls of hunger and thirst. Encourage them to bring a healthy snack or some high-energy food or drink to consume during the break to provide an extra kick for the writing sections of the exam. Remind students to bring several pencils or pens so they will have a backup if one fails.
- **Last-minute instructions.** If you are able to meet with your students (even briefly) on the day of the exam, remind them to
  - avoid spending too much time on any single multiple-choice question,
  - double-check each multiple-choice question number with the question number on their bubble sheet to make sure they are properly aligned (especially if they skip questions),
  - cover all of the major points in the core-scoring guide for the DBQ (especially the three groupings and a minimum of three points of view), and
  - answer the DBQ and essay questions, or least give the Readers some evidence that they meant to.

## Test Security

As an AP teacher you want to be certain that your students' hard work is fairly evaluated and rewarded. It is, therefore, in your interest and your students' interest to be vigilant in observing and reporting any test irregularities that you may observe or discover. As an educator you are probably also concerned about modeling and teaching intellectual and personal integrity, another reason to insist on rigorous ethical standards with your students.

What can you do? First, of course, you must be sure that your school follows the official procedures for administration of the exam. You must be sure that your students know the rules of confidentiality. You will certainly not ask your students to reveal information about the multiple-choice section of the exam about which they have made a written promise not to reveal. And, as difficult as it is, you will report any instances of cheating you discover to your AP Coordinator or to representatives of ETS. Students need to know that adults stand up for honesty as much as they need to have valid scores on their exam.

## Other Classes on Exam Day

If the AP European History Exam is scheduled for the afternoon, it is likely that your students will ask you if they should attend their morning classes before taking the exam. If your school has an official policy that answers this question, inform your students of it and to follow it whether you agree with it or not. If there is no official policy, you will have to decide, in consultation with your colleagues, whether students can be excused from other classes on the day of the exam. Sometimes parents take the position that their children should attend all of their classes no matter what.

## After the Exam

### AP Grade Reports

AP grades are reported to students, their schools, and their designated colleges in July. Each school automatically receives an AP Grade Report for each student, a cumulative roster of all students, rosters of all students by exam, an AP Scholar roster for any qualifying students, and a *AP Instructional Planning Report*. (Note: Data for students testing late with an alternate form of the exam are not included in this report.) For a fee, schools may also request their students' free-response booklets.

### Using the AP Instructional Planning Report

Schools receive the *AP Instructional Planning Report* for each of their AP classes in September. The report compares your students' performance on specific topics in the AP Exam to the performance of students worldwide on those same topics, helping you target areas for increased attention and focus in the curriculum. To get the most out of the report, please read the interpretive information on the document. It explains how the data, when used correctly, can provide valuable information for instructional and curricular assessment as well as for planning and development. Contact your school's AP Coordinator for this report.

### AP Credit Policy Information

Colleges use AP Exam grades as evidence of a student's abilities and achievements when they make their decisions regarding whether or not to grant credit and/or advanced placement. AP Central maintains a database of college and acceptance policies at [www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy). This AP Credit Policy Info search engine allows you to find a school by name and read its AP acceptance policy. You may also want to consult the Higher Education page on AP Central (<http://apcentral.collegeboard.com/colleges>), which has links to a number of informative articles about colleges and credit policies.

### Class Projects to Do After the Exam

*The AP Exam is administered before the end of the school year for almost all high schools. You may have as little as one week left in the school year, or perhaps as much as a month of class time remaining after the exam. What can you do to make this time valuable for your students?*

Teachers have a broad range of options based both on personal preference and school policy. Some teachers organize a European history film fest, with or without a written component. Some teachers require a paper, a group presentation, or a creative project. Others focus on current events, applying their students' knowledge of European history to contemporary problems. Still others ask their students to create their own DBQs. The time after the AP Exam is a good time to focus on topics of particular interest to you or your students that you may not have had time for prior to the exam. For a sample post-AP Exam assignment, see Jessica Young's syllabus in this Teacher's Guide. The following list of post-AP Exam activities will be sure to have something that fits your teaching style and your school's requirements.

- **Play Games.** Have a tournament of "Diplomacy," a popular game published by the Avalon Hill Game Company that is a good simulation of Great Power politics in the years leading up to World War I. Go to Avalon Hill's Diplomacy Page at [www.wizards.com/default.asp?x=ah/prod/diplomacy](http://www.wizards.com/default.asp?x=ah/prod/diplomacy) and click on *Where to Buy* for a list of retailers near you that carry this board game.

- **Research.** Assign a research paper if you have not had time to do one during the year. Encourage your students to choose a topic in which they have a personal interest. After all, now they do not have to focus on what will be most relevant for the AP Exam.
- **Do a Project.** Assign a creative European history project. It could be a video, *PowerPoint* presentation, collection of music, original composition, original artwork, short story, or something else. Such a project can be intended as a learning tool or as an avenue for students to express their personal responses to what they have learned, or both.
- **Write a Book.** Have your students create children's books on different episodes in European history and then share them with children in the local schools.
- **Hold a Film Fest.** Watch and discuss movies about periods in European history, or have your students research the historical accuracy of such films.
- **Go on Field Trips.** Take trips to local museums to see European art or go to local restaurants to experience European food.
- **Be Travel Agents.** Let your students plan an imaginary trip to someplace or some time (1450–2001) in Europe.
- **Form a Book Club.** Organize your class into a book club (or clubs). Read and discuss fiction from different historical periods or different countries in the same period, or read historical fiction.
- **Record Oral History.** Conduct oral history interviews with members of your community who may have lived through important moments in European history, or invite these people to your classroom as guest speakers.

**Examine Current Events.** Research, discuss, or research *and* discuss how different themes, events, and movements in European history have affected (or are affecting) current international events.

# Chapter 5

## Resources for Teachers

### How to Address Limited Resources

An effective AP European History program does not necessarily need to be an expensive one. There are ways to economize on resources without compromising on quality. The key is to be creative and think outside the box.

Your biggest expense will most likely be textbooks. Instead of purchasing new textbooks, you may be able to find another school in your area that has older textbooks it can give to you, or perhaps it has a surplus of the textbooks it is presently using. School libraries that frequently discard their older texts may be willing to pass them along to schools that can make use of them. If you are using older textbooks, you may need to correct inaccuracies or out-of-date information for your students.

Regardless of how you acquire your textbooks, unless students can afford to purchase their own each year, a hardbound edition is a must because the books will need to last for a number of years (in some cases, over a decade). Plan on obtaining extra copies so that the inevitable attrition caused by lost and damaged books does not leave you with more students than texts. Getting extra copies from the beginning is especially important because even the latest editions of textbooks can go out of print after only a few years.

#### **Taking the Long-Term View on AP Resources**

During my AP teaching experience, I have learned to prioritize the resources I need for my course. AP teachers should first examine what types of resources they can obtain for free. Publishing companies usually will supply teachers with not only a text to review but also with many of the ancillaries like transparencies, test banks, and instructor's manuals. This method has worked well for me at both my current school, Houston Christian High, and my former school, Central Arkansas Christian Schools in North Little Rock.

Furthermore, teachers should give their school's librarian a list of desired videos. Many librarians are more than happy to include teacher-requested resources in their budget. The most important way to build on one's resource list is to think long term. Adding one to two resources each year has helped me tremendously.

—Eddie Carson, Houston Christian High School,  
Houston, Texas

The use of primary sources is an essential component of a college-level history program. If the purchase of new primary source readers at the outset is beyond your school's budget, find out what important primary source readings experienced teachers use with their students and then locate these documents on the Internet. The four syllabi in chapter 3 and the syllabi that are available on AP Central are good places to start. Making photocopies of the primary sources you find is less expensive than purchasing readers. Although Web sites are protected by the same copyright laws as other printed materials, many of

the primary sources used in AP European History are in the public domain. If documents are copyright protected, consult the fair use doctrine of the copyright act to determine whether or not the reproduction of the material you wish to distribute qualifies as fair. See the U.S. Copyright Office's Web site at [www.copyright.gov/fls/fl102.html](http://www.copyright.gov/fls/fl102.html) for an explanation of the fair use provision (section 107). When you have collected and legally copied your sources, you may want to staple them together for each unit (or groups of units) so that you can use them again with future classes.

The test banks that publishers provide with their textbooks are often too specific (or flawed) for the purposes of the AP curriculum. Many teachers turn instead to review books when preparing students for the AP Exam. Some schools purchase class sets of review books. These books are relatively inexpensive and can be purchased by students if the school cannot afford a class set. If you do not plan to use a review book until the spring when students begin reviewing for the AP Exam, you may be able to come up with a creative way of building a class fund throughout the year for purchasing the books. Some students sell their review books to other students the following year and recoup some of their cost. An outstanding resource for test and review items is the AP European History Electronic Discussion Group (EDG), where teachers generously exchange advice and materials. This valuable and ever-changing resource is free of charge, which makes it a real bargain.

#### Sharing AP Courses

In my small, rural high school in the northern California foothills, with an enrollment of about 600 students in grades 9–12, we offer 10 AP courses, including the 2 I teach, AP European History and AP Art History. We have been able to offer this many AP courses because we have a community that understands and values the benefits of the AP Program. Consequently, the administration has often been willing to allow AP courses to have fewer than 20 enrolled students.

We have also maximized our AP offerings and enrollments by sharing a few of our AP courses, such as art history, calculus, and physics, with the other high school in the district. This school has an enrollment of about 900 students, is on roughly the same bell schedule, and is less than a 10-minute drive away. Students from either school may register for AP and other elective courses that are not offered at their own school. District transportation is provided for students who do not drive.

We began our AP European History program in the district in this way in 1998. In 2000 the other high school began to offer AP European History as well, and now often has two sections of AP European History, while my typical enrollment is between 18 and 25.

—Jennifer Norton, Argonaut High School,  
Jackson, California

## Resources

AP European History teachers have access to thousands of resources related to teaching and exploring European history, including a vast number of historical works, textbooks, supplementary readers, exam preparation guides, multimedia, games, and more. The proliferation of Web sites related to European history has made even more resources available. In no way can this Teacher's Guide provide a comprehensive list of everything that is available to you. After perusing the resources listed here, your next stop should be the Teachers' Resources area on AP Central, where you will find a vast compilation of teacher-written reviews of many different kinds of resources specific to AP European History. It is a good place to visit if you are debating which textbooks, primary sources, videos, journal articles, and other supplementary materials to use in your course.

It is important to understand that no one resource in this bibliography is favored over another and that inclusion of particular publications, films, videos, CD-ROMs, Web sites, or other media does not constitute

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endorsement by the College Board, ETS, or the AP European History Development Committee. Some of the print works on the list are no longer being published, but you may find individual copies for sale on the Internet or in used book stores.

### AP European History Publications

An important set of resources is the official AP European History publications published by the College Board. They are available for purchase online from the College Board Store ([store.collegeboard.com](http://store.collegeboard.com)), or you can order them by mail.

College Board. *APCD: European History*. CD-ROM. New York: The College Board and Educational Testing Service, 1999.

This can be purchased for home use or for networks with a license. It features the abridged versions of the 1994, 1988, and 1984 AP Exam. Demo packages for single users and schools can be downloaded without charge from AP Central. Available for both Windows® and Mac.

College Board. *AP European History Released Exams*. New York: The College Board, various dates.

A complete copy of the AP European History Exam is released approximately every five years. The 2004, 1999, and 1994 Released Exams are currently available for purchase.

College Board. *AP Vertical Teams Guide for Social Studies*. New York: The College Board, n.d.

AP teachers and middle and high school teachers have found this publication useful for guidance in establishing a Social Studies Vertical Team.

### Atlases and Historical Resources

Reference works that provide historical and comparative maps, statistical information, and tools for analyzing them are invaluable to the AP European History teacher. The titles that follow are standard classic works with which you should quickly become familiar.

AHA Essays on Global and Comparative History. Various Titles. Washington, D.C.: American Historical Association, various dates.

Barraclough, Geoffrey, ed. *The Times Concise Atlas of World History*. 6th ed. Maplewood, N.J.: Hammond, 2002.

Davidson, James West, and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection*. 5th ed. Boston: McGraw-Hill, 2004.

*Hammond Historical World Atlas*. Rev. ed. Union, N.J.: Hammond World Atlas Corporation, 2000.

Magosci, Paul Robert. *Historical Atlas of East Central Europe*. Rev. ed. Seattle: University of Washington Press, 2002.

Mitchell, B. R. *International Historical Statistics, Europe 1750–2000*. 5th ed. New York: Palgrave Macmillan, 2003.

Palmer, Robert R., ed. *Historical Atlas of the World*. Chicago: Rand McNally, 1997.

Penguin Historical Atlases. Various Titles. New York: Penguin Books, various dates.

## Textbooks

The textbooks in this section represent some of the ones most often used in AP European History classrooms. Because textbooks are revised so frequently, only the publishers are given here and not the specific edition or year of publication. For reviews of specific textbooks, visit the Teachers' Resources area on AP Central. The reviews often include information about the textbook's ancillary materials as well. For discussions about the merits and uses of different textbooks, we recommend participating in the EDG.

Cannistraro, Philip V., and John J. Reich. *The Western Perspective: A History of Civilization in the West*. Belmont, Calif.: Thomson/Wadsworth.

Chambers, Mortimer, et al. *The Western Experience*. Boston: McGraw-Hill.

Chodorow, Stanley, et al. *The Mainstream of Civilization*. Ft. Worth: Harcourt Brace Jovanovich.

Esler, Anthony. *The Western World: A Narrative History, Prehistory to the Present*. Upper Saddle River, N.J.: Prentice Hall.

Greaves, Richard L., et al. *Civilizations of the West: The Human Adventure*. New York: Pearson Education.

Hunt, Lynn, et al. *The Making of the West: Peoples and Cultures: A Concise History*. Boston: Bedford/St. Martin's Press.

Kagan, Donald, et al. *The Western Heritage*. Upper Saddle River, N.J.: Prentice Hall.

Kishlansky, Mark, et al. *Civilization in the West*. New York: Pearson Longman.

Lerner, Robert E., et al. *Western Civilizations: Their History and Their Culture*. Formerly by Edward McNall Burns, et al. New York: W. W. Norton.

McKay, John P., et al. *A History of Western Society*. Boston: Houghton Mifflin.

Merriman, John. *A History of Modern Europe: From the Renaissance to the Present*. New York: W. W. Norton.

Palmer, R. R., et al. *A History of the Modern World*. New York: Alfred A. Knopf.

Perry, Marvin. *Western Civilization: A Brief Survey*. Boston: Houghton Mifflin.

Spielvogel, Jackson J. *Western Civilization: A Brief History*. Belmont, Calif.: Thomson/Wadsworth Learning.

Sullivan, Richard E., et al. *A Short History of Western Civilization*. 2 vols. New York: McGraw-Hill.

## Primary Source Readers

Readers are frequently revised, so only the publisher is given for the books listed in this section, not the specific edition or year of publication.

Camp, Wesley D., ed. *Roots of Civilization*. New York: John Wiley & Sons, Inc.

Kishlansky, Mark A., ed. *Sources of the West: Readings in Western Civilization*. New York: Pearson Longman.



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Mitchell, Allan, and Istvan Deak, eds. *Everyman in Europe: Essays in Social History*. Englewood Cliffs, N.J.: Prentice Hall.

Mock, David B., ed. *Legacy of the West: Readings in the History of Western Civilization*. New York: Longman.

Ozment, Steven, and Frank M. Turner, eds. *The Many Sides of History: Readings in the Western Heritage*. New York: Macmillan.

Perry, Marvin, et al., eds. *Sources of the Western Tradition*. Boston: Houghton Mifflin.

Sherman, Dennis, ed. *Western Civilization: Sources, Images and Interpretations*. Boston: McGraw-Hill.

Sowards, J. Kelley, ed. *Makers of the Western Tradition: Portraits from History*. Boston: Bedford Books.

Thompson, Karl F., ed. *Middle Ages, Renaissance, and the Reformation*. Vol. 2 of *Classics of Western Thought*. San Diego: Harcourt Brace Jovanovich.

Weisner, Merry E., et al. *Discovering the Western Past: A Look at the Evidence*. Boston: Houghton Mifflin.

## Secondary Sources and Monographs

The amount of European history scholarship continues to proliferate rapidly while historical interpretations and approaches continue to change. The result is that any list of secondary sources stands a good chance of being out of date almost as soon as it has been composed. Therefore, instead of providing you with a potentially stagnant list of titles in this section, we encourage you to continue your European history education by perusing the many reviews in the Teachers' Resources area at AP Central. New reviews on informative and useful secondary sources and monographs are constantly being added by teachers and professors who have evaluated them for their appropriateness to the AP European History course.

## Journals

Journals are often the best source for the latest thinking on a subject. They are also good sources for book reviews. Most of the ones on the following list are published quarterly, and articles from many of them can be read on the Internet free of charge.

*American Historical Review*

*History Teacher*

*History Today*

*Journal of Modern History*

*Journal of Social History*

*Past and Present*

*Signs: Journal of Women in Culture and Society*

## Multimedia

### Television Documentaries

More and more television documentaries are available on video and DVD. Some of the networks and cable channels that produce these documentaries also provide related supplementary materials, Web sites, and teacher resources.

Art of the Western World. Produced by WNET/New York. VHS. Santa Barbara: Intellimation, 1989.

The nine one-hour videos, hosted by Michael Wood, include the following programs:

- No. 1, *The Classical Ideal*
- No. 2, *A White Garment of Churches: Romanesque and Gothic*
- No. 3, *The Early Renaissance*
- No. 4, *The High Renaissance*
- No. 5, *Realms of Light: The Baroque*
- No. 6, *An Age of Reason, an Age of Passion*
- No. 7, *A Fresh View: Impressionism and Post-Impressionism*
- No. 8, *Into the Twentieth Century*
- No. 9, *In Our Own Time*

This set can be purchased from Annenberg/CPB at [www.learner.org/resources/series1.html](http://www.learner.org/resources/series1.html), or by calling 800 532-7637. The related study guide, *Art of the Western World Study Guide* by Andrew Stewart, et al. (New York: McGraw-Hill, 1989) can be purchased separately.

Between the Wars. Produced by Anthony Potter, et al. VHS. N.p.: Quartet International, 1978.

The 16 half-hour videos include the following programs:

- No. 1, *Versailles: The Last Peace*
- No. 2, *Return to Isolationism*
- No. 3, *The First SALT Talks*
- No. 4, *Radio, Racism and Foreign Policy*
- No. 5, *The Great Depression and Foreign Affairs*
- No. 6, *FDR and Hitler: Their Rise to Power*
- No. 7, *FDR and Hitler: The Dynamics of Power*
- No. 8, *America in the Pacific: The Clash of Two Cultures*
- No. 9, *The Recognition of Russia: A Climate of Mutual Distrust*
- No. 10, *Latin America: Intervention in Our Own Backyard*
- No. 11, *The Italian–Ethiopian War: Africa in World Affairs*
- No. 12, *The Spanish Civil War*
- No. 13, *The Phony War*

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No. 14, *FDR and Churchill: The Human Partnership*

No. 15, *Japan Invades China: Crisis in the Far East*

No. 16, *War Comes at Pearl Harbor*

This set can be purchased from Shop PBS for Teachers at <http://teacher.shop.pbs.org>, or by calling 800 424-7963. Quartet International also sells these videos at [www.tvshowbiz.com/pages/history/html](http://www.tvshowbiz.com/pages/history/html).

Biography Series. Produced by Arts & Entertainment Television.

Individual titles in the Biography series can be purchased from Arts & Entertainment Television at [www.biography.com/ae](http://www.biography.com/ae), or by calling 888 423-1212.

*Columbus' World*. Produced by WGBH-Boston, et al. VHS. N.p.: PBS, 1991.

The other video in the *Columbus and the Age of Discovery* set is titled *An Idea Takes Shape*. The two videos are each about 60 minutes long.

*The Day the Universe Changed*. Produced by John Lynch, BBC-TV, and RKP Pictures. VHS. Los Angeles: Churchill Films, 1986.

The ten 55-minute videos hosted by James Burke include the following programs:

*Changing Knowledge, Changing Reality*

*Darwin's Revolution*

*The Factory and Marketplace Revolution*

*It Started with the Greeks*

*Medieval Conflict: Faith and Reason*

*The New Physics: Newton Revisited*

*Printing Transforms Knowledge*

*Science Revises the Heavens*

*Scientific Imagination in the Renaissance*

*Social Impacts of New Medical Knowledge*

*The Great War*. Vol. 16 of United States History Video Collection series. Directed by Henry Nevison.

Produced by Schlessinger Video Productions. VHS. N.p., 1996.

This video can be purchased from LibraryVideo.com at [www.libraryvideo.com](http://www.libraryvideo.com), or by calling 800 843-3620.

Heritage: Civilization and the Jews. Directed and produced by Eugene Marner and WNET, New York. VHS and DVD. Wilmette, Ill.: Films, Inc., 1984.

The nine one-hour programs hosted by Abba Eban include:

No. 1, *A People Is Born*

No. 2, *The Power of the Word*

No. 3, *The Shaping of Traditions*

No. 4, *The Crucible of Europe*

No. 5, *Search for Deliverance*

No. 6, *Roads from the Ghetto*

No. 7, *The Golden Land*

No. 8, *Out of the Ashes*

No. 9, *Into the Future*

This set can be purchased from PBS at [www.pbs.org/wnet/heritage/about.html](http://www.pbs.org/wnet/heritage/about.html), or by calling 800 336-1917. The DVD set includes one interactive DVD. The related PBS Web site ([www.pbs.org/wnet/heritage/resources.html](http://www.pbs.org/wnet/heritage/resources.html)) offers teacher resources. The book on which the programs are based, *Heritage: Civilization and the Jews*, by Abba Eban (New York: Summit Books, 1984) is also available for purchase from PBS.

The Nazis: A Warning from History. Produced and directed by Laurence Rees. VHS. N.p.: A & E Entertainment, 1999.

The six 50-minute videos include the following programs:

*Helped into Power*

*Chaos and Consent*

*Wrong War*

*The Wild East*

*Road to Treblinka*

*Fighting to the End*

This set can be purchased from NewVideo at [www.newvideo.com](http://www.newvideo.com), or by calling 800 314-8822.

Newscasts from the Past Series. Produced by Southwest Texas Public Broadcasting Council and Newscast Company. VHS. Culver City, Calif.: Social Studies School Service, 1985.

Sister Wendy: The Complete Collection. DVD. N.p.: Warner Home Video, 2002.

This four-disc set includes the following programs:

*Sister Wendy's Story of Painting*

*Sister Wendy's Odyssey*

*Sister Wendy's Grand Tour*

*Sister Wendy's Pains of Glass*

This set can be purchased from Warner Home Video at [whv.warnerbros.com](http://whv.warnerbros.com).

## Films

Films are one way to help students experience and understand historical events. You can show short clips to illustrate lecture points and class discussion or you can show entire films as a post-AP Exam activity. When choosing a film for your class, keep in mind your school's policies and the sensibilities of your students' parents. For plot summaries and other information, one of the easiest Web sites to use is the Internet Movie Database ([www.imdb.com](http://www.imdb.com)). Public libraries and book and video stores are also good places to find popular guides to videos. Some scholarly journals, including *American Historical Review*, periodically review films.

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### European Films (produced in Europe)

- Aguirre: The Wrath of God*. VHS. Directed by Werner Herzog. 1977. Troy, Mich.: Anchor Bay Entertainment, 2000.
- Alexander Nevsky*. DVD. Directed by Sergei Eisenstein. 1938. Chatsworth, Calif.: Image Entertainment, 1998.
- Animal Farm*. VHS. Directed by John Stephenson. 1999. N.p.: Hallmark Entertainment, 2000.
- Anne of the Thousand Days*. VHS. Directed by Charles Jarrott. 1969. Universal City, Calif.: Universal Studios Home Video, 1988.
- Battle of Algiers*. DVD. Directed by Gillo Pontecorvo. 1966. N.p.: The Criterion Collection, 2004.
- Das Bööot*. DVD. Directed by Wolfgang Petersen. 1981. Culver City, Calif.: Columbia Tristar Home Video, 2004.
- Colonel Chabert*. VHS. Directed by Yves Angelo. 1994. N.p.: Republic Studios, 1998.
- Daens*. VHS. Directed by Stijn Coninx. 1992. N.p.: Fox Lorber Home Video, 1997.
- Danton*. VHS. Directed by Andrzej Wajda. 1982. Chicago: Home Vision Entertainment, 1999.
- Elizabeth*. DVD. Directed by Shekhar Kapur. 1998. Universal City, Calif.: Universal Studios Home Video, 2002.
- Europa, Europa*. DVD. Directed by Agnieszka Holland. 1990. Santa Monica: MGM/UA Video, 2004.
- The French Lieutenant's Woman*. DVD. Directed by Karel Reisz. 1981. Santa Monica: MGM/UA Video 2005.
- Gervaise*. VHS. Directed by René Clément. 1956. Chicago: Home Vision Entertainment, 1994.
- How Green Was My Valley*. DVD. Directed by John Ford. 1941. N.p.: Fox Home Entertainment, 2004.
- Indochine*. DVD. Directed by Régis Wargnier. 1992. Culver City, Calif.: Columbia Tristar Studios, 2000.
- Khartoum*. DVD. Directed by Basil Dearden. 1966. Santa Monica: MGM/UA Video, 2002.
- The Leopard*. DVD. Directed by Luchino Visconti. 1963. N.p.: Criterion Collection, 2004.
- The Loneliness of a Long Distance Runner*. VHS. Directed by Tony Richardson. 1960. Burbank, Calif.: Warner Studios, 2002.
- Luther*. DVD. Directed by Eric Till. 2003. Santa Monica: Metro-Goldwyn-Mayer, 2005.
- The Madness of King George*. DVD. Directed by Nicholas Hytner. 1994. Santa Monica: MGM/UA Video, 2001.
- A Man for All Seasons*. DVD. Directed by Fred Zinnemann. 1966. Culver City, Calif.: Columbia Tristar Studios, 2004.

- Metropolis*. DVD. Restored authorized ed. Directed by Fritz Lang. 1927. New York: Kino International, 2003.
- Murder by Decree*. DVD. Directed by Bob Clark. 1978. Troy, Mich.: Anchor Bay Entertainment, 2003.
- The Nasty Girl*. VHS. Directed by Michael Verhoeven. 1989. New York: HBO Studios, 1992.
- Night and Fog*. VHS. Directed by Alain Resnais. 1955. N.p.: Criterion Collection, 2003.
- The Return of Martin Guerre*. DVD. Directed by Daniel Vigne. 1982. N.p.: Fox Lorber Home Video, 1998.
- The Rise of Louis XIV*. VHS. Directed by Roberto Rossellini. 1966. N.p.: Hen's Tooth Video, 1998.
- Rosa Luxembourg*. VHS. Directed by Margarethe von Trotta. 1986. New York: New Yorker Films, 2003.
- The Round-Up*. VHS. Directed by Miklós Jancsó. 1965. N.p.: Hen's Tooth Video, 1993.
- The Sorrow and the Pity*. DVD. Directed by Marcel Ophüls. 1969. Chatsworth, Calif.: Image Entertainment, 2001.
- Tree of the Wooden Clogs*. VHS. Directed by Ermanno Olmi. 1979. Port Washington, N.Y.: Koch Lorber Films, 2004.
- Triumph of the Will*. DVD. Directed by Leni Riefenstahl. 1934. Novi, Mich.: Synapse Films, 2001.
- The Unbearable Lightness of Being*, VHS. Directed by Philip Kaufman. 1988. Santa Monica: Metro-Goldwyn-Mayer, 1994.
- The Wannsee Conference*. VHS. Directed by Heinz Schirk. 1984. Chicago: Home Vision Entertainment, 1999.
- The White Rose*. VHS. Directed by Michael Verhoeven. 1982. Munich: Collector's Edition, 1999.
- Young Winston*. VHS. Directed by Richard Attenborough. 1972. Culver City, Calif.: Columbia Tristar Home Video, 1992.

### Non-European Films

- The Agony and the Ecstasy*. DVD. Directed by Carol Reed. 1965. N.p.: Fox Home Entertainment, 2005.
- Amadeus*. DVD. Director's cut special ed. Directed by Milos Forman. 1984. Burbank, Calif.: Warner Home Video, 2002.
- Breaker Morant*. DVD. Masterworks ed. Directed by Bruce Beresford. 1979. N.p.: Wellspring Media, 2004.
- The Charge of the Light Brigade*. DVD. Directed by Tony Richardson. 1968. Santa Monica: Metro-Goldwyn-Mayer, 2002.
- Conspiracy*. DVD. Directed by Frank Pierson. 2001. Burbank, Calif.: Warner Home Video, 2005.
- The Diary of Anne Frank*. N.p.: BBC, 1987.

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*Dr. Zhivago*. DVD. Special ed. Directed by David Lean. 1965. Burbank, Calif.: Warner Home Video, 2002.

*Gallipoli*. DVD. Directed by Peter Weir. 1981. Hollywood: Paramount Studio, 2003.

*The Great Escape*. DVD. Directed by John Sturges. 1963. Santa Monica: MGM/UA Studios, 2003.

*Judgment at Nuremberg*. DVD. Directed by Stanley Kramer. 1961. Santa Monica: Metro-Goldwyn-Mayer, 2004.

*The Longest Day*. DVD. Directed by Bernhard Wicki and Ken Annakin. 1962. Beverly Hills: Twentieth Century Fox, 2003.

*Modern Times*. DVD. Special ed. Directed by Charles Chaplin. 1936. Burbank, Calif.: Warner Home Video, 2003.

*Paths of Glory*. DVD. Directed by Stanley Kubrick. 1957. Santa Monica: Metro-Goldwyn-Mayer, 1999.

*Patton*. DVD. Directed by Franklin J. Schnaffer. 1969. Beverly Hills: Twentieth Century Fox, 2003.

*Reds*. DVD. Directed by Warren Beatty. 1981. Hollywood: Paramount Studio, 2002.

*Schindler's List*. DVD. Directed by Steven Spielberg. 1993. Universal City, Calif.: Universal Studios Home Video, 2004.

*Swing Kids*. DVD. Directed by Thomas Carter. 1993. Burbank, Calif.: Buena Vista Home Entertainment, 2002.

*The Twisted Cross*. VHS. 1956. Burbank, Calif.: Warner Home Video, 1988.

*The Young Lions*. DVD. Directed by Edward Dmytryk. 1958. Beverly Hills: Twentieth Century Fox, 2002.

### Film Criticism

Barta, Tony, ed. *Screening the Past: Film and the Representation of History*. Westport, Conn.: Praeger, 1998.

Burke, Peter. *Eyewitnessing: The Uses of Images as Historical Evidence*. Picturing History Series. Ithaca, N.Y.: Cornell University Press, 2001.

Carnes, Mark C., ed. *Past Imperfect: History According to the Movies*. New York: Henry Holt, 1995.

Heyman, Neil M. *Western Civilization: A Critical Guide to Documentary Films*. Westport, Conn.: Greenwood Press, 1996.

Landy, Marcia, ed. *Historical Film: History and Memory in Media*. New Brunswick, N.J.: Rutgers University Press, 2001.

O'Connor, John E. *Teaching History with Film and Television*. Washington, D.C.: American Historical Association, 1987.

Pucci, Suzanne R., and James Thompson, eds. *Jane Austen and Company: Remaking the Past in Contemporary Culture*. Albany: State University of New York Press, 2003.

Rollins, Peter C., ed. *Hollywood as Historian: American Film in a Cultural Context*. Rev. ed. Lexington: University of Kentucky Press, 1998.

Rosenstone, Robert A., ed. *Revisioning History: Film and the Construction of a New Past*. Princeton: Princeton University Press, 1995.

Rosenstone, Robert A., ed. *Visions of the Past: The Challenge of Film to Our Idea of History*. Cambridge, Mass.: Harvard University Press, 1995.

Rosenthal, Alan, ed. *Why Docudrama?: Fact-Fiction on Film and TV*. Carbondale, Ill.: Southern Illinois Press, 1999.

Toplin, Robert Brent. *History by Hollywood: The Use and Abuse of the American Past*. Urbana, Ill.: University of Illinois Press, 1996.

Toplin, Robert Brent. *Reel History: In Defense of Hollywood*. Lawrence: University Press of Kansas, 2002.

## **The World Wide Web**

The World Wide Web is a rich resource for AP European History teachers and has become an easy place to find primary source material, both text and visual. Most museums now have Web sites, and there are many sites with extensive document collections. Many universities have created general and specialized Web sites devoted to historical topics. Commercial and educational television stations have Web sites that offer supporting material, including teacher's guides and student activities, for their programming. Some teachers have put their courses online; many student-generated pages are also present. You can find modern European course syllabi, both high school and college and university, on the Internet, as well as syllabi for distance-learning courses.

Web sites vary in their quality and ease of use. They can also be ephemeral. For these reasons, this Teacher's Guide provides only a brief list of those Web sites that are more likely to be around for a long period of time. You can start your own Internet explorations by visiting the Teachers' Resources area on AP Central and participating in the EDG. We all have our favorite Web sites, and these two places are excellent avenues for sharing yours and learning about those of others.

All Web sites in this Teacher's Guide were active as of January 2006.

### **Art Collections**

#### **The Artchive**

<http://artchive.com>

Regularly updated by Mark Harden, this site contains over 2,000 works of art. More than 200 artists are represented. Online exhibits are accompanied by commentary published in scholarly works or reviews by contemporary critics.

#### **Art History Resources on the Web**

<http://witcombe.sbc.edu/ARTHLinks.html>

This site, developed in 1995 and regularly updated by Christopher Witcombe, an art history professor at Sweet Briar College, is your portal to the international art world. It provides links to art collections, museums, galleries, and sites about art history.



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### CGFA

<http://cgfa.sunsite.dk/index.html>

Search for scanned artwork by either the artist's name or nationality or time period. Created in 1996 and maintained by Carol Gerten-Jackson.

### Metropolitan Museum of Art

[www.metmuseum.org](http://www.metmuseum.org)

Create your own "Met Gallery" from the thousands of works of art in this New York City museum. All art is accompanied by descriptions and can be enlarged. Search the collection by subject, artist, and topic.

### The National Gallery, London

[www.nationalgallery.org.uk/](http://www.nationalgallery.org.uk/)

Click on *Collection* and then on *Collection Online* to see the entire permanent collection and visiting exhibitions. Click on *Education* for teacher resources that include teaching notes and "zoomable pictures."

### National Gallery of Art

[www.nga.gov](http://www.nga.gov)

Take online tours and visit the virtual collections of this Washington, D.C. art museum. Teacher resources are also offered.

### The State Hermitage Museum

[www.hermitagemuseum.org](http://www.hermitagemuseum.org)

Go on a virtual tour of the Hermitage in St. Petersburg, Russia, and view masterpieces from the Renaissance to the present day. The art is accompanied by commentary and can be enlarged. Search the collection by title and artist.

### Tate Online: British and International Modern Art

[www.tate.org.uk](http://www.tate.org.uk)

The "national collection of British art from 1500 and of international modern art" allows you to search the collection by artist name and title. The 65,000 works of art online are described and can be enlarged. Click on *Schools Online* under *Tate Learning* for classroom activities, teacher notes, and more.

### Vatican Museums

[http://mv.vatican.va/StartNew\\_EN.html](http://mv.vatican.va/StartNew_EN.html)

Take a virtual tour of the Sistine Chapel.

### The Web Gallery of Art

[www.wga.hu/frames-e.html?/welcome.html](http://www.wga.hu/frames-e.html?/welcome.html)

This online collection created in 1996 by Emil Krén and Dániel Marx of Budapest, Hungary, covers European art from the medieval through the neoclassical and romantic periods (the twelfth century up to the French Revolution). The site features guided tours and art that can be enlarged and scaled.

## Document Collections

### EuroDocs: Primary Historical Documents from Western Europe

[www.lib.byu.edu/~rdh/eurodocs/homepage.html](http://www.lib.byu.edu/~rdh/eurodocs/homepage.html)

Eurodocs provides transcriptions, facsimiles, and translations of many European documents, as well as links to other sites. Developed in 1996, the site is regularly updated by Richard Hacken, European Studies Bibliographer at Brigham Young University.

### Internet Modern History Sourcebook

[www.fordham.edu/halsall/mod/modsbook.html](http://www.fordham.edu/halsall/mod/modsbook.html)

This site, created in 1997 by teachers and students in modern European and American history college survey courses, features documents of modern European history.

### Wilfred Owen Multimedia Digital Archive

[www.hcu.ox.ac.uk/jtap](http://www.hcu.ox.ac.uk/jtap)

Read the war poems of Wilfred Owen, a soldier in World War I. This site also has facsimiles of the poems, showing Owen's changes to the text in his own hand. Follow one of the five "Paths," a series of photos with commentary and discussion questions.

### World War I Document Archive

[www.lib.byu.edu/~rdh/wwi](http://www.lib.byu.edu/~rdh/wwi)

Brigham Young University's archive of World War I documents also contains biographies, links to related Web sites, and an image archive.

## Historical Topics

### First World War.com

[www.firstworldwar.com](http://www.firstworldwar.com)

Created by Michael Duffy, this site features battlefield tours, biographies, maps, memoirs, and documents from World War I.

### The Golden Hind

[www.goldenhind.co.uk](http://www.goldenhind.co.uk)

Learn about the rigors of life aboard sixteenth-century sailing ships on the home page for the ship in which Sir Francis Drake circumnavigated the globe from 1577 to 1580.

### The Invitation to a Funeral Tour

[www.okima.com//index.html](http://www.okima.com//index.html)

This lively site on Restoration London was inspired by *Invitation to a Funeral*, a novel by Molly Brown. Learn about seventeenth-century funerals, recipes, prisons, alehouses, hospitals, and more, and take a seventeenth-century trivia quiz.

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### **Liberty, Equality, Fraternity: Exploring the French Revolution**

<http://chnm.gmu.edu/revolution>

You will find over 300 documents, 200 images (including political cartoons), maps, songs, timelines, essays about the French Revolution, and a glossary on this site. Authored by Lynn Hunt of the University of California, Los Angeles, and Jack Censor of George Mason University.

### **Shakespeare Resource Center**

[www.bardweb.net/index.html](http://www.bardweb.net/index.html)

This site provides information not only about Shakespeare but also about the Globe Theatre and Elizabethan England. Each page has numerous links to related sites.

### **United States Holocaust Memorial Museum**

[www.ushmm.org](http://www.ushmm.org)

The museum offers online exhibits of both the Holocaust and modern-day acts of genocide, illustrated personal histories, animated maps, articles, and an extensive teacher's guide.

### **Teacher Resources**

#### **A&E Classroom**

[www.aetv.com/class/](http://www.aetv.com/class/)

Download teacher's guides that accompany A&E programs and get tips for using A&E classroom programming with your students.

#### **DiscoverySchool.com**

<http://school.discovery.com>

The Discovery Channel's site offers lesson plans and teaching tools like customized worksheets, quizzes, puzzles, clip art, and teacher's guides that support Discovery Channel programming and products.

#### **EDSITEment**

<http://edsitement.neh.gov>

This is the National Endowment for the Humanities home page for the teaching of English, history, art history, and foreign languages.

#### **History**

[www.bbc.co.uk/history/](http://www.bbc.co.uk/history/)

The BBC's history page has some interesting materials, including oral histories, timelines, biographies, links to related sites, and history trails with games, articles, and quizzes on such topics as Victorian Britain and church architecture.

#### **The History Channel**

[www.historychannel.com/index2.html](http://www.historychannel.com/index2.html)

The History Channel provides teaching resources and guides to accompany its programming.

### **H-Net: Humanities and Social Studies OnLine**

[www.h-net.msu.edu](http://www.h-net.msu.edu)

This history-related “interdisciplinary organization of scholars” features discussion groups, course syllabi, and scholarly reviews of journals, books, and multimedia.

### **Perry-Castañeda Library Map Collection**

[www.lib.utexas.edu/maps/historical/index.html](http://www.lib.utexas.edu/maps/historical/index.html)

See facsimiles of historical maps of Europe from the extensive collection at the University of Texas, Austin. Shepherd’s *Historical Atlas* (1911 and 1923-26 editions) and the *Cambridge Modern History Atlas* (1912 edition) are reproduced in their entirety on this site.

### **PBS TeacherSource**

[www.pbs.org/teachersource/](http://www.pbs.org/teachersource/)

PBS offers lesson plans and activities related to its programming. While not all of the teaching tools are on the secondary level, most are worth perusing for their links to related Web sites.

### **Spartacus Educational**

[www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)

Click on any of the 60 history topics for information on people, places, and events.

## **Professional Organizations**

Membership in a professional organization gives you ongoing contact with colleagues and professionals in your discipline. The resources and educational and networking opportunities that professional organizations provide their members can be quite helpful to teachers. The following list is of national organizations that are supportive of the teaching of European history.

American Historical Association

[www.historians.org/index.cfm](http://www.historians.org/index.cfm)

National Council for History Education

[www.garlandind.com/nche](http://www.garlandind.com/nche)

National Council for Social Studies

[www.ncss.org](http://www.ncss.org)

Organization of History Teachers

[http://www.historians.org/affiliates/org\\_his\\_teachers.htm](http://www.historians.org/affiliates/org_his_teachers.htm)

Society for History Education

[www.historians.org/affiliates/soc\\_his\\_education.htm](http://www.historians.org/affiliates/soc_his_education.htm)

# Professional Development

In this section, the College Board outlines its professional development opportunities in support of educators.

The teachers, administrators, and AP Coordinators involved in the AP and Pre-AP Programs compose a dedicated, engaged, vibrant community of educational professionals. Welcome!

We invite you to become an active participant in the community. The College Board offers a variety of professional development opportunities designed to educate, support, and invigorate both new and experienced AP teachers and educational professionals. These year-round offerings range from half-day workshops to intensive weeklong Summer Institutes, from the AP Annual Conference to AP Central, and from participation in an AP Reading to Development Committee membership.

## Workshops and Summer Institutes

At the heart of the College Board's professional development offerings are workshops and Summer Institutes. Participating in an AP workshop is generally one of the first steps to becoming a successful AP teacher. Workshops range in length from half-day to weeklong events and are focused on all 34 AP courses and a range of supplemental topics. Workshop consultants are innovative, successful, and experienced AP teachers; teachers trained in Pre-AP skills and strategies; college faculty members; and other educational professionals who have been trained and endorsed by the College Board. For new and experienced teachers, these course-specific training opportunities encompass all aspects of AP course content, organization, evaluation, and methodology. For administrators, counselors, and AP Coordinators, workshops address critical issues faced in introducing, developing, supporting, and expanding Pre-AP and AP programs in secondary schools. They also serve as a forum for exchanging ideas about AP.

While the AP Program does not have a set of formal requirements that teachers must satisfy prior to teaching an AP course, the College Board suggests that AP teachers have considerable experience, and an advanced degree in the discipline before undertaking an AP course.

AP Summer Institutes provide teachers with in-depth training in AP courses and teaching strategies. Participants engage in at least 30 hours of training led by College Board–endorsed consultants and receive printed materials, including excerpts from AP Course Descriptions, AP Exam information, and other course-specific teaching resources. Many locations offer guest speakers, field trips, and other hands-on activities. Each institute is managed individually by staff at the sponsoring institutions under the guidelines provided by the College Board.

Participants in College Board professional development workshops and summer institutes are eligible for continuing education units (CEUs). The College Board is authorized by the International Association for Continuing Education and Training (IACET) to offer CEUs. IACET is an internationally recognized organization that provides standards and authorization for continuing education and training. Workshop and institute offerings for the AP Human Geography teacher (or potential teacher) range from introductory to topic-specific events and include offerings tailored to teachers in the pre-AP years. To learn more about scheduled workshops and summer institutes near you, visit the Institutes & Workshops area on AP Central: [apcentral.collegeboard.com/events](http://apcentral.collegeboard.com/events).

## Online Events

The College Board offers a wide variety of online events, which are presented by College Board–endorsed consultants and recognized subject experts to participants via a Web-based, real-time interface. Online

events range from one hour to several days and are interactive, allowing for exchanges between the presenter and participants and between participants. Like face-to-face workshops, online events range in focus from introductory themes to specific topics, and many offer CEUs for participants. For a complete list of upcoming and archived online events, visit [apcentral.collegeboard.com/onlineevents/schedule](http://apcentral.collegeboard.com/onlineevents/schedule). Archives of many past online events are available for free or for a small fee. Archived events can be viewed on your computer at your convenience.

### AP Central

AP Central is the College Board's online home for AP professionals and Pre-AP. The site offers a wealth of resources, including Course Descriptions, sample syllabi, exam questions, a vast database of teaching resource reviews, lesson plans, course-specific feature articles, and much more. Bookmark the AP Human Geography Course Home Page to gain quick access to the resources and information on AP Central about AP Human Geography.

AP Program information is also available on the site, including exam calendars, fee and fee-reduction policies, student performance data, participation forms, research reports, college and university AP grade acceptance policies, and more.

AP professionals are encouraged to contribute to the resources on AP Central by submitting articles, adding comments to Teachers' Resources reviews, and serving as an AP Central content adviser.

### Electronic Discussion Groups

The AP electronic discussion groups (EDGs) were created to provide a moderated forum for the exchange of ideas, insights, and practices among AP teachers, AP Coordinators, consultants, AP Exam Readers, administrators, and college faculty. EDGs are Web-based threaded discussion groups focused on specific AP courses or roles, giving participants the ability to ask and answer questions online for viewing by other members of the EDG. To join an EDG, visit [apcentral.collegeboard.com/edg](http://apcentral.collegeboard.com/edg).

### AP Annual Conference

The AP Annual Conference (APAC) is a gathering of the AP and Pre-AP communities, including teachers, secondary school administrators, and college faculty. The APAC is the only national conference that focuses on providing complete strategies for middle and high school teachers and administrators involved in the AP Program. The 2007 conference will be held July 11 to 15 in Las Vegas, Nevada. Conference events include presentations by each course's Development Committee, course- and topic-specific sessions, guest speakers, and pre- and postconference workshops for new and experienced teachers. To learn more about this year's event, please visit [www.collegeboard.com/apac/](http://www.collegeboard.com/apac/).

AP professionals are encouraged to lead workshops and presentations at the conference. Proposals are due in the fall of each year prior to the event (visit AP Central for specific deadlines and requirements).

### Professional Opportunities

#### College Board Consultants and Contributors

Experienced AP teachers and educational professionals share their techniques, best practices, materials, and expertise with other educators by serving as College Board consultants and contributors. They may lead workshops and summer institutes, sharing their proven techniques and best practices with new

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and experienced AP teachers, AP Coordinators, and administrators. They may also contribute to AP course and exam development (writing exam questions or serving on a Development Committee) or evaluate AP Exams at the annual Reading. Consultants and contributors may be teachers, postsecondary faculty, counselors, administrators, and retired educators. They receive an honorarium for their work and are reimbursed for expenses. To learn more about becoming a workshop consultant, visit [apcentral.collegeboard.com/consultant](http://apcentral.collegeboard.com/consultant).

### **AP Exam Readers**

High school and college faculty members from around the world gather in the United States each June to evaluate and score the free-response sections of the AP Exams at the annual AP Reading. AP Exam Readers are led by a Chief Reader, a college professor who has the responsibility of ensuring that students receive grades that accurately reflect college-level achievement. Readers describe the experience as providing unparalleled insight and exposure to the exam evaluation process and as an opportunity for intensive collegial exchange between high school and college faculty. (More than 8,500 Readers participated in the 2006 Reading.) High school Readers receive certificates awarding professional development hours and CEUs for their participation in the AP Reading. To apply to become an AP Reader, go to [apcentral.collegeboard.com/reader](http://apcentral.collegeboard.com/reader).

### **Development Committee Members**

The dedicated members of each course's Development Committee play a critical role in the preparation of the Course Description and exam. They represent a diverse spectrum of knowledge and points of view in their fields and, as a group, are the authority when it comes to making subject-matter decisions in the exam-construction process. The AP Development Committees represent a unique collaboration between high school and college educators.

### **AP Grants**

The College Board offers a suite of competitive grants that provide financial and technical assistance to schools and teachers interested in expanding access to AP. The suite consists of three grant programs: College Board AP Fellows, College Board Pre-AP Fellows, and the AP Start-Up Grant, totaling over \$600,000 in annual support for professional development and classroom resources. The programs provide stipends for teachers and schools that want to start an AP program or expand their current program. Schools and teachers that serve minority and/or low-income students who have been traditionally underrepresented in AP courses are given preference. To learn more, visit [apcentral.collegeboard.com/apgrants](http://apcentral.collegeboard.com/apgrants).

### **Our Commitment to Professional Development**

The College Board is committed to supporting and educating AP teachers, AP Coordinators, and administrators. We encourage you to attend professional development events and workshops to expand your knowledge of and familiarity with the AP course(s) you teach or that your school offers, and then to share that knowledge with other members of the AP community. In addition, we recommend that you join professional associations, attend meetings, and read journals to help support your involvement in the community of educational professionals in your discipline. By working with other educational professionals, you will strengthen that community and increase the variety of teaching resources you use. Your work in the classroom and contributions to professional development help the AP Program continue to grow, providing students worldwide with the opportunity to engage in college-level learning while still in high school.

# Appendix

Over the years, most teachers develop their own study materials for students to use in class and at home. What follows is a selection of a few of the ones we have developed in our courses to help students with some of the more challenging aspects of European history and the AP course. They are organized here into two sections: content guides and writing guides. We hope they will provide you with a head start and some ideas for your own materials.

## Content Guides

### AP European History Thematic Course Outline

#### **Introduction to the Outline**

No official list of important people, terms, and events exists, so one of the biggest decisions new teachers face is the issue of what to cover in their AP European History course. The following outline should help. However, it is neither an “official” list of the terms and specific events that students should know, nor is it a product of the Development Committee. Rather, it is a collection of themes that are both taught in typical college introductory survey courses in modern European history and covered on the AP European History Exam.

Because time constraints are a reality in attempting to cover course material, you will have to choose which themes in the outline to emphasize over others. There may even be some areas that you will choose not to cover at all. Moreover, teachers vary in their knowledge of different historical periods and themes; some cover social history extensively while others prefer to emphasize political and diplomatic history. It should be noted that the two thematic essay, or free-response, questions the AP Exam requires students to answer are written with the goal of providing a broad selection of themes. Thus, students are not expected to be knowledgeable to the same degree in every theme of the course.

You will notice that the outline begins with the later Middle Ages even though the official beginning of the AP European History course is 1450. Multiple-choice questions on the AP Exam do not deal with the pre-1450 period, nor do the free-response questions require students to use information from this period. Strong student essays, however, frequently refer to pre-1450 material to draw a contrast between the later Middle Ages and the Renaissance or use the intellectual or artistic foundation provided by the early Renaissance for an analysis of the later Renaissance. Many experienced teachers briefly review the later Middle Ages and early Renaissance periods with their students at the beginning of the course. Pre-1450 material in the outline is denoted with an asterisk.

A useful feature of the outline is the inclusion of sample thematic essay questions from previous AP European History Exams (If the year is followed by “B,” the thematic essay question appeared on the Form B exam). The questions are linked to the corresponding themes in the outline, and you may wish to use these actual questions in class. For the most recent questions and their core-scoring guidelines and sample student responses, visit AP Central (click on *The Exams* and then on *Exam Questions*).



### Thematic Course Outline

(Pre-1450 material is denoted with an asterisk.)

#### I. Later Middle Ages\*

- A. Hundred Years' War (1337–1453)\*
- B. Black Death (1347)\*
- C. Peasant revolts\*
- D. Vernacular literature\*
- E. Crisis in the Catholic Church\*
- F. Life in the later Middle Ages\*

#### II. The Renaissance

*Note:* The number of significant Renaissance artists and writers is great. Artists like Brunelleschi, Donatello, Michelangelo, Leonardo da Vinci, Botticelli, Holbein, and Dürer are only a small sample of possible examples. You are encouraged to select several major artists and their works and demonstrate how these works reflect Renaissance ideals and society.

- A. Contrast with the later Middle Ages
- B. Italian Renaissance
  - 1. Rise of the Italian city-states: Florence and selected other city-states
  - 2. Decline of the Italian city-states
  - 3. Machiavelli, *The Prince* (1513)
- C. Italian humanism: revival of Classical learning and civic humanism (e.g., Boccaccio, Castiglione, Mirandola)
- D. Northern Renaissance: Christian humanism (e.g., Erasmus and Sir Thomas More)
- E. Women in the Renaissance
- F. Italian Renaissance art
  - 1. Architecture
  - 2. Sculpture
  - 3. Painting
  - 4. Quattrocento in Florence
  - 5. High Renaissance in Rome: sixteenth century (cinquecento)
  - 6. Patronage and the arts
- G. Northern Renaissance
  - 1. Art in the Low Countries
  - 2. Writers (e.g., Rabelais, Cervantes, Shakespeare)
  - 3. Patronage and the arts

#### Sample Past Thematic Essay Questions

- |       |   |
|-------|---|
| 2006  | Compare and contrast the relationship between the artist and society in the Renaissance/Reformation period to the relationship between the artist and society in the late nineteenth century. |
| 2004  | Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis.  |
| 2003B | To what extent and in what ways did women participate in the Renaissance?   |
| 1998  | Discuss how Renaissance ideas are expressed in the Italian art of the period, referring to specific works and artists.  |

**III. New Monarchs**

- A. Characteristics and methods
- B. France
- C. England
- D. Spain
  1. Ferdinand of Aragon (1479–1516) and Isabella of Castile (1474–1504)
  2. Hapsburg Empire

**Sample Past Thematic Essay Questions**

2005 Using examples from **at least two** different states, analyze the key features of the “new monarchies” and the factors responsible for their rise in the period 1450 to 1550.

**IV. Age of Exploration**

*Note:* It is not necessary for students to master an exhaustive list of explorers and technologies. For a thematic essay question on exploration, for example, students would be expected to analyze the significance of a few major explorers (e.g., Columbus, Vasco da Gama, Magellan) and technological developments. The multiple-choice section of the AP Exam does not emphasize minute details regarding exploration.

- A. Advances in learning
- B. Advances in technology
- C. Portuguese exploration
- D. Spanish exploration
- E. “Old Imperialism”
  1. Portuguese outposts in Africa, India, and Asia
  2. Spain and Portugal in the New World
  3. Dutch East Indies
  4. French colonies in North America
  5. English colonies in North America

**V. Commercial Revolution**

- A. Causes
- B. Impact
  1. “Price Revolution”
  2. Rise in capitalism
  3. New industries: cloth production, mining, printing, shipbuilding, cannons and muskets
  4. New consumer goods: sugar, tea, rice, tobacco, cocoa
  5. Mercantilism
  6. Enclosure movement in England

**Sample Past Thematic Essay Questions**

2004B Explain the reasons for the rise of the Netherlands as a leading commercial power in the period 1550–1650.

2003 Explain how advances in learning and technology influenced fifteenth- and sixteenth-century European exploration and trade.

2001 Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600 to 1715.

1992 Analyze the changes in the European economy from about 1450 to 1700 brought about by the voyages of exploration and by colonization. Give specific examples.

## Appendix

### VI. Life in the Sixteenth and Seventeenth Centuries

- A. Hierarchy in the countryside and in the cities
- B. Demographics
- C. Family
- D. Slavery introduced by the Portuguese (plantation economy)
- E. Witch hunts

#### Sample Past Thematic Essay Question

2002 Analyze at least TWO factors that account for the rise and at least TWO factors that explain the decline of witchcraft persecution and trials in Europe in the period from 1580 to 1750.

### VII. Protestant Reformation

- A. Causes of the Protestant Reformation
  - 1. Declining prestige of the papacy\*
  - 2. Early critics of the Church\*
  - 3. Corrupt church practices (e.g., simony, pluralism, absenteeism, clerical ignorance)
  - 4. Renaissance humanism (e.g., Erasmus)
- B. Martin Luther (1483–1546)
  - 1. 95 Theses (1517)
  - 2. Impact of Lutheranism on women
  - 3. Luther's views on new sects and peasantry
- C. Calvinism
  - 1. John Calvin, *Institutes of the Christian Religion* (1536)
  - 2. Tenets: predestination, the elect, Protestant work ethic
  - 3. Strict theocracy in Geneva
  - 4. Spread of Calvinism
- D. Anabaptists (the “left wing” of the Protestant Reformation)
- E. Reformation in England
  - 1. John Wycliffe, the Lollards\*
  - 2. Henry VIII and the creation of the Church of England
  - 3. Mary Tudor (“Bloody Mary”) (1553–58)
  - 4. Elizabeth I (1558–1603)

### VIII. Catholic Reformation

- A. Causes
- B. Council of Trent (1545–63)
- C. New religious orders
- D. Peace of Augsburg (1555)

#### Sample Past Thematic Essay Questions

- 2006 Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation) in the sixteenth century.
- 2002B To what extent did political authorities influence the course of the Protestant Reformation in the sixteenth century?
- 2001 Discuss the political and social consequences of the Protestant Reformation in the first half of the sixteenth century.
- 1998 Compare and contrast the Lutheran Reformation and Catholic Reformation of the 16th century regarding the reform of both religious doctrines and religious practices.

1996	Assess the extent to which the Protestant Reformation promoted new expectations. Refer to at least two social groups in your assessment.
1995	Compare and contrast the attitudes of Martin Luther and John Calvin toward political authority and social order.
1991	Describe and analyze the ways in which sixteenth-century Roman Catholics defended their faith against the Protestant Reformation.
1990	In 1519 Charles of Hapsburg became Charles V, Holy Roman Emperor. Discuss and analyze the political, social, and religious problems he faced over the course of his imperial reign (1519–1556).

### IX. Religious Wars

- A. Catholic crusade against Protestantism: Philip II of Spain (1556-98)
- B. French civil wars of the late sixteenth century
- C. The Netherlands
- D. Spain versus England
- E. Thirty Years' War (1618-48)
  - 1. Causes
  - 2. Course of the war
  - 3. Treaty of Westphalia (1648) and results of the war

#### Sample Past Thematic Essay Questions

- 2002 Compare and contrast the religious policies of TWO of the following:  
 Elizabeth I of England  
 Catherine de Médicis of France  
 Isabella I of Spain
- 2000 “Leadership determines the fate of a country.” Evaluate this quotation in terms of Spain’s experience under Philip II.
- 1999 Discuss the relationship between politics and religion by examining the wars of religion. Choose TWO specific examples from the following:  
 Dutch Revolt  
 French Wars of Religion  
 English Civil War  
 Thirty Years’ War

### X. Age of Absolutism

- A. Philosophy of absolutism
- B. England (c. 1600-60)
- C. France (c. 1600–1715) (e.g., Richelieu, Mazarin, Louis XIV)
- D. Absolutism in Eastern Europe
  - 1. Characteristics
  - 2. Contrasts with Western Europe: serfdom, powerful nobility
  - 3. Austrian Empire (c. 1650–1780) (Hapsburgs)
  - 4. Prussia (c. 1600–1740) (Hohenzollerns)
  - 5. Russia (c. 1400–1725)
  - 6. Decline of the Ottoman Empire, the Polish Kingdom, and the Holy Roman Empire

### Sample Past Thematic Essay Questions

- 2004B Compare and contrast the ways that seventeenth-century monarchs and twentieth-century dictators gained and maintained power.
- 2004B Analyze the shifts in the European balance of power in the period between 1763 and 1848.
- 2003 Louis XIV declared his goal was “one king, one law, one faith.” Analyze the methods the king used to achieve this objective and discuss the extent to which he was successful.
- 2002 In what ways and to what extent did absolutism affect the power and status of the European nobility in the period 1650 to 1750? Use examples from at least TWO countries.
- 1999 Machiavelli suggested that a ruler should behave both “like a lion” and “like a fox.” Analyze the policies of TWO of the following European rulers, indicating the degree to which they successfully followed Machiavelli’s suggestion. Choose two:  
Elizabeth I of England  
Henry IV of France  
Catherine the Great of Russia  
Frederick II of Prussia
- 1995 Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France, 1600–1715.
- 1991 Analyze the military, political, and social factors that account for the rise of Prussia between 1640 and 1786.
- 1989 Analyze the major ways through which Tsar Peter the Great (1689–1725) sought to reform his society and its institutions in order to strengthen Russia and its position in Europe.

## XI. The Baroque

- A. Characteristics
- B. Reflection of the age of absolutism in architecture (e.g., Versailles)
- C. Painting and sculpture (e.g., Poussin, Rembrandt, Bernini)
- D. Music

### Sample Past Thematic Essay Question

2003B Compare and contrast the relationship between artists and society in the Baroque era and in the twentieth century. Illustrate your essay with references to at least TWO examples for each period.

## XII. Constitutionalism in Western Europe, Seventeenth Century

- A. England
  - 1. Parliament versus James I and Charles I
  - 2. English Civil War (Puritan Revolution) (1642-49)
  - 3. Oliver Cromwell (1653-58)

4. The Restoration (1660-68)
  5. The Glorious Revolution (1688) and its political aftermath
  6. Public policy responses
- B. The United Provinces of the Netherlands (Dutch Republic)
1. Struggle for independence against Spain
  2. Impact of the Commercial Revolution
  3. Religious toleration
  4. Lack of centralization: stadtholders
  5. Economic decline

#### **Sample Past Thematic Essay Questions**

2002B Compare and contrast two theories of government in the period from 1640 to 1780.

1993 Describe and analyze the changes in the role of Parliament in English politics between the succession of James I and the Glorious Revolution.

### **XIII. The Scientific Revolution**

- A. Sixteenth century (e.g., Copernicus)
- B. Seventeenth century
  1. Astronomy
  2. Bacon, inductive method
  3. Descartes, deductive method
- C. Effects
  1. Science and religion
  2. International scientific community (e.g., the Royal Society)
  3. Practical results (e.g., improved navigation)

#### **Sample Past Thematic Essay Questions**

2004 Assess the impact of the Scientific Revolution on religion and philosophy in the period 1550 to 1750.

2000 Explain the development of the scientific method in the seventeenth century and the impact of scientific thinking on traditional sources of authority.

1991 Describe the new astronomy of the sixteenth and seventeenth centuries and analyze the ways in which it changed scientific thought and methods.

### **XIV. The Enlightenment**

*Note:* As with the numerous personalities of the Renaissance, an official list of notable Enlightenment figures is too exhaustive for the purposes of this outline. The names included in the outline represent only a small number of possible examples. You are encouraged to select several major Enlightenment figures and their works and demonstrate how they reflect Enlightenment ideals and society.

- A. Secular worldview: natural science and reason
- B. Impact of the Enlightenment on European society
- C. John Locke (1632–1704)

## Appendix

- D. The philosophes (e.g., Diderot, Voltaire)
- E. Economic theory (e.g., Smith)
- F. Gender

### Sample Past Thematic Essay Questions

- 2003 How and to what extent did Enlightenment ideas about religion and society shape the policies of the French Revolution in the period 1789 to 1799?
- 1998 To what extent did the Enlightenment express optimistic ideas in eighteenth-century Europe? Illustrate your answer with references to specific individuals and their works.
- 1994 Analyze the ways in which Enlightenment thought addressed religious beliefs and social issues in the eighteenth century.
- 1993 Compare and contrast the attitudes toward science and technology held by Enlightenment thinkers and the various attitudes held by European artists and intellectuals in the twentieth century.
- 1990 Analyze the ways in which specific intellectual and scientific developments of the seventeenth and eighteenth centuries contributed to the emergence of the religious outlook known as “Deism.”

## XV. Enlightened Despotism

- A. Characteristics and beliefs
- B. Frederick the Great of Prussia (1740-86)
- C. Catherine the Great of Russia (1762-96)
- D. Maria Theresa (1740-80) and Joseph II (1765-90) of Austria
- E. Napoleon of France (1799–1815)

### Sample Past Thematic Essay Questions

- 2002B Compare and contrast the goals and major policies of Peter the Great (ruled 1682–1725) and Frederick the Great (ruled 1740–1786).
- 1999 Machiavelli suggested that a ruler should behave both “like a lion” and “like a fox.” Analyze the policies of TWO of the following European rulers, indicating the degree to which they successfully followed Machiavelli’s suggestion. Choose two:
  - Elizabeth I of England
  - Henry IV of France
  - Catherine the Great of Russia
  - Frederick II of Prussia
- 1995 Compare and contrast the extent to which Catherine the Great and Joseph Stalin were “Westerners.”

**XVI. European Expansion and Change in the Seventeenth and Eighteenth Centuries**

## A. Agricultural Revolution

**Sample Past Thematic Essay Questions**

- 2003 Identify features of the eighteenth-century Agricultural Revolution and analyze its social and economic consequences.
- 1998 Compare and contrast the roles of British working women in the pre-industrial economy (before 1750) with their roles in the era 1850 to 1920.

## B. Atlantic economy in the seventeenth and eighteenth centuries

**Sample Past Thematic Essay Questions**

- 2002B Both Jean-Baptiste Colbert (1619-1683) and Adam Smith (1723-1790) sought to increase the wealth of their respective countries. How did their recommendations differ?
- 2001 Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600 to 1715.
- 1995 Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France, 1600-1715.

## C. Changing society in the eighteenth century

1. Causes and impact of population growth
2. Marriage, divorce, family life
3. Formal education
4. Health
5. Religious reform

**XVII. The French Revolution**

- A. French social hierarchy prior to the Revolution
- B. Long-term and short-term causes
- C. National Assembly (1789-91)
- D. The role of women
- E. The Revolution and the rest of Europe
- F. Legislative Assembly (1791-92)
- G. National Convention, the Terror, the Directory (1792-99)
- H. Napoleon Bonaparte (1799-1814)
- I. Congress of Vienna and the Restoration (1814-15)

**Sample Past Thematic Essay Questions**

- 2003 How and to what extent did Enlightenment ideas about religion and society shape the policies of the French Revolution in the period 1789 to 1799?
- 2001 Compare and contrast the French Jacobins' use of state power to achieve revolutionary goals during the Terror (1793-1794) with Stalin's use of state power to achieve revolutionary goals in the Soviet Union during the period 1928 to 1939.



1996	Identify the major social groups in France on the eve of the 1789 Revolution. Assess the extent to which their aspirations were achieved in the period from the meeting of the Estates-General (May 1789) to the declaration of the republic (September 1792).
1992	“Napoleon was a child of the Enlightenment.” Assess the validity of the statement above. Use examples referring both to specific aspects of the Enlightenment and to Napoleon’s policies and attitudes.
1989	“Political leaders committed to radical or extremist goals often exert authoritarian control in the name of higher values.” Support or refute this statement with reference to the political and cultural policies of Robespierre during the French Revolution.

### **XVIII. The Industrial Revolution/Industrialization**

- A. Roots of the Industrial Revolution
- B. Conditions favorable to the Industrial Revolution in England
- C. Important inventions
- D. Transportation Revolution
- E. Continental Europe industrializes after 1815
- F. Social implications of the Industrial Revolution
  - 1. Urbanization
  - 2. Struggle between labor and capital
  - 3. Working conditions
  - 4. Economics: the “dismal science”
  - 5. Liberal reforms to address the plight of industrial workers
  - 6. Eventual rise in the standard of living

#### **Sample Past Thematic Essay Questions**

2005	Analyze how economic and social developments affected women in England in the period from 1700 to 1850.
1993	Discuss the effects of the industrial economy on Western European peasant women and working-class women from 1830 to 1914.
1992	Describe and analyze the issues and ideas in the debate in Europe between 1750 and 1846 over the proper role of government in the economy. Give specific examples.
1991	Between 1815 and 1848, the conditions of the laboring classes and the problem of political stability were critical issues in England. Describe and analyze the reforms that social critics and politicians of this period proposed to resolve these problems.
1989	Between 1750 and 1850, more and more Western Europeans were employed in cottage industry and factory production. Analyze how these two types of employment affected employer-employee relations, working conditions, family relations, and the standard of living during this period.

### **XIX. Conservatism, Nationalism, Liberalism, and Socialism in Politics**

- A. Congress of Vienna (1814-15) and the Concert of Europe (1815-48)
- B. Conservatism throughout Europe (e.g., Carlsbad Decrees, Peterloo Massacre)
  - 1. Characteristics
  - 2. Responses to revolutions between 1815 and 1848

- C. Nationalism
  1. Nationalist philosophy
  2. National revolutionary movements (1815-48)
  3. German unification (1871)
  4. Italian unification (1870)
  5. Austria-Hungary
- D. Liberalism
  1. The Enlightenment: Classical liberalism (e.g., Mill)
  2. France (Revolutions of 1830, 1848), Louis Napoleon
  3. England: 1832 Reform Bill, labor reform, Corn Laws repeal, Chartists
  4. Italy
  5. Germany
  6. Austria
  7. Russia: emancipation of the serfs (1861)
- E. Socialism
  1. Utopian
  2. Marxist
  3. 1848

### Sample Past Thematic Essay Questions

- |       |   |
|-------|---|
| 2005  | Assess the extent to which the economic and political ideals of Karl Marx were realized in postrevolutionary Russia in the period from 1917 to 1939.  |
| 2003B | Compare and contrast political liberalism with political conservatism in the first half of the nineteenth century in Europe.  |
| 1993  | Describe the ways in which conservative political and social views shaped the peace settlement of the Congress of Vienna. Explain the consequences of the peace settlement for the period 1815 to 1848.   |
| 1991  | Between 1815 and 1848, the condition of the laboring classes and the problem of political stability were critical issues in England. Describe and analyze the reforms that social critics and politicians of this period proposed to resolve these problems.  |
| 1990  | In February 1848, the middle classes and workers in France joined to overthrow the government of Louis Philippe. By June the two groups were at odds in their political, economic, and social thinking. Analyze what transpired to divide the groups and describe the consequences for French politics. |
| 1989  | Analyze and compare the effects of nationalism on Italian and Austro-Hungarian politics between 1815 and 1914.  |

## XX. Romanticism

- A. Characteristics
- B. Early German Romantics (e.g., Goethe)
- C. English Romantic poetry (e.g., Wordsworth, Shelley)
- D. French literature (e.g., Hugo)
- E. Art (e.g., Delacroix)
- F. Music (e.g., Beethoven, Chopin)

### Sample Past Thematic Essay Questions

- 2003 Analyze three examples of the relationship between romanticism and nationalism before 1850.
- 1997 Discuss some of the ways in which Romantic artists, musicians, and writers responded to political and socioeconomic conditions in the period from 1800 to 1850. Document your response with specific examples from discussions of at least two of the three disciplines: visual arts, music, and literature.

### XXI. Urbanization and Life in the Late Nineteenth Century

- A. Living conditions
- B. Improvement in health (e.g., Pasteur)
- C. Urban planning and public transportation
- D. Social structure: classes and the changing family

### Sample Past Thematic Essay Question

- 1996 Describe the physical transformation of European cities in the second half of the nineteenth century and analyze the social consequences of this transformation.

### XXII. Intellectual Movements in the Late Nineteenth Century

- A. Science (e.g., Darwin, Freud)
- B. Realism (e.g., Zola, Eliot, Tolstoy, Millet)
- C. Impressionism (e.g., Monet)
- D. Postimpressionism (e.g., Van Gogh, Cézanne)
- E. Religion (e.g., *Rerum Novarum* [1891])

### Sample Past Thematic Essay Question

- 1991 Describe and analyze the ways in which Marxism, Freudianism, and the women's movement challenged traditional European beliefs before the First World War.

### XXIII. The Age of Mass Politics

- A. German Empire
  - 1. Prince Otto von Bismarck (1871-90)
  - 2. Wilhelm I (1871-88) and Wilhelm II (1888–1918)
  - 3. Social Democratic Party (SPD)
  - 4. First welfare state
- B. Third French Republic
  - 1. Paris Commune (1871)
  - 2. National Assembly: political parties and leaders
  - 3. Challenges to the republic (e.g., Dreyfus Affair)
- C. Great Britain
  - 1. Political parties and leaders (e.g., Disraeli, Gladstone)
  - 2. Political reforms (e.g., Reform Bill of 1867)
  - 3. The Irish Question
- D. Austrian Empire
  - 1. Dual Monarchy (Ausgleich)
  - 2. Nationalities
  - 3. Reforms

- E. The Eastern Question
  1. Russia versus the Ottoman Empire in the Balkans
  2. Pan-Slavism
  3. Other European rivals in the Balkans
  4. Congress of Berlin (1878)
- F. Russia
  1. Defeat in the Crimean War, impulse for modernization
  2. Alexander II (1855-81): emancipation of the serfs (1861)
  3. Slavophiles, Nihilists, Westernizers
  4. Economic development
  5. Nicholas II (1894-1917)
    - a. Russo-Japanese War (1904-5)
    - b. Revolution of 1905, “Bloody Sunday”
    - c. Duma
- G. Impact of Marxism in the age of mass politics

**Sample Past Thematic Essay Questions**

- 2005 Historians speak of the rise of mass politics in the period from 1880 to 1914. Define this phenomenon and analyze its effects on European politics in this period.
- 2004 Contrast the impact of nationalism in Germany and the Austrian Empire between 1848 and 1914.
- 2002 Compare and contrast the foreign policy goals and achievements of Metternich (1815–1848) and Bismarck (1862–1890).
- 2002B Describe and analyze responses to industrialization by the working class between 1850 and 1914.

**XXIV. Women’s Suffrage**

- A. Britain
- B. Russia
- C. Scandinavia

**XXV. Imperialism**

- A. Major causes for the imperialist impulse
- B. Mid-nineteenth-century economic penetration of non-European regions
  1. China
  2. Japan
  3. Egypt
- C. European emigration
- D. Causes of the new imperialism (1880–1914), contrast with the old imperialism
  1. New imperialism in Africa
  2. New imperialism in Asia
- E. Critics of imperialism (e.g., Hobson, Lenin)

**Sample Past Thematic Essay Questions**

- 1997 Analyze the policies of three European colonial powers regarding Africa between 1871 and 1914.
- 1990 How and in what ways were economic and political factors responsible for intensifying European imperialist activity in Africa from the mid-nineteenth century to the beginning of the First World War?

## Appendix

### XXVI. World War I

*Note:* The thematic essay question section of the AP European History Exam does not focus on military history. While students may be required to understand the significance of a few of the major battles in twentieth-century warfare for the purposes of the exam's multiple-choice section, the emphasis of the thematic essays has traditionally been on the areas of diplomacy and social consequences.

- A. Long-term causes
- B. Immediate causes
- C. Western Front
- D. Eastern Front
- E. Naval war
- F. Mobilization for “total war”
- G. Wilson’s Fourteen Points (1918)
- H. Revolutions in Germany and Austria
- I. Peace settlements (1919–1923)
- J. Results

#### **Past Sample Thematic Essay Questions**

2004B Analyze the participation of European women in the economy and in politics from 1914 to 1939. Use examples from at least TWO countries.

1998 To what extent and in what ways did nationalist tensions in the Balkans between 1870 and 1914 contribute to the outbreak of the First World War?

1988 Analyze and assess the extent to which the First World War accelerated European social change in such areas as work, sex roles, and government involvement in everyday life.

### XXVII. Russian Revolution

- A. 1905 Revolution
- B. Impact of World War I on Russian society
- C. February Revolution (1917)
- D. Bolshevik leadership: October Revolution (1917)
- E. Treaty of Best-Litovsk (1917)
- F. Russian Civil War
- G. Role of women during and after the war
- H. Results of the Russian Revolution

#### **Sample Past Thematic Essay Questions**

2004 Compare and contrast the extent to which the French Revolution (1789–1799) and the Russian Revolution (1917–1924) changed the status of women.

1994 Describe and analyze the long-term social and economic trends in the period 1880 to 1917 that prepared the ground for revolution in Russia.

**XXVIII. Age of Anxiety in the Interwar Years**

- A. Modern philosophy and criticism of society (e.g., Nietzsche, Eliot, the Lost Generation)
- B. Impact of science on the common mind
  - 1. “New Physics”
  - 2. Freudian psychology
- C. Modern art in the twentieth century (e.g., Picasso, Dada, surrealism)
- D. Modern music

**Sample Past Thematic Essay Questions**

- |      |   |
|------|---|
| 2002 | Analyze the impact of the First World War on European culture and society in the interwar period (1919–1939).   |
| 2001 | How did the new theories in physics and psychology in the period from 1900 to 1939 challenge existing ideas about the individual and society?   |
| 1993 | Compare and contrast the attitudes toward science and technology held by Enlightenment thinkers with the various attitudes held by European artists and intellectuals in the twentieth century. |

**XXIX. Politics in the Interwar Period**

- A. Weimar Republic (1919-33)
  - 1. Communist attempts to take control (e.g., Spartacists) (1919)
  - 2. Impact of Versailles Treaty
  - 3. Runaway inflation
  - 4. Rise of Hitler and the Nazis
- B. Great Britain
  - 1. Unemployment
  - 2. General Strike (1926)
  - 3. Growth of the Labour Party
- C. Great Depression
  - 1. Causes
  - 2. Impact on Europe
- D. Spanish Civil War (1936-39)

**XXX. Totalitarianism**

- A. Contrast totalitarianism with conservative authoritarianism
- B. Tools of dictatorship
- C. Russia
  - 1. Lenin (1917-24)
  - 2. Stalin (1924-53)
  - 3. Life in the Soviet Union
- D. Italy
  - 1. Rise of Mussolini and fascism
  - 2. Life in fascist Italy
- E. Nazi Germany
  - 1. Rise of Hitler, Nazi ideology (e.g., *Mein Kampf*)
  - 2. Impact of the Great Depression
  - 3. Nuremberg Laws (1935-38)
  - 4. Role of the SS and Gestapo
  - 5. Life in Nazi Germany
  - 6. Holocaust

**Sample Past Thematic Essay Questions**

- 2004 Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920s and 1930s.
- 2004B Compare and contrast the ways that seventeenth-century monarchs and twentieth-century dictators gained and maintained power.
- 2001 Compare and contrast the French Jacobins' use of state power to achieve revolutionary goals during the Terror (1793-94) with Stalin's use of state power in the USSR between 1928-1939.
- 1994 Discuss and analyze the political and economic reasons for the failure of parliamentary democracy in Germany after the First World War.
- 1983 Compare the rise to power of fascism in Italy and in Germany.

**XXXI. World War II**

- A. Failure of collective security
1. League of Nations
  2. Hitler's repudiation of the Versailles Treaty
  3. Spanish Civil War (1936-39)
  4. Appeasement
  5. German-Soviet Non-Aggression Pact (1939)
- B. Nazi Empire in Europe
1. Partition of Poland between Germany and the Soviet Union (1939)
  2. Conquest of Western Europe; failure to invade Great Britain
  3. Vichy France
  4. The "Final Solution"
  5. Invasion of the Soviet Union (June 1941)
- C. Turning points (e.g., Stalingrad)
- D. Diplomacy during the war (e.g., Atlantic Charter, Yalta)
- E. Results of World War II

**Sample Past Thematic Essay Questions**

- 2006 Considering the period 1933 to 1945, analyze the economic, diplomatic, and military reasons for Germany's defeat in the Second World War.
- 1999 Compare and contrast the degree of success of treaties negotiated in Vienna (1814-1815) and Versailles (1919) in achieving European stability.
- 1997 Account for the responses of the European democracies to the military aggression by Italy and Germany during the 1930s.
- 1996 Compare and contrast the relationships between the great powers and Poland in the periods 1772-1815 and 1918-1939.
- 1992 Contrast European diplomacy in the periods between 1890 and 1914 and 1918 to 1939, respectively. Include in your analysis goals, practices, and results.

**XXXII. The Cold War**

- A. Roots of the Cold War
- B. Containment
  - 1. Marshall Plan (1948)
  - 2. Berlin Crisis (1948-49)
  - 3. NATO
  - 4. Nuclear arms race
  - 5. Korean War (1950-53)
- C. 1950s
  - 1. Khrushchev: “peaceful coexistence”
  - 2. Warsaw Pact (1955)
  - 3. Suez Crisis (1956)
  - 4. Sputnik
  - 5. U-2 incident
- D. 1960s
  - 1. Berlin Wall (1961)
  - 2. Cuban Missile Crisis (1962)
  - 3. Vietnam War (1954-75)
- E. 1970s
  - 1. Willy Brandt, Ostpolitik
  - 2. Détente
  - 3. Helsinki Conference (1975)
  - 4. Soviet invasion of Afghanistan (1979)
- F. 1980s
  - 1. Gorbachev: glasnost and perestroika
  - 2. INF Treaty (1987)
  - 3. Revolutions of 1989
- G. Fall of the Soviet Union

**XXXIII. Soviet Empire**

- A. Stalin’s final years
- B. The Iron Curtain: Soviet satellites
- C. Challenges to Soviet authority within the Eastern European Empire
- D. Khrushchev (1958-64): de-Stalinization and the thaw
- E. The Brezhnev Era (1964-81)
- F. Gorbachev (1985-91)
- G. Fall of the Soviet Union

**Sample Past Thematic Essay Questions**

- |      |   |
|------|---|
| 2003 | Analyze three reasons for the end of Soviet domination over Eastern Europe.   |
| 2001 | Compare and contrast the political and economic effects of the Cold War (1945–1991) on Western Europe with the effects on Eastern Europe.                       |
| 2000 | Compare and contrast the political and economic policies of Joseph Stalin in the period before the Second World War and those of Mikhail Gorbachev (1985–1991). |
| 1991 | Describe and analyze the changing relationships between the Soviet Union and Eastern European countries from 1945 to 1970.                                      |



1987 Analyze the ways in which the Cold War affected the political development of European nations from the end of the Second World War in 1945 to the construction of the Berlin Wall in 1961.

**XXXIV. Western European Economic Recovery and Unity**

- A. Liberal democratic governments
  - 1. West Germany
  - 2. France
  - 3. Great Britain
  - 4. Italy
- B. “Economic Miracle”
  - 1. Marshall Plan (1948)
  - 2. Impact of economic recovery on politics
  - 3. Consumerism
  - 4. End to economic growth in the 1970s: oil crisis
- C. European Unity
- D. Society
  - 1. Welfare state
  - 2. Education: science technology
  - 3. Growth of the middle class
  - 4. Family
  - 5. Women’s rights movement
  - 6. Counterculture in 1960s (including student revolts)
- E. Science

**Sample Past Thematic Essay Questions**

- 2004 Analyze the factors working for and against European unity from 1945 to 2001.
- 1998 Using specific examples from Eastern and Western Europe, discuss economic development during the period 1945 to the present, focusing on ONE of the following:
  - a) Economic recovery and integration
  - b) Development of the welfare state and its subsequent decline
- 1996 Compare and contrast the women’s suffrage movements of the late nineteenth and early twentieth centuries with the European feminist movements of the 1960s and 1970s.
- 1995 Identify four specific changes in science and technology, and explain their effects on Western European family and private life between 1918 and 1970.
- 1994 Analyze the common political and economic problems facing Western European nations in the period 1945–1960 and discuss their response to these problems.
- 1990 Analyze the ways in which technology was an issue in European social activism between 1945 and 1970. Be sure to include three of the following: environmentalism, peace movements, student protests, women’s movements, labor movements.

**XXXV. Decolonization**

- A. Causes
- B. British Empire
  - 1. India
  - 2. Egypt
- C. French Empire
  - 1. Vietnam
  - 2. Algeria
- D. Middle East
  - 1. End of mandates
  - 2. Birth of Israel
- E. Indonesia
- F. Sub-Saharan Africa
- G. Cultural imperialism

**Sample Past Thematic Essay Question**

2002B Between 1945 and 1970, virtually all European colonies achieved independence. Discuss the changes within Europe that contributed to this development.

**XXXVI. Post-1991 Issues**

- A. Russian challenges in transitioning to capitalism and democracy
- B. Eastern European challenges in transitioning to capitalism and democracy
- C. Unification of Germany: challenges integrating East Germany
- D. Yugoslavia
- E. Unified Europe—how far?
- F. Immigration, “guest workers”

**Sample Past Thematic Essay Question**

2002 Many historians have suggested that since 1945, nationalism has been on the decline in Europe. Using both political and economic examples from the period 1945 to 2000, evaluate the validity of this interpretation.

## Dates and Periods in European History

Students often have difficulty keeping track of the parallel timelines of politics, culture, and economics. Give them a guide like this to help keep them from getting lost and also to remind them of important connections.

### Later Middle Ages (c. 1300–1450) and the Renaissance (c. 1400–1550)

Political Dates and Periods
Later Middle Ages Hundred Years' War begins (1337) Black Death (1347) Fall of Constantinople (1453)
Art Dates
Late Gothic, Renaissance
Economic Dates
Commercial Revolution funds the Renaissance Decline of feudalism

### First Half of the Early Modern Period (c. 1450–1648)

Political Dates and Periods
New Monarchies Hundred Years' War ends (1453) Marriage of Ferdinand and Isabella (1469) End of the War of the Roses (1485) The Reformation/Religious Wars/The Counter Reformation Martin Luther's 95 Theses (1517) Charles V becomes Holy Roman Emperor (1519) Diet of Worms (1521) Peasants' War (1524-26) Council of Trent (1545-63) Peace of Augsburg (1555) St. Bartholomew's Day Massacre (1572) French Wars of Religion (1559-89) Edict of Nantes (1598) Hapsburg Hegemony and Golden Age of Spain (1550-1650) Christopher Columbus sails the ocean blue (1492) Treaty of Tordesillas (1494) Opening of Potosí mines (1545) Invincible Armada sinks (1588) Thirty Years' War (1618-48) End of the war between France and Spain (1656) Imperialism in the Western Hemisphere
Art Dates
Renaissance, mannerism
Economic Dates
Rise of the domestic system First enclosure movement in England Price Revolution Bullionism leads to mercantilism, rise of monopolies, imperialism Dutch and English trade via East India Companies (1601)

**Second Half of the Early Modern Period (1648–1789)**

Political Dates and Periods
Rise of Constitutionalism English Civil War (1642-49) Restoration (1660-68) Glorious Revolution (1688) English Bill of Rights (1689) Ancien Régime (1648–1789) Age of Absolutism (c. 1650–1750) and the Wars of Louis XIV (1660–1714), Louis XIV (1643–1715), Peter the Great (1682–1725), Frederick William the Great Elector (1640-88), and Frederick William I (1713-40)
Art Dates
Baroque, rococo
Economic Dates
Bank of England (1694) England and France experience “Bubbles” (1720) England pays debt from the War of Spanish Succession while France repudiates it

**The Enlightenment (c. Eighteenth Century)**

Political Dates and Periods
Enlightened Despotism Frederick the Great (1740-86) Recovery of the Hapsburgs (Joseph II, 1780-90) Catherine the Great (1762-96)
Economic Dates
Agricultural Revolution (“the Enlightenment comes to the farm”) Second enclosure movement in England More food Population explosion Adam Smith publishes <i>The Wealth of Nations</i> , the bible of capitalism (1776) Industrial Revolution (c. 1750–1850)

**Beginning of the Modern Period (1789–1871)**

Political Dates and Periods
French Revolution and Age of Napoleon (1789–1815) Age of Montesquieu: National Assembly (1789-91), Legislative Assembly (1791-92) Age of Rousseau: National Convention (1792-95), Directory (1795-99) Age of Voltaire Napoleonic era: Consulate (1799–1804) Empire (1804-15) Congress of Vienna (1814-15) Age of Metternich (1815-48) Nationalism Conservatism July Monarchy (1830) Second Republic (1848-52) Age of Realpolitik (1848-71) France has Second Empire (1852-70), Alexander II frees the serfs (1861), Italy becomes a unified kingdom (1870), Prussia becomes Germany after the Franco-Prussian War (1871)

## Appendix

Art Dates
Neoclassicism, romanticism (a reaction to the Industrial Revolution in England and the French Revolution on the continent), realism in art (naturalism in literature)
Economic Dates
Rise of liberalism in England; Manchester School Utopian Socialism: Claude Saint-Simon, Robert Owen, Charles Fourier Scientific Socialism: Karl Marx and Friedrich Engels publish <i>The Communist Manifesto</i> (1848)

### Second Part of the Modern Period (1871–1991)

Political Dates and Periods
Second Industrial Revolution (steel, oil, electricity, chemicals) Age of Imperialism Berlin Congress of 1878, Berlin Conference of 1884-85 Mass Politics (1871–1914) Third Republic in France (1870–1940) World War I (1914-18) Russian Revolution (1917) Interwar Period (1918-39) Age of Anxiety Rise of Fascism and Nazism World War II (1939-45) Cold War (1945-91) Decolonization (1940s–1970s) European Union Marshall Plan (1948) Treaty of Rome (1957) Treaty of Maastricht (1991) Fall of the Soviet Union (1991)
Art Dates
Impressionism, neoimpressionism, pointillism, cubism, expressionism, futurism, art nouveau, La Belle Époque, fin de siècle, surrealism, realism, Dada, Bauhaus, expressionism, Socialist realism, abstract expressionism, miscellaneous modernisms, theater of the absurd
Economic Dates
Beginning of social legislation and entitlements Managed economies Beginning of the postindustrial age

## Word Chronology for European History, or Who's Down, Who's Up?

This guide gives students a very quick overview of some of the most important political, intellectual, and economic developments from the Renaissance to the present day.

Black Death—death drives up the price of labor and accelerates the end of feudalism

Commercial Revolution (I)

Renaissance—comes in two flavors: North (Germany) and South (Italy)

New Monarchies—England, France, and Spain: NOBLES down, KINGS up

AFTERLIFE down, THIS LIFE up

Opening of the Atlantic/Golden Age of Spain/Price Revolution/Commercial Revolution (II)

Tudor England—first enclosure movement: PEOPLE down, SHEEP up

Years of Hapsburg power start here

Mercantilism

Reformation: POPE down, INDIVIDUAL up

Catholic (or Counter) Reformation

Religious wars end in the Peace of Augsburg

Religion of the prince is the religion of the people

Scientific Revolution starts here

French Wars of Religion: VALOIS down, BOURBON up

Revolt of the Netherlands and defeat of the Armada

Thirty Years' War/balance of power/Peace of Westphalia

Years of Hapsburg power end here: SPAIN down, FRANCE up

English Civil War/Oliver Cromwell/Restoration/Glorious Revolution

Age of Louis XIV—"Here Comes the Sun King. Everybody's Happy. . ."

War of Spanish Succession ends in Peace of Utrecht ("Hello, Prussia!")

In the economy, after Louis XIV's wars: FRANCE down, ENGLAND up

Enlightenment starts here

American Revolution/partitions of Poland/French Revolution

Second enclosure movement/enlightened despots

RELIGION down, REASON up

Capitalism

Industrial Revolution starts here

Adam Smith's *The Wealth of Nations* (1776)

French Revolution

Napoleonic Wars/Congress of Vienna

(Goodbye, Enlightenment!)

Romanticism/nationalism/liberalism

Socialism/communism (1848)/suffrage reform in England

REASON down, EMOTION up

## Appendix

Revolutions of 1848—(Goodbye, Metternich!)  
EMOTION down, MANIPULATION up

Realism and Realpolitik  
Unification of Italy and Germany/rise of imperialism  
Positivism/La Belle Époque  
Fin de siècle

World War I  
Versailles Treaty  
Unexpected devastation leads to isolationism  
New governments created based on self-determination

Russian Revolution

Great Depression/worldwide depression/rise of fascism  
Holocaust  
Appeasement/World War II

Fall of imperialism/Cold War  
End of European economic supremacy  
Beginning of the postindustrial age

Fall of communism  
Treaty of Maastricht/beginning of European unity

## Women in European History

A generation ago, women's history, if it appeared at all in the textbooks, was generally relegated to a few sidebars. Now, women's history should be an integral part of your AP European History course. A study guide like the one here gives students a good grounding in some of the main trends and important individuals.

### I. The Renaissance

#### A. Wealthy women

1. *Querelles des Femmes* ("The Problem of Women"). Starting with Christine de Pisan in the fourteenth century, a new debate emerged over women's nature and their proper role in society; the debate continued for 600 years.
2. Increased access to education
3. Lost some status compared to what they had had in the Middle Ages; women were to be "ornaments" to their husbands
4. Important Renaissance noblewomen at court in education and culture, including
  - a. Christine de Pisan
  - b. Isabella d'Este
  - c. Artemisia Gentileschi (famous for her paintings of Judith)

#### B. Women in general

1. Status did not change much compared to that in the Middle Ages
2. Marriage
  - a. European family pattern
    - i. Nuclear family (poor people tended to be unable to support extended families)
    - ii. Wealthier people (and some landowning peasants) tended to have extended families
  - b. Based on economic considerations, not love
    - i. Dowries were extremely important in wealthy families
    - ii. Women tended to play a more significant role in the economy in Northern Europe
  - c. Average age for women was under 20; for men it was mid- to late-20s
    - i. Class issues: the wealthy tended to marry earlier than the middle classes, and the poor tended to marry earlier as well, or not to marry at all
    - ii. In Italy the age gap between husbands and wives was much larger than in Northern Europe
  - d. Increased infanticide and abandonment (among the poor)
    - i. Increase of foundling hospitals (two-thirds of abandoned babies were girls)
  - e. Low rate of illegitimate births
  - f. Dramatic population growth until 1650
3. Divorce was available in certain areas (still very limited), unlike the Middle Ages when divorce was nonexistent
4. Women (only those in the upper classes) were to make themselves pleasing to men (Castiglione)
5. Sexual double-standard: women were to remain chaste until marriage, but men were permitted to sow their wild oats
6. More prostitution than in the Middle Ages
7. Rape was not considered a serious crime

#### C. Important female rulers

1. Caterina Sforza
2. Isabella I
3. Mary Tudor
4. Elizabeth I
5. Catherine de Médicis



## Appendix

- D. Persecution of alleged witches
  - 1. Beginning of witchcraft as official Roman Catholic Church dogma in 1484
  - 2. Large number of accused witches were older women
  - 3. Reasons for targeting women
- E. Joan Kelly, “Did Women Have a Renaissance?” in *Becoming Visible: Women in European History*, eds. Renate Bridenthal and Claudia Koonz, 148-52 (Boston: Houghton Mifflin, 1977)

### II. The Reformation

- A. Protestant women: occupation was in the home taking care of the family
  - 1. Protestant churches had greater official control over marriage
    - a. Suppressed common law marriages
    - b. Catholic governments followed suit
  - 2. Marriage became more companionate; Martin Luther and Katerina von Bora were a good example of the husband/helpmate model
  - 3. Increased women’s literacy became valued because women needed to be able to read the Bible and teach their children
  - 4. Lost some opportunities in church service that Catholic women enjoyed
  - 5. Sex was an act to be enjoyed by a husband and wife (Luther)
- B. Catholic women
  - 1. Women continued to enjoy opportunities in the Church in religious orders
    - a. Theresa de Avila, Carmelite order
    - b. Angela Merici, Ursuline order

### III. The Eighteenth Century, Including the Industrial Revolution

- A. Agricultural Revolution
  - 1. Enclosure movements significantly altered peasant life
    - a. Women had fewer opportunities to make profits from work on common lands
    - b. Some women worked away from home in the towns or cities
      - i. Most work was domestic
      - ii. Many women became prostitutes
      - iii. Social consequences of working away from home included more autonomy, the ability to save money for their own dowries, slightly greater choice in marriage partners (but still pretty much endogamous within their class and trade), and less communal protection from economic and sexual exploitation
  - 2. Growth of cottage industry
    - a. Women increasingly stayed home to work in the cottage industry
    - b. Young women became increasingly difficult for peasant families to feed due to the loss of common lands
      - i. Young women were sometimes sent away to work
- B. Industrial Revolution
  - 1. Large numbers of women worked in factories in late eighteenth-century England
  - 2. Family wage economy: families often worked together (especially women and children)
    - a. Declined somewhat after the Factory Act of 1833 put limits on child labor
- C. Marriage
  - 1. Based more on romance as the Enlightenment moved into the modern era
    - a. Average age for marriage was late 20s or later
    - b. Many women did not marry (spinsters); a large population of unmarried middle-class women was a new phenomenon
  - 2. Protestant women were still expected to manage the home
  - 3. Catholic women still had self-development options in the religious orders
  - 4. Views on childcare: spare the rod and spoil the child

5. Families became smaller, children lived longer, and people invested more love and economic resources in their children as time went on
- D. Explosion in illegitimate births
  1. Increased infanticide
  2. Foundling hospitals created
- E. Decrease in witch hunts. Why? Most people say it relates to both the new scientific ideas about evidence and the decline of political power of the Roman Catholic Church.
- F. Decline in women's opportunities as midwives, and increased professionalization of medicine
- G. Important female rulers included:
  1. Catherine the Great
  2. Maria Theresa

#### IV. Women in the Enlightenment

- A. Science
  1. Emilie du Châtelet (Voltaire's mistress) translated Newton's *Principia* (see the DBQ on women and science from the 1997 AP Exam)
- B. Salons
  1. Madame de Geoffrin (Marie-Thérèse Rodet Geoffrin)
  2. Madame de Warens (Louise de Warens)
  3. Madame de Staël (Germaine de Staël)
  4. Madame Roland (Jeanne Manon Roland de Platière)
- C. Arts
  1. Elizabeth Vigée-Lebrun
- D. Views on female education
  1. Jean Jacques Rousseau, *Émile* (1762)
  2. Catharine Macaulay, *Letters on Education* (1787)
  3. Hannah More, a "bluestocking"
- E. Generally, the Enlightenment ideology did not like or have much respect for women, and when women tried to apply its ideas of freedom and equality to their own sex, even the most radical leaders of the French Revolution repressed them.

#### V. The French Revolution

- A. Bread riots
- B. March on Versailles
- C. Olympe de Gouges, *The Rights of Women* (1791)
- D. Mary Wollstonecraft, *A Vindication of the Rights of Woman* (1792)
- E. Participation with the Sans-Culottes (Society of Revolutionary Republican Women)
- F. National Convention closed women's political clubs
  1. French Revolutionary leaders identified women with the debauchery and effete style of the ancien régime. They thought the Old Regime style was not "manly" and sought to keep women out of public life.
- G. Charlotte Corday
- H. Salons during the Revolution (e.g., Jeanne Roland, Girondins)
- I. Victims of the Reign of Terror (e.g., Olympe de Gouges, Jeanne Roland)
- J. Napoleonic France
  1. Civil Code reasserted Old Regime's patriarchal system
    - a. Women viewed as legal incompetents
  2. Women gained few rights (except inheritance rights), which led to increased use of birth control and smaller families
  3. State paternalism
  4. Criticism of Napoleon's regime by Madame de Staël

## Appendix

- K. Compare the role of women in the French Revolution with the role of women in the Russian Revolution
  - 1. Ideals
  - 2. What rights and privileges did they ultimately receive?

Emerging ideology about women following the French Revolution grappled with the problem of women's nature and what it meant for women's rights. **Individualist feminists** argued that women had the same "natural" rights as men and therefore were entitled to the same legal, economic, social, and educational opportunities. Their ideas derived from Enlightenment ideology and were later embraced by such thinkers as John Stuart Mill. **Relational feminists** argued that women's nature was fundamentally different from men's and, significantly, just as important. They argued that women needed education to fulfill their special role as mothers and homemakers, to preserve and impart the native culture of their homelands, and to provide healthy children for the nation (the so-called "mother-educator"). Relational feminists were sympathetic to the new movements of romanticism and nationalism.

### VI. The Nineteenth Century

- A. Industrial Revolution
- B. Marriage and family
  - 1. Ideal of romantic love became important
  - 2. Fewer children per family; more love toward children
  - 3. Middle class more inclined to consider economic reasons
    - a. Many men married late
    - b. Women were closely monitored
    - c. Sexual double-standard existed
  - 4. Illegitimacy rate declined after 1850 in the working classes
  - 5. Prostitutes were sought by middle- and upper-middle-class men
  - 6. Early childhood is vital (Freud)
  - 7. Lower-class children were less financially dependent on their parents than middle-class children
- C. Status of women
  - 1. After 1850 increasingly separate spheres existed: men worked in factories and women stayed at home
  - 2. Protective legislation drove women out of certain kinds of employment. As the century progressed, more jobs were gendered; in jobs defined as women's work (e.g., teaching and office work), wages went down.
  - 3. Ideology of domesticity
    - a. Reinforced in homeschooling or church schools
    - b. Victorian ideal
  - 4. By the late-nineteenth century, mostly women in poor families worked outside the home
  - 5. Middle-class women began working to organize and expand their rights
  - 6. Marxist view of women
    - a. Marxist women argued that women were doubly oppressed, both by capitalist society and also by men. Their program was to work for Socialism first, because they thought that socialism (and later communism) would lead to equality between the sexes.
  - 7. Socialist views of women
    - a. Saint-Simonian Socialism emphasized complementary aspects of the sexes, motherhood as the common denominator of female experience, and free love
      - i. Suzanne Voilquin
      - ii. Flora Tristan
      - iii. Desiree Gay

- iv. Jeanne Deroin, like the majority of these women, was a feminist first and a Socialist second. She petitioned, unsuccessfully, to run for the Legislative Assembly as a candidate of the Democratic Socialist Party.
  - b. German Socialist Louise Otto emphasized women's special nature and importance to the state, even though she saw marriage as a "degraded" institution that impaired the development of women's character.
  - c. German Social Democratic Party had a special auxiliary for women
    - i. August Bebel
    - ii. Clara Zetkin
  - d. French feminist Socialists included:
    - i. Hubertine Auclert
    - ii. Louise Saumoneau
    - iii. Elisabeth Renaud
- D. Romanticism
1. George Sand (Amandine Aurore Lucie Dupin)
- E. Realism
1. George Eliot (Mary Ann Evans)
- F. Women played a major role in social reforms in the mid- to late-nineteenth century
1. Catholic orders organized schools and hospitals
  2. Temperance
  3. Number of female teachers increased in the late-nineteenth century (e.g., preschool education)
  4. Trend toward gendering certain occupations had the effect of kicking men out and also lowering wages
  5. Pacifism
    - a. Bertha von Süttner, *Lay Down Your Arms* (1889)
    - b. Women's International League for Peace and Freedom; the role of Jane Addams
- G. Active participation in the Socialist movement
1. Owenites
  2. Emma Martin
  3. Flora Tristan
- H. Modernism in Western Europe: the "New Woman"
1. Drop in the birth rate became alarming
  2. Ellen Key, Nelly Roussel, and Marguerite Durand (Durand published the French women's daily newspaper, *La Fronde*)
  3. Reformers sought to reform marriage to increase its attractiveness to women
  4. Women gained the legal right to wages and property ownership
  5. Women gained the right to work without their husband's permission
    - a. Many educated women worked in white-collar jobs
  6. Legalization of divorce in some countries (e.g., France)
  7. Government subsidies to needy mothers (e.g., Britain in 1913)

## VII. Female Suffrage

- A. Finland was the first country to grant female suffrage (1906)
- B. Countries that had granted female suffrage by 1920 were Austria, Britain, Czechoslovakia, Denmark, Germany, Iceland, Netherlands, Norway, and Russia
  1. Suffrage was largely the result of women's participation during WWI
- C. England
  1. John Stuart Mill, *The Subjection of Women* (1869)
  2. Suffrage was predominantly a middle-class movement

## Appendix

3. Because England did not get universal manhood suffrage until after World War I, many feminists and Socialists were frustrated in their efforts to work for female rights. Leadership of suffrage reform movements felt that arguing for woman suffrage would hurt the cause of suffrage for men.
  4. Rise of professional suffrage associations
  5. Millicent Garrett Fawcett
  6. Emmeline Pankhurst (Women's Social and Political Union) and her even more radical daughters, Christabel and Sylvia
    - a. Militant tactics: violence, bombings, destruction of property, picketing Parliament
  7. Women's participation in WWI
  8. Representation of the People Act of 1918 (suffrage for women age 30 and over)
  9. Representation of the People Act of 1928 (suffrage for women age 21 and over, the same terms as for men)
- D. Female suffrage after WWI in Western and Central Europe

### VIII. The Twentieth Century

- A. Russia
1. Equality (in theory) after the Russian Revolution
    - a. Voting rights
    - b. Equal access to education
    - c. Job opportunities
    - d. No sexual double-standard; increased abortion
  2. Compare the role of women in the Russian Revolution to the role of women in the French Revolution
  3. Compare the status of women in the Soviet Union with the status of women in fascist Italy and Nazi Germany
- B. Women made huge contributions to the war effort during WWI and WWII
- C. Traditional and oppressed roles in fascist Italy and Nazi Germany
1. Women were encouraged to have many children for the benefit of the state
  2. Women were denied access to high-paying job opportunities
- D. After WWI, several countries (not just fascist countries) passed repressive legislation against women in the areas of reproductive freedom and employment opportunities. This was due to the unemployment that followed the war combined with the huge death rate and oversupply of women and undersupply of babies.
- E. Post-WWII
1. Baby boom after World War II
  2. Middle-class children were less economically dependent on their parents
  3. Women remained in the workforce in larger numbers
- F. Women's rights movement and feminism
1. Simone de Beauvoir, *The Second Sex* (1949)
  2. Betty Friedan, *The Feminine Mystique* (1963)
  3. France ended its ban on birth control in 1965
  4. Protest marches in favor of abortion rights and decriminalization of homosexuality
  5. Some feminists rejected such "feminine" conventions as bras, cosmetics, and high heels
  6. Demand for equal pay for equal work
  7. In Italy in the 1970s women gained divorce rights, access to birth control information, and abortion rights
  8. Sharp drop in the birth rate, starting in the 1960s; native-born European women began having fewer children, later in life

## Contrasting the Later Middle Ages and the Renaissance

The AP European History course starts with the Renaissance, the “age of rebirth,” but rebirth from what? The following chart is helpful for students at the beginning of the course.

Later Middle Ages	Renaissance
<b>Philosophy</b>	
<ul style="list-style-type: none"> <li>Religion dominates medieval thought</li> <li>Scholasticism: Thomas Aquinas reconciles Christianity with Aristotelian science</li> </ul>	<ul style="list-style-type: none"> <li>Humanism: Emphasis on secular concerns due to the rediscovery and study of ancient Greco-Roman culture</li> </ul>
<b>Ideal</b>	
<ul style="list-style-type: none"> <li>Man should be well versed in one subject: how to get to heaven</li> </ul>	<ul style="list-style-type: none"> <li>Virtù: Renaissance man should be well rounded (Castiglione)</li> </ul>
<b>Religion</b>	
<ul style="list-style-type: none"> <li>Dominates politics; seeks a unified Christian Europe</li> <li>Church is supreme to the state</li> <li>Inquisition starts in 1223; dissenters dealt with harshly</li> </ul>	<ul style="list-style-type: none"> <li>New Monarchs assert power over national churches</li> <li>State is supreme to the church</li> <li>Rise of skepticism</li> <li>Renaissance popes are worldly and corrupt</li> </ul>
<b>Literature</b>	
<ul style="list-style-type: none"> <li>Based almost solely on religion</li> <li>Written in Latin</li> <li>Church is the greatest patron of literature and arts</li> <li>Little political criticism</li> <li>Handwritten</li> </ul>	<ul style="list-style-type: none"> <li>Humanism; secularism</li> <li>Northern Renaissance focuses also on writings of early church fathers</li> <li>Vernacular (e.g., Petrarch, Boccaccio)</li> <li>Covers a wider variety of subjects (e.g., politics, art, short stories)</li> <li>Focuses on the individual</li> <li>Increased use of the printing press; propaganda</li> </ul>
<b>Sculpture</b>	
<ul style="list-style-type: none"> <li>More gothic, extremely detailed</li> <li>Relief</li> </ul>	<ul style="list-style-type: none"> <li>Greek and Roman Classical influences</li> <li>Freestanding (e.g., Michelangelo’s <i>David</i>)</li> <li>Use of bronze (e.g., Donatello’s <i>David</i>)</li> </ul>
<b>Art</b>	
<ul style="list-style-type: none"> <li>Gothic style</li> <li>Byzantine style dominates; nearly completely religious</li> <li>Stiff, one-dimensional figures</li> <li>Little emotion</li> <li>Stylized, generic-looking faces</li> <li>Use of gold to illuminate figures</li> <li>Lack of perspective</li> <li>Lack of chiaroscuro</li> <li>Patronized mostly by the church</li> </ul>	<ul style="list-style-type: none"> <li>Increased emphasis on secular themes</li> <li>Use of perspective</li> <li>Use of chiaroscuro</li> <li>Increased use of oil paints</li> <li>Brighter colors</li> <li>More emotion</li> <li>Depicts real people and settings</li> <li>Patronized largely by merchant princes</li> <li>Patronized by Renaissance popes</li> </ul>
<b>Architecture</b>	
<ul style="list-style-type: none"> <li>Gothic style</li> <li>Pointed arches, barrel vaults, spires</li> <li>Flying buttresses</li> <li>Elaborate detail</li> </ul>	<ul style="list-style-type: none"> <li>Rounded arches, clear lines, Greco-Roman columns</li> <li>Domes (e.g., Brunelleschi’s <i>Il Duomo</i>)</li> <li>Less detailed</li> <li>Focus on balance and form</li> </ul>

## Appendix

Later Middle Ages	Renaissance
<b><i>Technology</i></b>	
<ul style="list-style-type: none"> <li>• Dependency on scribes</li> </ul>	<ul style="list-style-type: none"> <li>• Use of printing press</li> <li>• New inventions for exploration</li> </ul>
<b><i>Marriage and Family</i></b>	
<ul style="list-style-type: none"> <li>• Divorce is nonexistent</li> <li>• Marriages arranged for economic reasons</li> <li>• Prostitution in urban areas</li> <li>• Average age for men to marry: mid- to late-twenties</li> <li>• Average age for women to marry: less than 20 years old</li> <li>• Church encourages cult of paternal care</li> <li>• Many couples do not observe church regulations on marriage</li> <li>• Manners shape men to please women</li> <li>• Relative sexual equality</li> </ul>	<ul style="list-style-type: none"> <li>• Divorce is available in certain cases</li> <li>• More prostitution</li> <li>• Marriages are based more on romance</li> <li>• Women are to make themselves pleasing to men (Castiglione)</li> <li>• Sexual double standard</li> <li>• Increased infanticide</li> </ul>
<b><i>Status of Women</i></b>	
<ul style="list-style-type: none"> <li>• Legal status is better than in Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• Legal status declines</li> <li>• Most women are not affected by the Renaissance</li> <li>• Educated women are allowed involvement but must be subservient to men</li> <li>• Rape is not considered a serious crime</li> </ul>
<b><i>Politics</i></b>	
<ul style="list-style-type: none"> <li>• Church tends toward supremacy over the state</li> </ul>	<ul style="list-style-type: none"> <li>• State tends toward supremacy over the church</li> <li>• New Monarchs assert control over national churches</li> <li>• Machiavelli</li> </ul>
<b><i>Other Differences</i></b>	
<ul style="list-style-type: none"> <li>• Few blacks live in Europe</li> <li>• The Crusades</li> </ul>	<ul style="list-style-type: none"> <li>• African slavery is introduced</li> <li>• Exploration and expansion</li> </ul>

## Comparative Theology of the Reformation

Tracking the theological disputes that shaped the Reformation is challenging for many students. We have found this table to be a helpful way to make sense of some of the complexities of the religious debates in the sixteenth century. It is not intended to be exhaustive, nor does it necessarily describe the current doctrines of the various Christian denominations.

	Roman Catholic	Anglican*	Lutheran	Calvinist**	Zwingli**	Anabaptists
<b>What is the proper form and function of the clergy?</b>	Celibate priests  A hierarchy of pope, bishops, priests, laity  Only clergy may administer sacraments and interpret scripture	Married priests  A hierarchy of king, bishops, priests, laity  Only clergy may administer sacraments	Ministers and priesthood of all believers  Ministers oversee sacraments and help explain scripture	Ministers, elders, deacons, people  Ministers help explain scripture and provide moral guidance	Ministers  Ministers help explain scripture and provide moral guidance	Ministers  Ministers help explain scripture and provide moral guidance
<b>What provides “justification” (i.e., removal from a state of sin)?</b>	Faith and works	Faith (though some Anglicans believe in faith and works)	Faith: When one is justified, one is forgiven; therefore, one can repent fully and do good works. Good works are a <i>consequence</i> of justification, not a cause.	Faith: Good works may or may not be <i>evidence</i> of justification	Faith: Justification is God’s endorsement of the morals of the individual. Good works are a <i>precondition</i> of justification.	Faith
<b>What is the proper relationship between state and church?</b>	The Pope has spiritual leadership over the Catholic sovereigns	The head of state (the king) is also head of the church	Religious choices are up to the individual, but that person owes obedience to the lawful ruler  Two kingdoms: spiritual and temporal	Religious organization dominates the state and, in fact, <i>is</i> the state (e.g., Geneva)	Religion dominates the state	



## Appendix

	Roman Catholic	Anglican*	Lutheran	Calvinist**	Zwingli**	Anabaptists
<b>What is the nature of the Eucharist?</b>	Transubstantiation: The bread and wine are actually transformed into the body and blood of Christ in the Eucharist		Consubstantiation: Christ is spiritually present in the Eucharist but not actually physically present	The Eucharist is just a symbol; there is no actual transformation of bread and wine	The Eucharist is a memorial, not a sacrifice	
<b>Other Characteristics</b>	Infant baptism  Indulgences, purgatory, and saints  Elaborate rituals and highly decorated churches	Infant baptism	Infant baptism	Infant baptism  Predestination: “What must I do to be saved?”  <i>The Protestant Ethic and the Spirit of Capitalism</i> , by Max Weber (1902)  The elect	Adult baptism  The Reformation is more concerned with the moral regeneration of the church, the community, than with the individual	Adult baptism
<b>Where was this denomination strongest?</b>	Italy, parts of Germany, Ireland, Poland, France	England	Parts of Germany, Sweden, Norway, Denmark	Netherlands, France, Switzerland—Geneva	Switzerland—Zurich	Switzerland, then various parts of Europe

\* In the late 1500s, many Anglicans split from the Church of England and became Puritans. Puritans held more Calvinistic beliefs and sometimes rejected the religious authority of the Anglican hierarchy.

\*\* In general, Calvin and Zwingli thought Luther was too subjective and too focused on the individual. They wanted criteria upon which to reform the church and society, which they found in Scripture. Luther was, in short, concerned with doctrine, while Calvin and Zwingli were concerned with life and morals.

## Nineteenth-Century Political Study Guides

The nineteenth century can be particularly daunting for students. So many “-isms,” so many countries, so little time. The following two guides provide two different approaches to making sense of this complex period.

### By “-isms”

#### Conservatism

*Definition:* Preservation of European monarchies and nobility. Conservatives believed that only traditional monarchical institutions of government could maintain order, and they were generally opposed to change.

Period	Britain	France	Germany	Austria (Hungary)	Italy	Other
1815-30*	Corn Laws, 1816  Peterloo Massacre, 1819	Return of the Bourbon monarchy  White Terror	Carlsbad Decrees (Prussia), 1819; related to Metternich’s values	Carlsbad Decrees, 1819  Rule by Metternich is reactionary	Northern Italy is largely dominated by Austria until the 1860s	Poland is dominated by Russia, Prussia, and Austria until 1918
1830-48*	Moves toward liberalism as a way to stabilize society and avoid revolution	Moves toward liberalism		Defeat of Kossuth in the Revolution of 1848; nationalism is politically impotent		
1848-71		Under Napoleon III: Age of Realpolitik (triumph of nationalist goals by means of conservatism; decisions based on practical needs of the state; rejection of ideology)	Failure of the Revolutions of 1848-49 (Frankfurt Parliament); nationalism is politically impotent	Defeat of the Revolutions of 1848-49	Austrian defeat of the Revolutions of 1848-49; nationalism is politically impotent  <i>Syllabus of Errors</i> , 1864, issued by Pope Pius IX	Reigns of Alexander I, Nicolas I, and Alexander III (autocracy, orthodoxy, Russification), and Nicolas II, 1801–1917
1871–1914			Bismarck’s leadership, 1860s-80s  Gap Theory  Kulturkampf			Duma after the Revolution of 1905 (Russia)

\* Includes Concert of Europe, 1815-48.

## Appendix

### Nationalism

*Definition:* The belief that a certain self-defined people should govern itself with its own historically sanctioned boundaries.

Period	Britain	France	Germany	Austria (Hungary)	Italy	Others
1815-30			Pre-1815: Herder, Volksgeist		Secret societies: Carbonari, Young Italy  Revolution of 1830  Risorgimento Mazzini	Greek independence, 1829  Poland has a failed revolt in the 1820s
1830-48				Prague Conference: Austroslavism  Revolutions of 1848; Kossuth		Belgian independence, 1830
1848-71		Defeat in Franco-Prussian War, 1870-71 (reaction to Ems Dispatch)	Revolutions of 1848-49  Humiliation of Olmütz, 1850  Unification, 1871; Bismarck	Ausgleich, 1867	Revolution of 1848-49; Mazzini, Roman Republic  Unification, 1870; Cavour, Garibaldi	Russia attempts to expand into the Black Sea region and the Balkans; Crimean War, 1853-56
1871-1914	Jingoism; Congress of Berlin, 1878  Disraeli pro-imperialism  Imperialism in Africa and Asia	Berlin Conference of 1884-85; Jaures  Imperialism in Africa and Asia	Imperialism: Berlin Conference of 1884-85  Bismarck moves away from belligerence in the Berlin Congress of 1878—"honest broker of the peace"  Imperialism in Africa	Language issue: German, Hungarian, Czech	Imperialism in Libya	Russia and the Congress of Berlin, 1878  Russia's defeat in the Russo-Japanese War, 1904-5

## Liberalism

*Definition:* The belief in equality before the law and that individuals are born good, free, and capable of improvement. The integrity of the individual should be protected from both society and government. Liberals were also concerned about political stability and the sanctity of property, which is why they favored increased manhood suffrage. Economic liberals believed in laissez-faire.

Period	Britain	France	Germany	Austria (Hungary)	Italy	Russia
1815-30	Bentham, utilitarianism ("the greatest good for the greatest number") Catholic Emancipation Act, 1829	Jewish rights, 1791 Constitutional monarchy under Louis XVIII (moderate at first but becomes more conservative)	Liberal university protests (crushed by the Carlsbad Decrees, 1819)			
1830-48	Factory Act, 1831 Reform Bill, 1832 Slavery abolished in the empire, 1833 Poor Law, 1834 Mines Act, 1842 Repeal of Corn Laws, 1846 10-Hour Law, 1847 Chartists Whigs; Earl Grey	July Revolution, 1830; Louis Philippe State constitution, 1830 February Revolution, 1848 June Days Revolution, 1848; Blanc; Louis Napoleon (Napoleon III) Universal male suffrage, 1848	Zollverein, 1834 Frankfurt Parliament, 1848 (failure)		State constitution (Sardinia/Piedmont), 1848	
1848-71	Mill, <i>On Liberty</i> , 1859	Liberal Empire of Napoleon III, 1852-70	Universal male suffrage, 1850 (Prussia)	State constitution, 1849 (Hungary in 1867) Civil rights for Jews, 1867	Liberal constitution, 1861 Jewish rights, 1870	Alexander II: Emancipation Edict, 1861 Creation of zemstvos
1871-1914	Reform Act of 1867; Disraeli Reform Act of 1884; Gladstone (universal male suffrage) Representation of the People Acts of 1918 and 1928 (women's suffrage)	Third Republic, 1870-1940	State constitution, 1871 Universal male suffrage, 1871 Jewish rights, 1871	Universal male suffrage, 1907 (Austria and Hungary)	Universal male suffrage, 1912	

## Appendix

### Socialism

*Definition:* Utopian Socialists of the early nineteenth century believed in helping the laboring poor, denounced the individualist philosophy of capitalism, and sought to create a cooperative utopian society. Practical Socialists, such as Louis Blanc and Pierre Joseph Proudhon, sought practical measures to improve the condition of the working class and the institution of universal suffrage. Scientific Socialist Karl Marx saw capitalism leading toward a class struggle where the working class would ultimately overthrow capitalism and create a “dictatorship of the proletariat” and a classless society.

Period	Britain	France	Germany	Austria (Hungary)	Italy	Russia
1815-30		Utopian Socialists: Saint-Simon, Fourier				
1830-48		Proudhon, <i>What Is Property?</i> , 1840 Blanc; national workshops, 1848				
1848-71	Marx and Engels, <i>The Communist Manifesto</i> , 1848		Bismarck cuts a deal with the Lassallean Socialists			Nihilists
1871-1914	Fabian Society, 1883 (Socialism by democratic, nonviolent means; favored by the middle and upper classes, intellectuals, and authors)  Labour party; Hardie  Welfare state in the early 20th century (prior to WWI)	Socialists gain seats in Chamber of Deputies under Jaures, 1905-14	Gotha Programme, 1875 (statement of the Marxists and the Lassallean Socialists that underlies the formation of the SDP)  First welfare state in Europe, 1880s  SPD is the largest party by WWI			Social Democrats split into Bolsheviks and Mensheviks  Lenin exiled, 1895-1900

**By Countries**

Country	Conservatism	Nationalism	Liberalism	Socialism	Romanticism
<b>Britain</b>	<p>Corn Laws, 1816</p> <p>Peterloo Massacre, 1819</p> <p>Moves toward liberalism as a way to stabilize society and avoid revolution, 1830-48</p>	<p>Jingoism; Congress of Berlin, 1878</p> <p>Disraeli pro-imperialism</p> <p>Imperialism in Africa and Asia</p>	<p>Bentham, utilitarianism (“the greatest good for the greatest number”)</p> <p>Catholic Emancipation Act, 1829</p> <p>Factory Act, 1831</p> <p>Reform Bill, 1832</p> <p>Slavery abolished in the empire, 1833</p> <p>Poor Law, 1834</p> <p>Mines Act, 1842</p> <p>Repeal of Corn Laws, 1846</p> <p>10-Hour Law, 1847</p> <p>Chartists</p> <p>Whigs; Earl Grey</p> <p>Mill, <i>On Liberty</i>, 1859</p> <p>Reform Act of 1867; Disraeli</p> <p>Reform Act of 1884; Gladstone (universal male suffrage)</p> <p>Representation of the People Acts of 1918 and 1928 (women’s suffrage)</p>	<p>Engels and Marx, <i>The Communist Manifesto</i>, 1848</p> <p>Fabian Society, 1883 (Socialism by democratic, nonviolent means; favored by middle and upper classes, intellectuals, and authors)</p> <p>Labour party; Hardie</p> <p>Welfare state in the early twentieth century (prior to WWI)</p>	<p>Lord Byron is involved in the Greek struggle for independence, 1823</p>

## Appendix

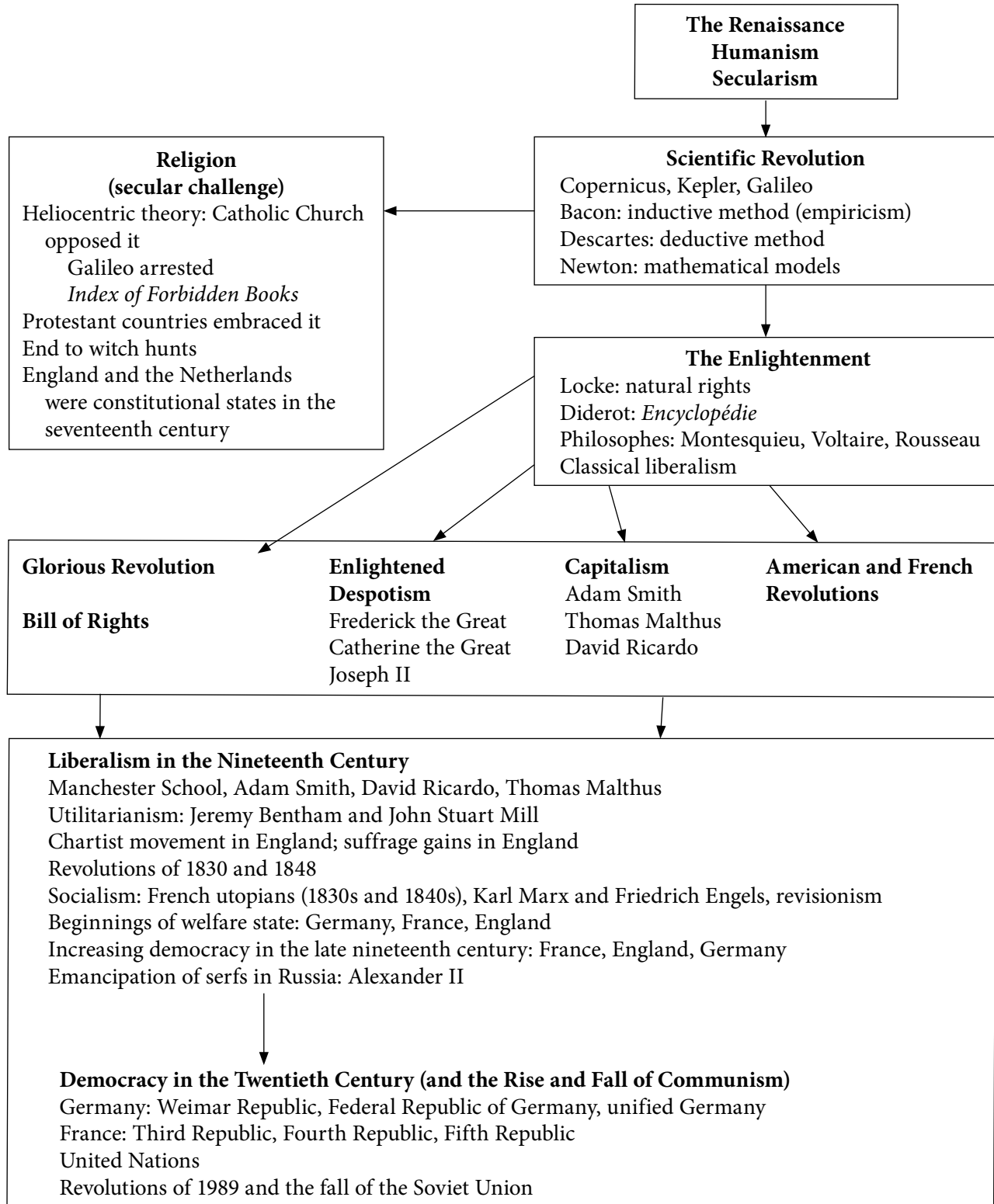
Country	Conservatism	Nationalism	Liberalism	Socialism	Romanticism
<b>France</b>	<p>Return of the Bourbon Monarchy</p> <p>White Terror</p> <p>Moves toward liberalism, 1830-48</p> <p>Under Napoleon III: Age of Realpolitik (triumph of nationalist goals by means of conservatism; decisions based on practical needs of the state; rejection of ideology)</p>	<p>Defeat in Franco-Prussian War, 1870-71 (reaction to Ems Dispatch)</p> <p>Berlin Conference of 1884-85; Jaures</p> <p>Imperialism in Africa and Asia</p>	<p>Jewish rights, 1791</p> <p>Constitutional monarchy under Louis XVIII (moderate at first but becomes more conservative)</p> <p>July Revolution, 1830; Louis Philippe</p> <p>State constitution, 1830</p> <p>February Revolution, 1848</p> <p>June Days Revolution, 1848; Blanc; Louis Napoleon (Napoleon III)</p> <p>Universal male suffrage, 1848</p> <p>Liberal Empire of Napoleon III, 1852-70</p> <p>Third Republic, 1870-1940</p>	<p>Utopian Socialists: Saint-Simon, Fourier</p> <p>Proudhon, <i>What Is Property?</i>, 1840</p> <p>Blanc; national workshops, 1848</p> <p>Socialists gain in Chamber of Deputies under Jaures, 1905-14</p>	<p><i>The Third of May, 1808</i>, Goya, 1814 (protests Napoleon's slaughter of Spanish rebels)</p> <p><i>Massacre at Chios</i>, Delacroix, 1824 (supports Greek independence from the Turks)</p> <p><i>Liberty Leading the People</i>, Delacroix, 1830 (celebrates popular revolution in France)</p> <p>Popular uprisings of 1830 and 1848; ideal of liberalism, freedom, equality</p>
<b>Germany</b>	<p>Carlsbad Decrees (Prussia), 1819; related to Metternich's values</p> <p>Failure of the Revolutions of 1848-49 (Frankfurt Parliament); nationalism is politically impotent</p> <p>Bismarck's leadership, 1860s-80s</p> <p>Gap Theory</p> <p>Kulturkampf</p>	<p>Pre-1815: Herder, Volksgeist</p> <p>Revolutions of 1848-49</p> <p>Humiliation of Olmütz, 1850</p> <p>Unification, 1871; Bismarck</p> <p>Imperialism: Berlin Conference of 1884-85</p> <p>Bismarck moves away from belligerence in the Berlin Conference of 1878—"honest broker of the peace"; 1871-1914</p> <p>Imperialism in Africa</p>	<p>Liberal university protests (crushed by the Carlsbad Decrees, 1819)</p> <p>Zollverein, 1834</p> <p>Frankfurt Parliament, 1848 (failure)</p> <p>Universal male suffrage, 1850 (Prussia)</p> <p>State constitution, 1871</p> <p>Universal male suffrage, 1871</p> <p>Jewish rights, 1871</p>	<p>Bismarck cuts a deal with the Lassallean Socialists</p> <p>Gotha Programme, 1875 (statement of the Marxists and the Lassallean Socialists that underlies the formation of the SDP)</p> <p>First welfare state in Europe, 1880s</p> <p>SPD is the largest party by WWI</p>	<p>Herder, Volksgeist</p> <p>Fichte: unique national character</p> <p>Goethe links Romantic individualism and Romantic nationalism</p> <p><i>Grimm's Fairy Tales</i>, 1812-15 (celebrates German identity)</p> <p>Wagner: Germanic legends in operas</p> <p>Revolutions of 1848 (liberty, individual rights)</p>

Country	Conservatism	Nationalism	Liberalism	Socialism	Romanticism
<b>Austria (Hungary)</b>	<p>Carlsbad Decrees, 1819</p> <p>Rule by Metternich is reactionary</p> <p>Defeat of Kossuth in the Revolutions of 1848; nationalism is politically impotent</p> <p>Defeat of the Revolutions of 1848-49</p>	<p>Prague Conference: Austroslavism</p> <p>Revolution of 1848; Kossuth</p> <p>Ausgleich, 1867</p> <p>Language issue: German, Hungarian, Czech</p>	<p>State constitution, 1849 (Hungary in 1867)</p> <p>Civil rights for Jews, 1867</p> <p>Universal male suffrage, 1907 (Austria and Hungary)</p>		<p><i>Hungarian Rhapsodies</i>, Liszt (date unknown)</p> <p>Dvořák: Czech folk songs in Classical music</p>
<b>Italy</b>	<p>Northern Italy is largely dominated by Austria until the 1860s</p> <p>Austrian defeat of the Revolutions of 1848-49; nationalism is politically impotent</p> <p><i>Syllabus of Errors</i>, 1864, issued by Pope Pius IX</p>	<p>Secret societies: Carbonari, Young Italy</p> <p>Revolution of 1830</p> <p>Risorgimento</p> <p>Mazzini</p> <p>Revolution of 1848-49; Mazzini; Roman Republic</p> <p>Unification, 1870; Cavour, Garibaldi</p> <p>Imperialism in Libya</p>	<p>State constitution (Sardinia/Piedmont), 1848</p> <p>Liberal constitution, 1861</p> <p>Jewish rights, 1870</p> <p>Universal male suffrage, 1912</p>		
<b>Poland</b>	<p>Dominated by Russia, Prussia, and Austria until 1918</p>	<p>Failed revolt in the 1820s</p>			<p>Polonaises, Chopin</p>
<b>Russia</b>	<p>Reigns of Alexander I, Nicholas I, and Alexander III (autocracy, orthodoxy, Russification), and Nicolas II, 1801-1917</p> <p>Duma after the Revolution of 1905</p>	<p>Attempts to expand into the Black Sea region and the Balkans; Crimean War, 1853-56</p> <p>Congress of Berlin, 1878</p> <p>Defeat in the Russo-Japanese War, 1904-5</p>	<p>Alexander II: Emancipation Edict, 1861</p> <p>Creation of zemstvos</p>	<p>Nihilists</p> <p>Social Democrats split into Bolsheviks and Mensheviks</p> <p>Lenin exiled, 1895-1900</p>	<p><i>1812 Overture</i>, Tchaikovsky, 1880</p> <p>Mussorgsky</p> <p>Rimsky-Korsakov</p>
<b>Others</b>		<p>Greek independence, 1829</p> <p>Belgian independence, 1830</p>			



## The Rise of Constitutionalism and Liberalism

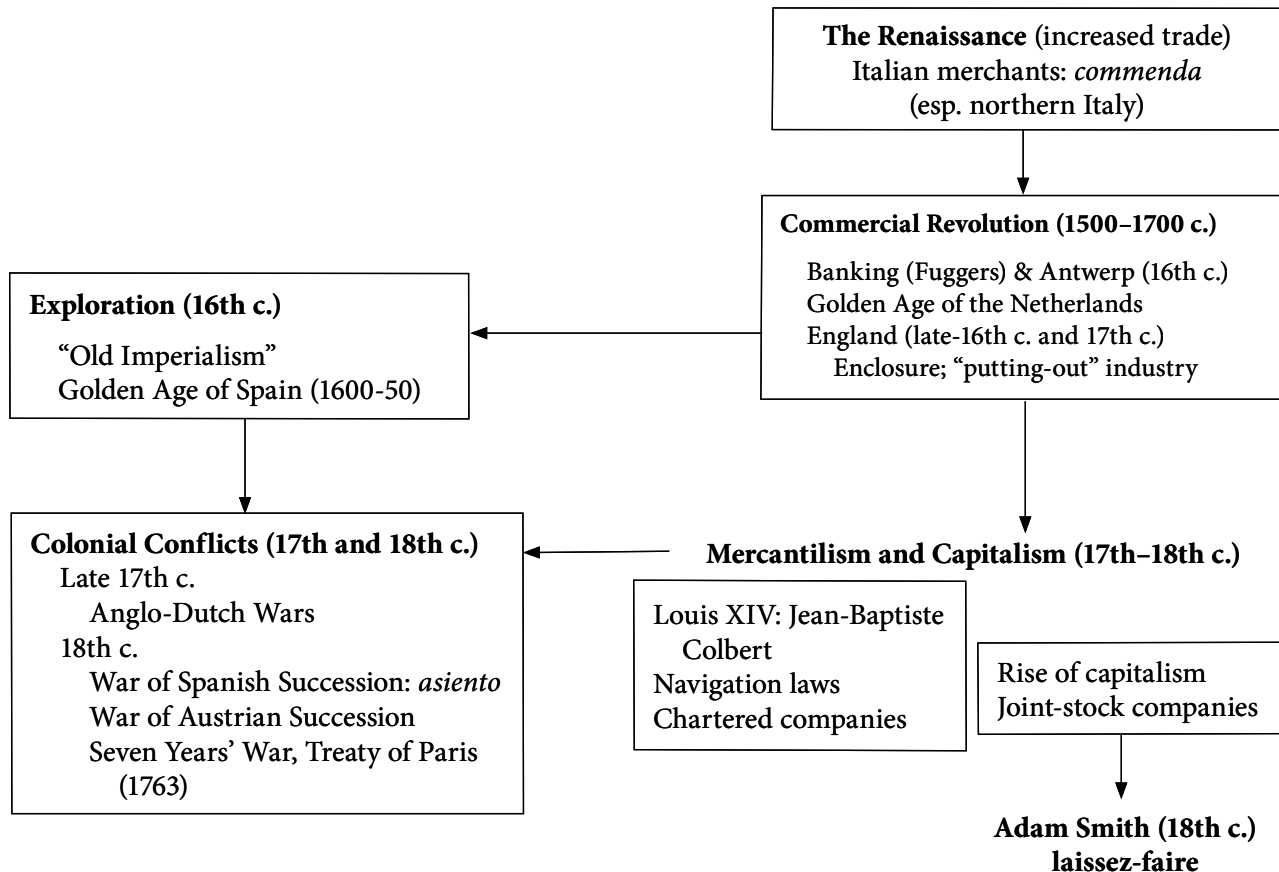
Making causal connections across different categories of history is an important historical skill your students need to develop. This chart provides a road map of some of the factors that contributed to an important development in European history, the rise of constitutionalism and liberalism.



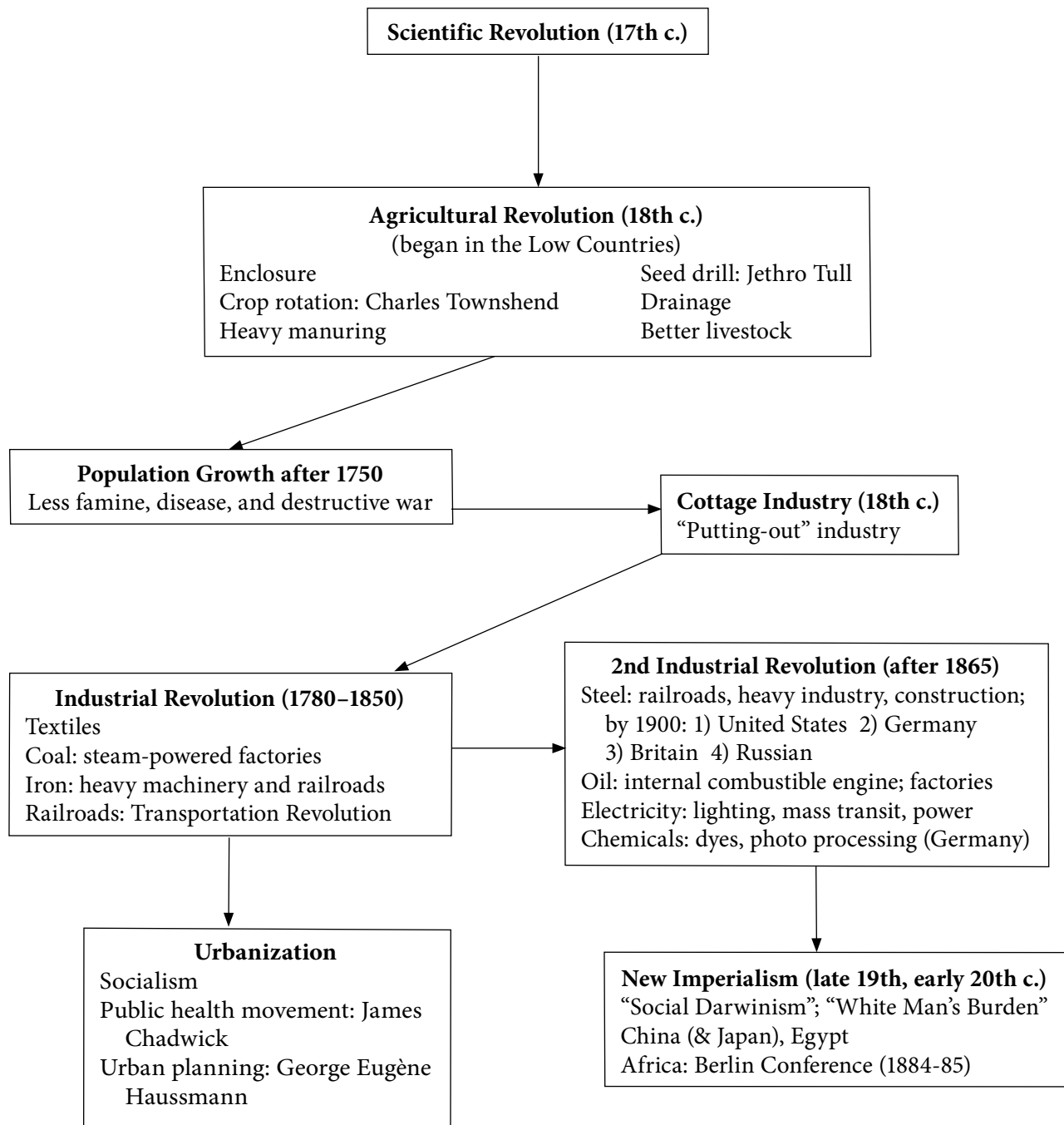
## Economic Development Study Guide

Integrating the major economic changes of the fifteenth through the early twentieth centuries with the political and economic changes that took place at the same time may be difficult for some students. Here are two schematic arrangements that can help them see some of the important cause-and-effect relationships.

### From the Commercial Revolution to Laissez-Faire



**From the Scientific Revolution to New Imperialism**



### Social History Study Guide

Social history can be harder for students to organize than political history because social history generally lacks dramatic turning points. A thematic and chronological guide like this one can help students orient themselves.

LATE MIDDLE AGES	SIXTEENTH & SEVENTEETH CENTURIES	EIGHTEENTH CENTURY	NINETEETH CENTURY
<b>Marriage and Family</b>			
<ul style="list-style-type: none"> <li>• Nuclear family</li> <li>• Divorce is nonexistent</li> <li>• Marriages are arranged for economic reasons</li> <li>• Prostitution in urban areas</li> <li>• Average age for marriage: mid- to late-20s for men and under 20 for women</li> <li>• Church encourages cult of paternal care</li> <li>• Many couples (especially the poor) do not observe church regulations on marriage because if they have no property to inherit it is not as important</li> <li>• Manners shape men to please women in the upper classes</li> </ul>	<ul style="list-style-type: none"> <li>• Nuclear family</li> <li>• Divorce is available in certain cases</li> <li>• More prostitution</li> <li>• Marriages are still based on economics but are increasingly more romantic</li> <li>• Average age for marriage: 27 for men and 25 for women</li> <li>• Increased infanticide</li> <li>• Low rate of illegitimate births</li> <li>• Dramatic population growth until 1650; growth slows until 1750</li> </ul>	<ul style="list-style-type: none"> <li>• Nuclear family</li> <li>• Marriages are based more on romance</li> <li>• Average age for marriage: late 20s or later because it takes longer for couples to be economically ready for marriage</li> <li>• Many women do not marry (spinsters)</li> <li>• Illegitimate birth explosion, 1750–1850</li> <li>• Increase in infanticide</li> <li>• Foundling hospitals created</li> <li>• Growth of cottage industry</li> <li>• Young people increasingly work away from home in the city</li> <li>• “Spare the rod and spoil the child”</li> <li>• Rise of humanitarianism (influenced by the Enlightenment)</li> </ul>	<ul style="list-style-type: none"> <li>• Ideal of romantic love is now the most important reason to marry</li> <li>• Many men marry late</li> <li>• Middle class is more apt to consider economic reasons</li> <li>• Fewer children per family; more love toward their children</li> <li>• Lower-class children are less economically dependent on their parents than middle-class children</li> <li>• Women are closely monitored</li> <li>• Sexual double-standard</li> <li>• Rate of illegitimacy in working classes declines after 1850</li> <li>• Prostitution is sought by middle- and upper-middle-class men</li> <li>• Early childhood is vital (Freud)</li> </ul>

## Appendix

Status of Women			
<ul style="list-style-type: none"> <li>• Legal status of upper-class women is better now than it will be in the next two centuries</li> </ul>	<ul style="list-style-type: none"> <li>• Status of upper-class women declines during the Renaissance</li> <li>• Most women are not affected by the Renaissance</li> <li>• Educated women are allowed involvement but they are to be subservient to men</li> <li>• Sexual double-standard</li> <li>• Woman is to make herself pleasing to the man (Castiglione)</li> <li>• Rape is not considered a serious crime</li> <li>• Protestant Reformation: women's occupation is in the home</li> <li>• Catholic orders for women grow</li> </ul>	<ul style="list-style-type: none"> <li>• Protestant women are still expected to manage the home</li> <li>• Upper-class Catholic women have self-development options in religious orders</li> </ul>	<ul style="list-style-type: none"> <li>• After 1850 increasingly separate spheres exist: men work in factories while women stay at home</li> <li>• By the late-nineteenth century only women in poor families work outside the home</li> <li>• Middle-class women begin working to organize and expand their rights; poor women do as well, but mostly in the context of socialism</li> </ul>
Education			
<ul style="list-style-type: none"> <li>• Mostly religious, but universities teach law and medicine as well</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly for the upper classes, but literacy increasingly becomes valued by all classes as a means to reading the Bible</li> <li>• Increased education as a means of social control or social bonding (e.g., <i>The Courtier</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Protestantism spurs increased education for boys and girls</li> <li>• Humanitarianism of the Enlightenment leads to improved education</li> </ul>	<ul style="list-style-type: none"> <li>• Increases among the middle class</li> <li>• Increased professionalization in medicine, law, and education</li> </ul>
Religion			
<ul style="list-style-type: none"> <li>• Dominated by the Catholic Church</li> <li>• Reform movements: Wycliffe and Hus</li> <li>• Some persecution of witches</li> <li>• Councilliar movement challenges papal authority</li> </ul>	<ul style="list-style-type: none"> <li>• Protestant Reformation</li> <li>• Counter Reformation</li> <li>• Religious wars</li> <li>• “New Monarchs” and “Absolute Monarchs” take control of national churches</li> <li>• Major persecution of alleged witches</li> </ul>	<ul style="list-style-type: none"> <li>• Protestant pietism in Germany</li> <li>• Rise of Methodism</li> <li>• Catholic piety remains</li> <li>• Decrease in witch-hunts</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rerum Novarum</i></li> <li>• <i>Syllabus of Errors</i></li> <li>• Kulturkampf</li> <li>• Increased emphasis on morality among the middle class</li> <li>• Decline among urban working classes</li> <li>• Development of fundamentalism in Protestantism</li> <li>• Development of a reform movement in Judaism</li> </ul>

<b>Nutrition and Health</b>			
<ul style="list-style-type: none"> <li>• Poor harvests create malnutrition</li> <li>• Black Death results in the loss of one-third of the population</li> </ul>	<ul style="list-style-type: none"> <li>• Poor life expectancy (about 25 years)</li> <li>• Price Revolution = less food consumption due to higher prices (until about 1650)</li> <li>• Bread is staple food for lower classes</li> <li>• Upper classes eat large quantities of meat</li> <li>• Smallpox and famines still ravage parts of Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Improved diet: more vegetables (especially potatoes)</li> <li>• Life expectancy increases from 25 years to 35 years; less war and contained conflicts away from agriculture and civilian population</li> <li>• Major advances in the control of plague and disease (especially smallpox); Jenner</li> <li>• Harvey: circulation of blood</li> <li>• Development of public health; advances in clean water and hygiene in cities limits cholera and tuberculosis</li> <li>• Hospital reform</li> <li>• Reform for mental health institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Increased life expectancy</li> <li>• Significant decline in infant mortality after 1890</li> <li>• Public health movement: Bentham and Chadwick</li> <li>• Bacterial revolution: Pasteur (germ theory), antiseptic (Lister)</li> <li>• Poor living conditions in cities</li> </ul>
<b>Social Structure</b>			
<ul style="list-style-type: none"> <li>• Feudalism dominates most of Europe</li> <li>• Guilds dominate towns</li> <li>• Black Death disrupts social organization and leads to increased mobility and greater pressure for higher wages because the laboring population has contracted; rebellions repressed by nobles and royal authority</li> </ul>	<ul style="list-style-type: none"> <li>• Population growth begins in the sixteenth century until about 1650</li> <li>• Cities grow faster than rural areas</li> <li>• Two major hierarchies exist:               <ol style="list-style-type: none"> <li>1. Countryside: landlords, peasants, landless laborers</li> <li>2. Urban: merchants, artisans, laborers</li> </ol> </li> <li>• Clergy, lawyers, teachers, and civil servants fit awkwardly in both hierarchies</li> <li>• Advancement up the hierarchy is made possible through education</li> <li>• Enclosure movement</li> <li>• Putting-out system</li> <li>• Serfdom in Eastern Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Cottage industry in rural areas</li> <li>• Growth of cities</li> <li>• Serfdom in Eastern Europe</li> <li>• Guilds on the wane; popular pressure to break their power and increase access to professions</li> <li>• In France middle classes buy into nobility; in England middle classes marry into nobility</li> </ul>	<ul style="list-style-type: none"> <li>• Increased standard of living for the average person; higher wages</li> <li>• Society is more diverse and less unified</li> <li>• Increased migration out of Europe in search of better economic and social opportunity as well as religious freedom</li> </ul> <p><b>Middle Classes</b></p> <ul style="list-style-type: none"> <li>• Diversified middle-class groups: moderately successful industrialists, merchants, professionals (e.g., doctors, lawyers)</li> <li>• Upper middle class: banking, industry, large-scale commerce</li> <li>• Lower-middle class: shopkeepers, small traders</li> </ul>

## Appendix

			<p><b>Lower Classes:</b> (80 percent of the population)</p> <ul style="list-style-type: none"> <li>• Highly skilled: foremen, handicraft trades</li> <li>• Semi skilled: craftspeople</li> <li>• Low skilled: day laborers, domestic servants</li> </ul>
Slavery			
<ul style="list-style-type: none"> <li>• Few Africans live in Europe</li> </ul>	<ul style="list-style-type: none"> <li>• African slavery introduced</li> <li>• Dramatic increase in slave trade in the New World</li> <li>• Slave trade makes Liverpool a thriving port city</li> </ul>	<ul style="list-style-type: none"> <li>• Still exists in Portuguese, Spanish, and British empires</li> </ul>	<ul style="list-style-type: none"> <li>• Ends in Latin America as Spanish and Portuguese leaders are overthrown and Latin American countries become independent</li> <li>• Britain ends slavery in 1833; strong anti-slavery movement led by Wilberforce</li> <li>• France ends slavery in 1848</li> <li>• Remains in U.S. until 1865</li> </ul>

TWENTIETH CENTURY			
Marriage and Family	Status of Women	Education	Religion
<ul style="list-style-type: none"> <li>• Baby boom after WWII</li> <li>• Women have children earlier and have fewer children (about 2.0)</li> <li>• Middle-class children are less economically dependent on their parents</li> </ul>	<ul style="list-style-type: none"> <li>• Equality in communist Russia</li> <li>• Female suffrage after WWI in most of Western and Central Europe</li> <li>• Traditional and oppressed roles in Fascist Italy and Nazi Germany</li> <li>• Women work in war industries during WWI and especially during WWII</li> <li>• Women's rights movement in the 1960s</li> <li>• Increasing proportion of women in the workforce</li> </ul>	<ul style="list-style-type: none"> <li>• Education is key to social advancement after WWII</li> <li>• After WWII access to college education is widely available in Western and Central Europe</li> <li>• Emphasis on science and math</li> <li>• "Big Science"</li> <li>• Student revolts in France in 1968</li> </ul>	<ul style="list-style-type: none"> <li>• Christian existentialism after WWI</li> <li>• Lateran Pact (1920) between Mussolini and the Papacy</li> <li>• Religion is far less prominent than in any previous century</li> <li>• Catholic Ecumenical Council of 1963 (end of Latin in Mass)</li> <li>• "God Is Dead" movement</li> <li>• Growth of Islam</li> </ul>
	Nutrition and Health	Social Structure	

<ul style="list-style-type: none"><li>• Increased life expectancy after WWII</li><li>• Leaner, healthier lifestyle after 1970</li><li>• Increased women's control over reproductive rights</li></ul>	<ul style="list-style-type: none"><li>• Increase in the welfare state throughout the century</li><li>• Aristocracy loses ground economically after WWI</li><li>• Fewer class distinctions after WWII</li><li>• Large increase in the middle class after WWII</li><li>• Increase in white-collar jobs</li><li>• Post-WWII strength of unions gives way to economic pressures of the global economy; less opportunity for uneducated people to have a good livelihood</li></ul>
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## Appendix

### Instantaneous Art through the Ages

This chart will help students keep periods, dates, and artists straight. Please note that the dates given here are approximate, and periods sometimes overlap because artists do not always change their style all at once. Those artists who worked in different styles are listed in more than one period. Also, be aware of discrepancies between artistic and music periods; they do not always overlap.

Period	Dates	Artists	Music	Important Ideas, Events, People, and More
<b>Renaissance</b> A revival of interest in Classical art	1300–1600	Botticelli, Brueghel, Brunelleschi, Donatello, Dürer, Ghiberti, Giorgione, Giotto, Leonardo da Vinci, Michelangelo, Raphael, Tintoretto, Titian	Gabrieli, Palestrina, des Pres	<ul style="list-style-type: none"> <li>• Art is characterized by the use of chiaroscuro, perspective, red and blue, triangles, portraiture, equipoise, foreshortening, natural landscapes, and three-dimensional sculpture.</li> <li>• Individualism, humanism</li> </ul>
<b>Mannerism</b> Another way to talk about the end of the Renaissance or the beginning of the Baroque	1520–1600	Bronzino, Correggio, Dürer, El Greco, Parmagianino, Pontormo  Philip II of Spain builds Escorial	Monteverdi (modern opera)	<ul style="list-style-type: none"> <li>• Art is characterized by instability in the composition and stylization that exaggerates or fantasizes the human form.</li> <li>• What should artists do—follow the art that has come before (after the “manner” of), or strike out on their own?</li> <li>• The Reformation and Counter Reformation</li> </ul>
<b>Baroque</b>	1600–1750	Bernini, Caravaggio, van Haarlem, Hals, Lorraine, Poussin, Rembrandt, Rubens, Velázquez, Vermeer  Landscapes: “drama in nature” (Ruisdael)  Genre painting and still lifes, scenes of everyday life (in France, done by Chardin)  Louis XIV builds Versailles	J. S. Bach, Handel, Lully, Purcell, Rameau, Scarlatti, Vivaldi	<ul style="list-style-type: none"> <li>• Art is characterized by ornamentation and curved rather than straight lines.</li> <li>• Dutch painting is smaller because it has more middle-class patrons. It features scenes of maritime trade, banking and commerce, portraiture, and still lifes.</li> <li>• English painting is inspired by art from the Netherlands and emphasizes portraiture; van Dyck worked in England and painted Charles I.</li> <li>• French Academy is founded in 1648.</li> <li>• Under Louis XIV, the center of art moves from Rome to Paris.</li> <li>• Colbert’s executive manager, Le Brun, becomes the director of the Academy.</li> <li>• Centralization of art in the service of the state for “la gloire de la France!”</li> <li>• French art reflects its location between Italy and Holland.</li> <li>• Absolutism</li> <li>• Classical ballet</li> <li>• Classical theater</li> <li>• Scientific Revolution</li> <li>• Descartes</li> <li>• English Civil War and Restoration</li> </ul>

Period	Dates	Artists	Music	Important Ideas, Events, People, and More
<b>Rococo</b> Or Baroque run amok	1700-89	Boucher, Fragonard, Hogarth, Rigaud (painted Louis XIV), Watteau  Frederick the Great builds Sans Souci	Couperin	<ul style="list-style-type: none"> <li>• Art is lighter and less formal than that of the Baroque and has a smaller scale, an increased focus on nobles, and portrays an artificial “never-never world.”</li> <li>• Prosperous Paris merchant-class wants “parade-dress portraits” by le Largilliere and Rigaud.</li> <li>• Increased participation and patronage of the arts by the flourishing <i>haute bourgeoisie</i></li> <li>• Boom in porcelain factories: Sevres, Meissen, Wedgwood</li> <li>• Enlightened despotism</li> <li>• The Enlightenment</li> <li>• Philosophes, Rousseau</li> <li>• In literature: Goethe, Schiller</li> </ul>
<b>Neoclassicism</b> On the way to full-blown romanticism; looks to ancient Greece and Rome for inspiration	1770–1820	Canova, David, Goya, Gros, Ingres, Vigée Le Brun	Beethoven, Cherubini, Gluck, Haydn, Mozart, Rossini, Schubert	<ul style="list-style-type: none"> <li>• French Revolution to end of Napoleonic Wars</li> <li>• Beginnings of nationalism</li> </ul>
<b>Romanticism, Naturalism, and the Barbizon School</b> An emotional reaction against the neoclassical	1800-50 (1820–1900 for music)	Corot, Delacroix <i>(Liberty Leading the People)</i> , Géricault <i>(Raft of the Medusa)</i> , Millet, Rousseau, Rude	Beethoven, Berlioz, Bizet, Brahms, Chopin, Dvořák, Franck, Liszt, Mahler, Mendelssohn, Mussorgsky, Puccini, Rossini, Saint-Saens, Schubert, Schumann, J. Strauss, Jr. (a.k.a. the Waltz King), R. Strauss, Tchaikovsky, Verdi, Wagner, Weber	<ul style="list-style-type: none"> <li>• Art is characterized by a glorification of the past as well as the use of nature, patriotism, heroism, the supernatural, and cute peasants. The emphasis is on feeling, not reason.</li> <li>• In literature: Blake, Byron, Dumas, Gautier, Hugo, Keats, Sand, Scott, Shelley</li> </ul>

## Appendix

Period	Dates	Artists	Music	Important Ideas, Events, People, and More
<p><b>Realism</b> Slightly grittier and with more attention to social problems and social context</p> <p>(In literature, followed by naturalism)</p>	1850-80	Courbet, Daumier (is to his time what Hogarth was to his), Eiffel (designed the tower of the same name), Haussmann, Millet		<ul style="list-style-type: none"> <li>• Art is characterized by the depiction of real people and events. It portrays peasants and workers who are not cute. Based on fact and not emotion, the art goes with positivism and Realpolitik.</li> <li>• In literature: Balzac, Baudelaire, Dickens, Ibsen, Maupassant, Nietzsche, Proust, Zola</li> <li>• Industrial progress; trains</li> </ul>
<p><b>Impressionism</b> Gets its name from Monet's painting <i>Impression: Sunrise</i>, shown at the Salon des Refusés in 1874</p> <p><b>Postimpressionism</b></p>	1870–1905	Cassatt, Cézanne, Degas, Gauguin, Seurat ( <i>Sunday Afternoon on the Island of La Grande Jatte</i> ), Manet, Monet, Munch ( <i>The Scream</i> ), Renoir, Rodin, Sisley, Toulouse-Lautrec, Van Gogh	Debussy, Fauré, Ravel	<ul style="list-style-type: none"> <li>• Impressionism is characterized by the use of new subject matter and a new way of looking at the world. The everyday life of the middle class becomes an acceptable subject for high art. Artists discover that painting in the outdoors allows them to study the play of light. Identified with La Belle Époque.</li> <li>• Postimpressionism is composed of a variety of styles that use impressionism as a jumping off point, including pointillism, a technique that allows viewers' eyes to mix small dots of color.</li> </ul>
<p><b>Symbolism and Art Nouveau</b> A romantic response to realism</p> <p><b>Pre-Raphaelite</b> (in England)</p>	1890–1914	Beardsley, Klimt, Moreau, Munch ( <i>The Scream</i> ), Millais, Puvis de Chavannes, Redon, Rossetti, Toulouse-Lautrec		<ul style="list-style-type: none"> <li>• If art is decadent between 1890 and 1910, identify it with fin de siècle.</li> <li>• Symbolism relies on romanticism, eerie supernaturalism, apparitions, and dreams.</li> <li>• Symbolism and decoration in Vienna is done by the Secessionists.</li> <li>• Pre-Raphaelites emulate the style and subject of the art that was done before the time of Raphael.</li> <li>• Art nouveau pervades all aspects of art and design: publishing and printing, interior decorations, and furniture. The integrity of the craftsmanship is important.</li> </ul>

Period	Dates	Artists	Music	Important Ideas, Events, People, and More
<p><b>Modern</b> Artists are influenced by Freud, Einstein, WWI and II, and the atomic age</p>	<p>20th century</p>	<p>Boccioni (<i>Unique Forms of Continuity in Space</i>), Brancusi, Braque, Caillebotte, Calder, Chagall, de Chirico, Dali, Dix, Dubuffet, Duchamp, Ernst, Giacometti, Grosz, Kandinsky, Kirchner, Klee, Kollwitz, de Kooning, Magritte, Maillol, Matisse (one of Les Fauves, the “Wild Beasts”), Miro, Modigliani, Moore, Nolde, Picasso, Pollack, Roualt, Warhol</p>	<p>Bartok, Britten, Berg, Gershwin, Poulenc, Prokofiev, Satie, Schönberg, Shostakovich, Strauss, Stravinsky, Webern</p>	<ul style="list-style-type: none"> <li>• Realism (a different kind than that which followed romanticism) is a response to WWI and postwar decadence, especially in Germany.</li> <li>• Cubism breaks forms into geometric shapes and planes, showing all sides of a form at once.</li> <li>• Expressionism looks within to a world of emotional and psychological states.</li> <li>• Futurism, a fascist-flavored Italian art movement, glorifies industrialization and all aspects of modernity.</li> <li>• Dadaism is a response to the horrors of WWI. Nihilistic and against order and reason, it challenges polite society.</li> <li>• Surrealism depicts dream fantasies, memory images, and visual paradoxes.</li> <li>• Social realism is artists’ protest against the intolerable conditions besetting humankind. Do not confuse it with Socialist realism, the official art of Soviet Russia, especially under Stalin.</li> <li>• Abstract expressionism analyzes, derives, detaches, geometrizes, and, in short, distills the essence from nature and sense experiences.</li> </ul>

### Maps You Absolutely Need to Know

Students see many maps in their textbooks, which can make them feel a little overloaded by the end of the year. Having a list like the one that follows helps them organize and prioritize the maps they see during the year. While this list may not exactly match the needs of your course, you can use it as a foundation on which to create one of your own.

1. Lands controlled by Charles V and the Holy Roman Empire
2. Lands contested and conquered by Louis XIV
3. Partitions of Poland
4. Expansion of Russia, seventeenth and eighteenth centuries
5. France and Europe under Napoleon
6. Europe after the Congress of Vienna
7. Unifications of Germany and Italy
8. British and French empires, post-1871–1945
9. Africa, 1885–1914
10. Europe after World War I
11. Europe after World War II
12. Europe after the fall of Communism

## Writing Guides

### A Style Sheet for History Writing

A good AP European History course should include a great deal of writing. The following style sheet provides students with some basic rules for writing and word usage. It gives them a good starting point as they work to improve their writing skills.

#### Basic Writing Mechanics

Less is more. Every word should add to your argument. If a word or phrase is not necessary for clarity or beauty, then leave it out.

Say what you mean.

Do not equivocate. Do not be tentative. Make assertions and then prove them with evidence.

Avoid wordiness.

- Do not write, “Doofus was able to burp”; do write, “Doofus burped.”
- Do not write, “Butch was a person who snored”; do write, “Butch snored.”

Do not abbreviate.

Do not use contractions.

Do not use colloquialisms.

Do not overuse the word *also*.

Use the active voice.

- Do not write, “The paper was written by Bubba”; do write, “Bubba wrote the paper.”

Do not use first or second person. Period. The end. That means no *I, you, we, me, your, our, or us*.

Use parallel construction. Remember to use *to* in a parallel construction with infinitives.

Ensure your verb tenses agree. Use all past tense or all present tense, but not a mixture of both. Almost always, past tense is best for history.

Always refer to authors and the people you are writing about by their last names only. Do not use titles, honorifics, and, above all, their first names. The use of first names is demeaning.

Double-space your typed work.

## Appendix

### Word Usage

Learn which form of a word is a noun and which is a verb.

- *Quote* is a verb, *quotation* is a noun.
- *Cite* is a verb, *citation* is a noun.
- *Hate* is a verb, *hatred* is a noun.
- *Impact* and *disrespect* are nouns and neither should be used as verbs in formal written English.

Use precise language, which involves knowing precisely what a word means. Do not confuse

- *want* with either *lack* or *desire*
- *economical* (tending to save money) with *economic* (having to do with the economy)
- *accept* (to agree to something) with *except* (to exclude)
- *affect* (to make a difference in something) with *effect* (to cause something or, alternatively, to be the result of something)

Do not use a big, fancy word when a smaller, simpler word will do.

- Instead of *scenario*, use *scene*.
- Instead of *utilize*, use *use*.
- Instead of *amongst*, use *among*.
- Instead of *betwixt*, use *between*.
- Instead of *amidst*, use *among*.

Use pronouns correctly: people *who* and things *that*.

Use adverbs with care.

- Do not use *lastly*; do use *finally*.
- Do not use numerical adverbs like *firstly* or *secondly*; do use *first* or *second*.
- Do not use *hopefully* when you mean *it is to be hoped* or *one hopes*.
- Adverbs like *definitely*, *really*, *very*, *greatly*, *strongly*, and *basically* weaken your writing.

Choose the correct preposition.

- Things are based *on* other things, not based *off of* other things.

If you can count something, use *number*; if you must measure something, use *amount*.

Do not write that a country or a leader was *upset* by something. Similarly, do not write that a country or leader was *happy* about something.

Refer to nations as *it* or *her* (the traditional style) but not as *they*.

Novels are always fiction. Do not write that a work is a novel if it is not.

Do not use *this* as a noun. When it is an adjective, it needs a noun to modify it. In general, after *this* you need a noun.

*Person* and *one* are singular. So are *everybody*, *everyone*, *no one*, and *nobody*. These words must be followed by singular pronouns like *he* or *she*. And, of course, the verbs must be singular as well.

Never use *would of*, *could of*, or *should of* for *would have*, *could have*, or *should have*. Never, never, never!

### Phrases to Avoid Using

Do not start or end a paper with useless or obvious phrases like “The question I choose to answer is. . .,” “This paper is about. . .,” or “I am going to prove thus-and-and-such and use evidence.”

Do not begin a compare/contrast paper with a generic opening sentence like “This and that are very different but they also have similarities.”

Never start a sentence with “According to *Webster’s New Collegiate Dictionary* . . .” or any other dictionary reference.

Avoid such tired phrases as

- An author *goes on to say*
- Something is a *key factor*, or worse yet, something is *key*
- Anything (but especially an economy) is *in shambles*

Do not write *in conclusion*. If the reader cannot tell you are concluding, you have not done your best work.

Do not use *in order to*. Just use a nice active verb instead.

Avoid the construction, *It was then . . . that . . .* or *It was this person who . . .*

### Spelling

Check your spelling before turning in your work. Use the spell-check tool on your computer-written work.

Words you should remember to distinguish correctly include:

- *Their*, *there*, and *they’re*
- *Your* and *you’re*
- *Its* and *it’s* (never use *it’s* in formal prose because it is a contraction)

Remember that *a lot* is two words—that is a lot!

Remember that there is *a rat* in *separate*.



# Responding to Thematic Essay Questions

## General Instructions

A checklist that identifies specific tasks helps students write more effective responses to the thematic essay questions (also known as the free-response question).

1. **Follow the “Style Sheet for History Writing”** in this appendix.
2. **Define your terms.**
3. **Decide what, if any, is the implied periodization in the question.** Be sure to tell the reader that you know what the dates signify. But sometimes the periodization of the question is intended only to suggest a broad period (e.g., “the seventeenth century”), and the beginning and end dates are not particularly significant. You will have to decide if the dates mentioned warrant special attention.
4. **Use examples to support your generalizations.** Identify dates, names, events, places. Detail is good.
5. **Consider potential problems with your evidence or argument.** Discuss how your thesis can account for these problems, or how they are irrelevant.
6. **Answer the question that has been asked** and let your Reader know that you are answering that question.
7. **Recognize the implicit structure the question dictates for the answer** or that is hiding within the question. When you answer the question, be explicit about the categories in the question as you respond to them.
8. **Look for *change over time*** and decide for yourself if it is a relevant factor in your answer.
9. **Do not bluff or try to twist the question to mean what you want it to mean** or to display what you know. Your Reader will be able to tell. Even if your essay is great, if it does not answer the question, you will get a zero.

## Specific Attack for the Thematic Essay Question

Remember: The main thing to do is to answer the question!

1. **Decide what the question is asking.**
  - Pay particular attention to the verbs in the question.
  - Consider the nature and scope of the question. Should your answer be chronological or topical? Should it be based on social, political, cultural, diplomatic, intellectual, or economic history?
  - Look within the question for an implicit structure for your essay.
2. **Think for a while and maybe make brief notes.**
3. **List the “magic words” for the topic.** Figure out what the “magic dates” signify. Remember that a magic word is “that without which there is no X.” For example, you cannot write an excellent essay on the Reformation without mentioning Martin Luther.

4. **Formulate a thesis.** Your thesis is the answer to whatever question you are investigating, or the answer to the question on the exam. Another way to put it is that your thesis is the statement that you are asserting is true, the veracity of which you will attempt to demonstrate in your essay response.
5. **Outline your response.**
6. **Write your essay.** Your first paragraph will include both your thesis and a preview of the evidence you will adduce. A superlative first paragraph will have an intriguing, artful, or clever beginning. In short, it will be more like literature.
  - Your first paragraph should set up the context of the question, linking the known to the unknown (what you will prove by the end of your essay).
  - You might consider using analogy or metaphor.
  - You might state a commonly held position, or misperception, and then attack it.
7. **Conclude your essay.** Your conclusion might follow one of the following standard formulae.
  - **Chronological/causal completion.** “And so it happened.”
  - **Contingency.** “If only X, then there would have been/have not been Y.”
  - **Continuity.** “And Europe would see the implications of it, such as . . . in the future.”
  - **Historical irony.** “That is the way it was, but they did not know it then.”
  - **Locational inevitability.** “It could not have happened anywhere else.”
  - **Locational tendency.** “That is why it happened *here* first/best.”
  - **Paradox or irony.** “And so on the surface it seems to mean X, but it really means Y . . .”; “It is both X and Y . . .”; or “In spite of trying to be X, it ended up being Y.”
  - **Unintended consequence (the Frankenstein effect).** “They created something they could not control.”
  - **Fugue ending.** Brings all of the melodies of your argument together in a nice round note. This kind of ending is especially good if you have used metaphor or simile at the beginning and throughout your essay.

## Verbs for Thematic Essays

The prompts for the free-response questions in the AP Exam usually contain important words that identify the task of the essay that is to be written. Students should learn to recognize these words and respond appropriately. Students who understand *what* the question is asking them to do will almost always write better essay responses. Some of the following explanations can also be found in the Course Description.<sup>9</sup>

**Analyze:** Determine the nature and relationship of the component parts; explain the importance of; break down.

**Assess:** Judge the value or character of something; appraise; evaluate; decide how true or false a statement is.

9. AP European History Course Description, 22.

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**Compare:** Examine for the purpose of noting similarities and differences, focusing more on the similarities.

**Contrast:** Compare to show the unlikeness or points of difference.

**Criticize:** Make judgments as to merits and faults; criticism may approve or disapprove or both.

**Define:** Give the meaning of a word, phrase, or concept; determine or fix the boundaries or extent.

**Describe:** Give an account; tell about; give a word picture of.

**Discuss or Examine:** Talk over; write about; consider by argument or from various points of view; debate; present the different sides of.

**Enumerate or List:** Mention or itemize separately; name one after another.

**Evaluate:** Give the good points and the bad; appraise; give an opinion regarding the value of; discuss the advantages and disadvantages.

**Explain:** Make clear or plain; make known in detail; tell the meaning of; make clear the causes or reasons for.

**Illustrate:** Make clear or intelligible by using examples.

**Identify:** Cite specific events, and/or phenomena, and show a connection.

**Interpret:** Explain the meaning; make plain; present your thinking about.

**Justify:** Show good reasons; present your evidence; offer facts to support your position.

**Prove:** Establish the truth of something by giving factual evidence or logical reasons.

**Relate:** Show how things connect with each other or how one causes another.

**Summarize:** State or express in concise form; give the main points briefly.

**To what extent:** Tell how far something goes on an imaginary continuum; another way to envision this directive is as a balance. Does the scale tip one way or the other? A lot or just a little?

**Trace:** Follow the course.

## Terms to Use When Making Comparisons/Contrasts

Many free-response questions ask students to compare and/or contrast two or more things. The following word lists can be useful in helping them to start writing.

Analogous to . . .

Are related to . . .

As well as . . .

At the same time . . .

Both . . .

Contrasts with . . .  
 Corresponds to . . .  
 Despite . . .  
 Each . . .  
 However . . .  
 In contrast to . . .  
 Is comparable to . . .  
 Is different from . . .  
 Is similar to . . .  
 Likewise . . .  
 Not only . . . but also . . .  
 On the other hand . . .  
 Rejects . . .  
 Still . . .  
 While . . .  
 Yet . . .

*Note to Students:* When you write compare-and-contrast essays, you must not merely list the attributes of each topic, you must relate their similarities and differences to each other. Sometimes a compare-and-contrast question is constructed to require you to note how things are different as well as how things are the same. To be safe, if you do not see many differences you should explicitly note that there are overwhelming similarities and that the differences are insignificant.

## Can You Do the DBQ?

Effective performance on the AP Exam's document-based question (DBQ) involves several different skills. This writing guide encapsulates the main aspects of these skills and provides students with pointers for writing better responses to the DBQ.

### How to Interrogate a Document

1. What is the document?
2. Who wrote the document?
3. When and where was the document written?
4. Why was the document written?
5. Who was the document's intended audience?
6. What does the document say?
7. Finally, what does the document mean?

### Specifics for Writing Your DBQ Response

1. Formulate a thesis about history, not merely about the documents. *Make sure your thesis answers the question!*
2. Focus your discussion on the documents and the inferences you can draw from them.

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3. Use all of the documents.
4. Do not quote extensively; long quotations are bad.
5. A good DBQ *analyzes* and *draws conclusions* from the documents. You should avoid the “laundry list” approach; that is, do not merely summarize each document.
6. Look for trends of *change over time* in the documents. (Sometimes change over time is not a relevant factor in the question, so look for it but do not think that it is always required.)
7. Refer to the content, or the author, of the document so specifically in your text that the reader cannot help but recognize the document you are referring to without your having to cite it in parentheses.
8. According to the AP Exam Readers, indicators of analysis include:
  - Analytical essay structure (thesis, discussion with evidence, conclusion)
  - Organization of evidence in categories, especially ones not specified in the question itself (grouping is good)
  - Frequent reference to the terms of the question
  - Combination/juxtaposition of documents
  - Recognition of contradictions and ambiguities in documents
  - Reference to the *point of view* and the *purpose* of the document

### The Basic Core-Scoring Guide

You must earn the first six basic core points of the AP Exam’s Core-Scoring Guide for the DBQ before you can receive the three optional points from the expanded core. You will earn the six points by ensuring your essay accomplishes the following tasks:

- Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question and does NOT simply restate the question.
- Discusses a majority of the documents individually and specifically.
- Demonstrates understanding of the basic meaning of a majority of the documents.
- Supports the thesis with appropriate interpretations of a majority of the documents.
- Analyzes the documents by explicitly grouping them in at least three appropriate ways.
- Takes into account both the sources of the documents and the authors’ points of view in three separate instances.

## Grouping Documents for the DBQ

The DBQ requires students to group the documents in three different ways. This writing guide lists for students the various ways in which the documents may be organized.

When responding to a DBQ, your groupings need to be *relevant* and *valid*. You may not merely discuss authors whose last names all begin with Q and receive credit for a valid grouping. When grouping documents, take the following criteria into consideration.

Documents can be grouped by their

- **Type** (e.g., letter, book, diary, political platform, government document, statistics, newspaper account, business records, etc.)
- **Period** in which the documents were written
- **Point of view** (e.g., you may also make a group of two or more documents whose points of view disagree with each other; the idea is to show that you can combine and juxtapose the ideas and you recognize that the documents are “talking” to each other.)

Documents can also be grouped by their authors’

- **Gender**
- **Education, occupation, or social or economic class**
- **Nationality**
- **Religion**
- **Location** (e.g., rural, urban, Paris, etc.)
- **Ideology**

## Applying Point of View (POV)

The AP Readers require evidence that proves students understand POV in at least three **explicit** instances. Even if you group documents by POV, you must discuss POV in three separate documents. In general the idea is to analyze the *motivation* or *reliability* of the sources. For example, a statement made by a well-respected authority on a subject is probably more reliable for factual content than is political propaganda. Or, a diary entry is probably more reliable for revealing the true thoughts of a person than an official public statement. The list that follows identifies for students ways in which they can demonstrate to Readers their ability to apply POV to the DBQ documents.

- **Referencing Internal Bias.** You can reference the internal bias you see in the document. Examples of name calling, loaded language, and other kinds of rhetoric betray the author’s prejudices or biases.
- **Referencing External Bias.** You can reference the external bias you see in the document. What is the author’s self-interest that makes the author say the things you see in the document? Do people of certain groups usually construe issues in certain ways?
- **Exploring Influences.** You can write, “The author thinks (or says) X because the author wants (or needs or believes) Y.” When dealing with POV on the DBQ, you should explore how the author’s

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gender, occupation, class, religion, nationality, political position, or ethnic identity may have influenced the views expressed in the document.

Remember that it does not count as understanding POV if you merely say what the author of a document thinks. You are using POV when your discussion *accounts* for what the author *says*. Explain *why* someone holds a certain view or speaks about something in a certain tone.

You will not earn POV points merely for using attribution when you discuss the documents, even if you do it every time.

- **Showing Evidence.** It is not enough to merely say that someone was biased or prejudiced. To earn credit you must give the Reader your evidence that supports your assertion that someone is biased. The evidence may come from the document itself or from your understanding of the author's external bias.
- **Using Critical Analysis.** Do not accept every document you read as fact. Pay attention to the circumstances behind the creation of the document and its author's goals. You may discuss the reliability and accuracy of a source. By applying critical analysis, you demonstrate your ability to understand how author bias and type of document can influence a source's reliability.
- **Grouping Documents.** You can group some documents by author. When you do so, you show that you are aware that certain types of authors, by being in that certain type, share and express similar views. You may group and evaluate documents by type. Public documents like government statistics may be compared to private documents like diaries or letters.