

Advanced Placement European History
Reid Ross Classical School
Fall 2012

Mr. Tedder

Bachelor of Science, History, Secondary Education, Appalachian State University 2001

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COURSE BASICS:

Required daily:

- A.) writing implement - I do not have these to give, and it is impossible to write without one.
- B.) Blank paper, college ruled - You might as well get used to college ruled.
- C.) 3-5 inch binder - You might want to get a large binder to house all the documents you will be reading.
- D.) Questions - The course will be taught in Socratic seminar format, and you must be ready with questions otherwise your learning for the day will be ruined.
- E.) Willingness to learn - This is an absolute must. I am your purveyor of information, but I am useless if you are not ready to accept the information I give you.
- F.) No negative attitudes - Negativity impedes the learning process.

The grading of AP European History is as follows:

- A.) multiple choice testing: 35%.
 - a. Expect to have 30-60 multiple choice questions per unit.
- B.) Document based essays: 40%.
 - a. Expect to have no less than four per the semester, roughly one (most likely two) per quarter. The document based questions are a measure of how well a student can dissect primary resources and make substantive arguments with them. As we will be covering European History from the Renaissance to the present using primary resources (more on this later) the student should have no problem with the DBQ on the AP test in May. DBQ's will be garnered from previous AP tests.
- C.) Free response essays: 25%.
 - a. Expect to have no less than four per the semester, roughly one (most likely two) per quarter. The free response essays are designed to recall a student's knowledge of facts and their ability to interpret and analyze them to make substantive arguments. This is part of the reason why students **MUST** read their textbook work outside of class-as there is **NO** substitute for knowledge students must be constantly reading in order to garner enough factual information to make those arguments on the essays. FRE's will be garnered from previous AP tests.

The above percentages roughly correspond to how the AP examination breaks down, so we will follow suit.

Procedure:

- A.) Please be in your seat and attentively ready to begin when the bell starts to ring.
- B.) Restroom visits are permitted when needed as long as it is not disrupting.
- C.) No food, drink, or electronic devices.
- D.) Respect: orientation/gender/religion/faith/opinion/skin color/etc.
- E.) All Reid Ross policies must be followed.

Expectations :

- A.) The student will read/study outside of class. There is no substitute for knowledge, and I cannot give you everything you need in ninety minutes a day for you to be successful.
- B.) The student will do work outside of class. Rarely will we do work in class that you can do on your own. We do not have the time to waste.
- C.) Late work will not be accepted unless the circumstances are extraordinary. We all are on the same ship and we need to get to the paradise of getting a five on the AP exam. If you keep turning in late you will get hopelessly behind. Work is due for a reason; I must have everyone getting better at the same time and at the same progression rate.

- D.) The student, their guardian/parent, and I will formulate a team for the student success. The average cost of tuition for this course in the UNC system is around 1500 dollars. Would it not be simpler to do the work required, take an 80-90 dollar test, pass with a 3,4,5, and be done with it?
- E.) The student will set a high level of expectation for themselves in this class.
- F.) The student will print off required materials and have them read before class begins. Detention will be given to those students who have not made prior arrangements to print off materials so as to print off what they need.
- G.) Students will receive a weekly progress report every Friday to be turned in the following Monday signed by a parent/guardian.

Tutoring:

Tutoring is mandatory for students who do not have an 80% or better in the class. Students cannot just SHOW up to tutoring - appointments need to be made a day in advance. Students must also have a signed parental permission slip to come.

I am available the following days:

- A.) Tuesdays 2:45-3:45.
 - a. By appointment
- B.) Wednesdays 2:45-3:45
 - a. by appointment
- C.) Thursdays 2:45-5:00
 - a. This is AP EURO day. Students are expected to come every Thursday for the remainder of the school year for extra instruction. For each hour of extra instruction for Thursday the student will be allowed to correct ONE test.
- D.) Fridays 2:45-3:35
 - a. By appointment
 - b. -5:00 Detention *My detentions are Fridays. I expect to see students for the entire time.
- E.) FOR EVERY HOUR SPENT IN TUTORING A STUDENT MAY CORRECT A TEST FOR 50% OF THE POINTS THEY DID NOT EARN IN THE FIRST PLACE. EX-A STUDENT RECEIVES A 50% - THIS MEANS THEY DID NOT EARN 50 PTS – SUBSTANTIVE CORRECTIONS MEANS – 50(50%) = 25% + ORIGINAL 50 = 75% NEW GRADE.

Discipline Procedure:

- A.) Verbal warning -The student will get one strike
- B.) Phone Call home - Let's not let it get to this step.
- C.) Phone Call home/Detention - As was aforementioned, my detention is on Fridays.
- D.) Phone Call home/Parent conference - PLEASE do not let it get to a parent conference about behavior. I would much rather talk to your parent/guardians about what a delightful angel you are.
- E.) Administrative intervention - Exactly what it sounds like.

Of course, as situations warrant, administrative attention may be needed sooner, depending upon the severity (or repeated offense) of the student.

COURSE OBJECTIVES:

The objective of Advanced Placement European History is to improve the student's understanding of the six principal themes in modern European history as mandated by the College Board (Intellectual, Cultural, Political, Diplomatic, Social, and Economic histories), to expose the student to relevant historical evidence and increase their ability to analyze said evidence, and to be able to express substantial, analytical arguments in their writings throughout the year. This is all in preparation of achieving a passing score of a 3,4 or 5 on the AP Exam in May.

In order to succeed in the objectives, the student must be able to do the work of a comparable college level survey course. As such, the work will demand outside reading, outside research, and outside commitments of at least one to two hours of work EVERY day (including weekends).

It is expected that you the student will take the requisite examination in May AND report said scores to be placed on your transcript. Cumberland County policy, NOT Mr. Tedder policy, is that students who do not take the exam lose a letter grade.

This course includes history both as content and as methodology. Analysis of primary sources is key: documents, maps, paintings, and sculptures all tell a story on the outside, attention will be focused on WHY the source was created. History is analysis of bias. As nearly 700 years of history and events will be discussed, effective note-taking is a must. Students will analyze the primary sources along with note-taking of historical events to reach conclusions that are so key to the understanding of European history.

COURSE PURPOSE

- a.) Intellectual history
 - a. The history of Europe from Renaissance times to the global war on terror has seen the development of the intellect. Our goal is to see the how and the why intellectualism has developed and shaped European history, moving from a religious aspect to a reason and secular humanistic ideal.
- b.) Cultural history
 - a. European culture has shifted in 700 years, and yet in many ways has stayed the same. Our goal in analyzing the culture of European history is to see how the dynamic forces of culture shaped and crafted the continent for the past 700 years in art, literature, religion, and many more aspects of life.
 - i. With intellectual and cultural history, we will discuss the following topics including but not limited to:
 - 1. changes in religious thought and culture
 - 2. secularization
 - 3. trends in literature and the arts
 - 4. impact of globalization
- c.) Political history
 - a. Only in the past 400 years have wars been fought on the continent for political reasons. Conflict up to 1648 has been religiously driven, conflict and resolution afterwards has been political. Our goal is to analyze and dissect the political reasonings behind the formation of empires, monarchies, colonialism, and much more.
- d.) Diplomatic history
 - a. Diplomatic history and politics have gone hand in hand throughout the past 700 years of European history. Diplomacy has shaped and reshaped maps, marriages, politics, and religion. We will find out how and why.
 - i. With political and diplomatic history, we will discuss the following topics including but not limited to:
 - 1. the rise of the modern nation states
 - 2. colonialism, imperialism, decolonization, and global interdependence
 - 3. political parties
 - 4. wars, conflicts, and revolutions
- e.) Social history
 - a. Social history in Europe since the Middle Ages has shaped the intellectual and cultural history as well. Social movements have spawned revolutions, successful and unsuccessful, and our goal is to learn why.
- f.) Economic history
 - a. Europe has seen a lot in the past 700 years in terms of finance and other economic obligations, from simple bartering in some areas to church finances to mercantilism to a single-use currency that many European countries use today.
 - i. With social and economic history, we will discuss the following topics including but not limited to:
 - 1. agriculture
 - 2. social classes
 - 3. sanitation/health care
 - 4. industrialization

COURSE TEXTS

1.) Andrea, Alfred J, and James H. Overfield. *The Human Record, Sources of Global History*. Vol.2: Since 1500. Boston: Wadsworth, 2012.

2.) Kagan, et.al. *The Western Heritage: Since 1300*. 9th Ed. Upper Saddle River, NJ: Pearson Education, Inc., 2007.
– OUR MAIN TEXT

3.) Kishlansky, Mark. A. *Sources of World History: Readings for World Civilization*. Vol. II, 2nd Ed. Belmont, CA: 1999.

4.) Merriman, John M. *A History of Modern Europe: From the Renaissance to the Present*. 2nd Ed. New York: WW Norton and Company, 2004. – THIS IS OUR SECONDARY MAIN TEXT

5.) Pomeranz, et. Al. *Worlds Together, Worlds Apart: A Companion Reader*. Vol. 2. New York: WW Norton and Company, 2011.

6.) Reilly, Kevin. *Worlds of History: A Comparative Reader*. Vol. 2. Boston: Bedford/St. Martin's, 2007.

You will need to procure:

William Manchester – *A World Lit Only By Fire*

You will have a test on this in the third quarter.

Voltaire – *The Prince*

You will have a test on this by the end of the first quarter. This is freely available online or the Kindle

COURSE OUTLINE

The course will follow a chronological timeline from the Renaissance time period to modernity and the War on Terror. With the primary sources, they will either be in your Kagan CD, emailed to you, or you will have to find them on your own. You will have to print them off, bring them to class, with the following questions answered (it will be a good idea to have a section in your notebook):

Who: who created the source? Does who created the source affect the point of view or bias?

What: what is the source? Is it a painting, sculpture, journal, diary? Letter to a monarch? What does it convey?

When: when was the source created?

Where: geographically, where was the source created? And why does geography play a role in point of view or bias?

Why: why is the source significant?

Particular primary sources will be assigned to be brought to class for discussion. The ones that are not covered in class the student will be expected to answer the questions in a homework assignment that will count as a test grade in a mini-DBQ fashion. At its very essence, the primary resources are excellent for historiography – the history of history. Students will be expected to see bias and point of view in every primary source, whether it was written, painted, sculpted, etc. Expect one to two primary sources DAILY.

If you can answer these questions with regularity, you should not have a problem interpreting the document based question on the AP exam.

Students will be expected to do a unit review outlining every unit as it finishes. Also, students will be expected to print off (and answer the above questions) three examples of European art from each time period. The intercession assignment will also cover this. Use the following terms as you find your works:

MEDIEVAL - Byzantine style dominates; religious scenes with stiff, one-dimensional figures associated with the priestly functions of the church; backgrounds generally in gold to provide illumination in the church Values: religious, transcendental, otherworldly.

RENAISSANCE - An art of line and edges; figures from the bible, classical history, and mythology; commissioned portraits; use of perspective, *chiaroscuro* (light and dark) to achieve rounded effect; secular backgrounds and material splendor Values: secularism, individualism, virtu (excellence), balance, order, passivity, and calm.

BAROQUE (COUNTER-REFORMATION) - Art style that is florid, more colorful, richer in texture and decoration, more light and shade-apparently less control. Scenes embody mystery and drama, violence and spectacle, suggesting a deliberate striving after effect; the Catholic church commissions artists to stir religious emotions and win back defectors. Values: sensualism, dynamism, emotion.

NORTHERN REALISM 17TH CENTURY -Genre of everyday scenes exhibit mathematical and geometric values of seventeenth-century science. Middle-class Dutch patrons commissioned secular works: portraits, still-lives; landscapes, and genre paintings Values: quiet opulence, comfortable domesticity, realism.

ROCOCO 18TH CENTURY - Art of the French aristocracy portraying nobility in sylvan settings or ornate interiors; Venuses and Cupids abound; ladies wear silk finery alongside similarly dressed cavaliers. Rococo art is "candy-box" art saccharine, frivolous, and delicate. Values: ornamentation, elegance, sweetness.

NEOCLASSICISM 18TH CENTURY - A return to classical antiquity for inspiration; scenes are historical and mythological; figures appear to be sculpted; the appeal is to the intellect, not the heart; emotions are restrained, and balance is achieved. Values: reason, order, balance, reverence for antiquity.

ROMANTICISM 19TH CENTURY - A reaction against the "cold and unfeeling" reason of the Enlightenment and against the destruction of nature resulting from the Industrial Revolution. Stress is on light, color, and self-expression, in opposition to the emphasis on line and firm modeling typical of neoclassical art. Values: emotion, feeling, morbidity, exoticism, mystery.

IMPRESSIONISM 19TH CENTURY - An attempt to portray the fleeting and transitory world of sense impressions based on scientific studies of light; forms are bathed in light and atmosphere; colors are juxtaposed for the eye to fuse from a distance; short, choppy brush strokes to catch the vibrating quality of light. Values: the immediate, accidental, and transitory.

EXPRESSIONISM 19TH & 20TH CENTURIES - Indebted to Freud; art tries to penetrate the facade of bourgeois superficiality and probe the psyche, that which lurks beneath an individual's calm and artificial posture. Values: subliminal anxiety; dissonance in color and perspective; pictorial violence-manifest and latent.

SURREALISM 19TH & 20TH CENTURIES - Also indebted to Freud; explores the dream world, a world without logic, reason, or meaning; fascination with mystery, the strange encounters between objects, and incongruity; subjects are often indecipherable in their strangeness; the beautiful is the quality of chance association. Values: the dream sequence; illogic; fantasy.

CUBISM 20TH CENTURY - No single point of view; no continuity or simultaneity of image contour; all possible views of the subject are compressed into one synthesized view of top, sides, front, and back; picture becomes a multifaceted view of objects with angular, interlocking planes. Values: a new way of seeing; a view of the world as a mosaic of multiple relationships; reality as interaction.

ABSTRACT EXPRESSIONISM 20TH CENTURY - Nonrepresentational art; no climaxes; flattened-out planes and values; the real appearance of forms in nature is subordinated to an aesthetic concept of form composed of shapes, lines, and colors. Values: personal and subjective interpretation.

COURSE CALENDAR

Unit 1. The Renaissance	Readings
	Kagan Chapter 9,10 Merriman Chapter 1,2,3 William Manchester, <i>A World Lit Only By Fire</i>
Primary Sources (NOT LIMITED TO BUT INCLUDING)	
<i>The Prince</i> <i>The Book of the Courtier</i> <i>Plague Doctor Contract</i> <i>Decameron</i>	<i>Revolt of the Ciompi</i> <i>marriage in Renaissance Florence</i> <i>Letter of Cencio De Rustici</i> <i>Michaleangelo Pieta</i> <i>Rapheal The School of Athens</i>
Key Topics: (each covered daily)	Terms (NOT LIMITED TO BUT INCLUDING)
Generic attributes of feudalism: agriculture, guilds, kings	

<p>versus nobles, kings versus popes, popes versus cardinals</p> <p>Generic description of the Renaissance: social and economic aspects</p> <p>Compare and contrast: Renaissance in the south versus Renaissance in the north.</p> <p>Individualism and humanism</p> <p>Why does it happen in Italy first?</p> <p>Heavy hitters in art, architecture, literature, and science</p> <p>In what ways was the Renaissance more secular?</p> <p>What was new and what was “reborn” in the Renaissance?</p>	<p>Jacob Fugger, Roman Catholic Church, Civil, Canon and Customary Law, Peasants, Feudalism, Black Death, Guilds, City-State, Parliament, Holy Roman Empire, Gunpowder, Johann Gutenberg, Humanism, Individualism, Rationalism, Renaissance, Secularism.</p>
<p>Unit 2. The Reformation and the Wars of Religion</p>	<p>Readings</p>
	<p>Kagan Chapter 11,12,13 Merriman Chapter 3,4,5</p>
<p>Primary Sources (NOT LIMITED TO BUT INCLUDING)</p>	
<p><i>John Tetzel, The Spark for the Reformation: Indulgences</i></p> <p><i>Martin Luther, Justification by Faith, Condemnation of Peasant Revolt, Luther to Christian nobility, Luther table talk, Two interpretations of the Revolution</i></p>	<p><i>John Calvin, Institutes of the Christian Religion: Predestination, Constitution of the Society of Jesus</i></p> <p>Women in reformation DOC</p> <p>Europe Map of the Treaty of Westphalia</p>
<p>Key Topics: (each covered daily)</p> <p>Compare and contrast the New Monarchies in England, France and Spain.</p> <p>Foreign and domestic policy in England, France, and Spain</p> <p>Causes of the Reformation (religious and political especially)</p> <p>Political, diplomatic, and social consequences of Reformation</p> <p>English Reformation</p> <p>Political and religious consequences of Reformation</p> <p>Doctrines of Luther and Calvin compared to the Roman Catholic Church</p> <p>Catholic Reformation and Council of Trent</p> <p>Peace of Augsburg</p> <p>Causes and effects of the 30 Years War: diplomatic, social, economic, and cultural</p> <p>How important was religion as a cause of the 30 Years War?</p> <p>Stages of the 30 Years War, Richelieu and Balance of Power</p> <p>Progress and Resolution of the French Wars of Religion: Catherine de Medici, St. Bart’s Day, Coligny, Henry IV, Edict of Nantes</p> <p>Peace of Westphalia</p>	<p>Terms (NOT LIMITED TO BUT INCLUDING)</p> <p>Baroque, John Calvin, Charles V, Council of Trent, Index, Indulgence, Inquisition, Jesuits, John Knox, Martin Luther, Sir Thomas More, Nepotism, Peace of Augsburg, Pluralism, Simony, Theocracy, Usury</p>
<p>Unit 3. The Age of Absolutism and Constitutionalism</p>	<p>Readings</p>

	Kagan Chapter 13, 15 Merriman Chapter 6,7,8
Primary Sources (NOT LIMITED TO BUT INCLUDING)	
Johannes Vermeer, <i>Young Woman with a Water Pitcher</i> , ca. 1665 Albert Cuyp, <i>The Maas River at Dordecht</i> , ca. 1650 Copernicus Kagan p. 456 <i>Thomas Hobbes, Leviathan; John Locke, An Essay Concerning Human Understanding; Philippe du Plessis-Mornay, Defense of Liberty Against Tyrants; Jean Domat, "On Social Order and Absolute Monarchy"</i> Maps of Europe after the Congress of Vienna	<i>Elizabeth I, Armada speech, Golden speech; Jacques Benign Bossuet, Political Treatise on Kingship; Duc d' St. Simon, Memoirs; James I, True Law of Free Monarchies and Speech to Parliament;</i> <i>Louis XIV view's of reign Louis XIV images of a king Jacques Louis-David, art of the French Revolution (neo-classicism) Robespierre, Report on the Principles of a Revolutionary Government</i>
Key Topics: (each covered daily) Political and economic and technological causes for exploration of the New World Commercial Revolution, mercantilism Reasons for the decline of Spain: economic, social, and political Revolt of the Netherlands Changes in religious toleration in England The Age of Louis XIV Wars of Louis XIV Role of Mazarin, the Fronde, and the nobles Social and economic problems of Louis XIV War of Spanish Succession, role of William III, and Treaty of Utrecht Domestic and foreign policy in Stuart Restoration Glorious Revolution The Fall of Three Empires: Holy Roman, Poland, and Ottoman; the Rise of the Austrian Empire The Rise of Prussian and Russian Absolutism	Terms (NOT LIMITED TO BUT INCLUDING) Gustavus Adolphus, Duke of Alva, Armada, Vasco de Balboa, Catherine de Medici, Christopher Columbus, Concordat of Bologna, Fernando Cortez, Defenestration of Prague, Bartholomew Diaz, Dutch East India Company, Edict of Nantes, Elizabeth I, Prince Henry the Navigator, Henry IV, Huguenots, Ferdinand Magellan, Peace of Westphalia, Philip II, Francisco Pizarro, St. Barthelemew's Day, Prince William of Orange, Cardinal Richelieu, Absolutism, Bill of Rights, Charles I, Charles II, Constitutionalism, Oliver Cromwell, Divine right monarchy, Frederick the Great, Frederick William, French Classicism, Fronde, Glorious Revolution, Habeas corpus, Thomas Hobbes, Interregnum, James I, James II, John Locke, Louis XIV, Maria Theresa, Mercantilism, Peace of Utrecht, Peter the Great, Petition of Right, Puritan Revolution, Puritans, Restoration, Test Act, Versailles, War of the Spanish Succession, William of Orange, Aristotelian-Ptolemaic cosmology, Francis Bacon, Nicolas Copernicus, Deism, Rene Descartes, Enlightenment, Galileo, Laissez-faire, Isaac Newton
Unit 4 Revolutions in Thought and Deed	Readings
	Kagan Chapter 14, 16, 17 Merriman Chapter 9,10,11
Primary Sources (NOT LIMITED TO BUT INCLUDING)	
<i>"Rene Descartes, Discourse on Method"; "Galileo Galilee, Letter to Christina of Tuscany: Science and Scripture"; "The Papal Inquisition of 1633: Galileo Condemned"; "Sir Isaac</i>	<i>"Denis Diderot, Prospectus for the Encyclopedia of Arts and Sciences"; "Voltaire, Philosophical Dictionary: The</i>

<p><i>Newton, Mathematical Principles of Natural Philosophy</i>"; <i>"Immanuel Kant, What Is Enlightenment</i>"; <i>Bernal Diaz, The Conquest of New Spain</i> <i>Las Casas, A Short Account of the Destruction of the Indies</i></p> <p>New World Maps</p>	<p><i>English Model</i>"; <i>"Mary Wollstonecraft, A Vindication of the Rights of Woman</i>"; <i>"Jean Jacques Rousseau, The Social Contract</i>"</p>
<p>Key Topics: (each covered daily)</p> <p>The New World</p> <p>The Scientific Revolution</p> <p>The Enlightenment</p> <p>Classical Liberalism</p> <p>The American Revolution and European Impacts</p>	<p>Terms (NOT LIMITED TO BUT INCLUDING)</p> <p>Galileo Galilee, Ptolemaic System, Nicholas Copernicus, Galen, William Harvey, Tycho Brahe, Johannes Kepler, Francis Bacon, Rene Descartes, Inductive vs. Deductive Reasoning, "Cogito ergo sum", Isaac Newton, Republic of Science, Royal Society of London</p>
Unit 5 The French Revolution and Napoleon	Readings
	<p>Kagan Chapter 18,19 Merriman Chapter 12,13 Stuart Carroll, <i>Martyrs and Murderers</i></p>
Primary Sources (NOT LIMITED TO BUT INCLUDING)	
<p><i>"Arthur Young, Travels in France: Signs of Revolution</i>"; <i>"The Declaration of the Rights of Man and Citizen</i>"; <i>"Olympe de Gouges, Declaration of the Rights of Woman</i>";</p>	<p><i>"Maximilien Robespierre, Speech to the National Convention, February 5, 1794: The Terror Justified</i>"; <i>"Joseph Fouche, Memoirs: Napoleon's Secret Police</i>"</p>
<p>Key Topics: (each covered daily)</p> <p>French society before the Revolution</p> <p>Causes, Chronology and Periodization</p> <p>Legislation in each period</p> <p>Committee on Public Safety and Reign of Terror</p> <p>Enduring consequences of the Revolution</p> <p>Rise of Napoleon: causes and consequences</p> <p>Napoleon's foreign and domestic policy</p> <p>Congress of Vienna</p> <p>Maps of Europe after the Congress of Vienna</p>	<p>Terms (NOT LIMITED TO BUT INCLUDING)</p> <p>Louis XVI, Marie Antoinette, The Estates General, The National Assembly, The Bastille, Jean-Paul Marat, Émigré, Assigners, The Civil Constitution of the Clergy, Jacobins, Sans-culottes, The Terror, Committee of Public Safety, Maximilien Robespierre, De-Christianization, The Directory</p>
Document Based Questions	Free Response Question Topics
<p>One per quarter, you will keep doing them until you get a seven out of 9 at least. In order to correct any test grade, you must come to one additional hour of tutoring after school. For every hour you stay, you will be able to correct one test. The more hours you come, the more chances you have of correction. The more practice you have with DBQs before you get to the AP Exam, the more likely your chances of doing well with the exam.</p>	<p>To what extent and in what ways did women participate in the Renaissance?</p> <p>Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis.</p> <p>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.</p> <p>Analyze the impacts of the Protestant Reformation and the Catholic Reformation (Counter Reformation) on the social order of</p>

sixteenth-century Europe.

Evaluate the influence of Renaissance humanism on Catholic reforms and the Protestant Reformation.

How and to what extent did the methods and ideals of Renaissance humanism contribute to the Protestant Reformation?

Compare and contrast the motives and actions of Martin Luther in the German states and King Henry VIII in England in bringing about religious change during the Reformation.

Account for the growth and decline of European witch hunts from the period 1500 to 1650.

Analyze the reasons for the decline of the Holy Roman Empire as a force in European politics in the period 1517 to 1648.

Analyze various ways in which the Thirty Years' War (1618-1648) represented a turning point in European history.

Analyze the various effects of the expansion of the Atlantic trade on the economy of Western Europe in the period circa 1450–1700.

Analyze the effects of the Columbian exchange (the interchange of plants, animals, and diseases between the Old World and the New World) on the population and economy of Europe in the period 1550 to 1700.

Analyze the factors that prevented the development of a unified German state in the sixteenth and seventeenth centuries.

Compare and contrast the political ideas of Hobbes and Locke.

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.

Analyze how Galileo, Descartes, and Newton altered traditional interpretations of nature and challenged traditional sources of knowledge.

Assess the impact of the Scientific Revolution on religion and philosophy in the period 1550 to 1750.

Analyze the ways in which the ideas of seventeenth-century thinkers John Locke and Isaac Newton contributed to the ideas of

	<p>eighteenth-century Enlightenment thinkers.</p> <p>Assess the ways in which women participated in and influenced TWO of the following.</p> <ul style="list-style-type: none"> The Renaissance The Reformation The French Revolution <p>Describe the challenges to royal authority in eastern Europe in the seventeenth and eighteenth centuries and evaluate the effectiveness of those challenges.</p> <p>Explain why Europe saw no lasting peace in the period between the Peace of Westphalia in 1648 and the Peace of Paris in 1763.</p> <p>Analyze the impact of the major developments of the Commercial Revolution on Europe's economy and society in the period 1650 to 1789.</p> <p>Analyze how the political and economic problems of the English and French monarchies led to the English Civil War and the French Revolution.</p> <p>Identify features of the eighteenth-century Agricultural Revolution and analyze its social and economic consequences.</p> <p>Describe and analyze the changes that led to Europe's rapid population growth in the eighteenth century.</p> <p>Britain and France were engaged in a geopolitical and economic rivalry during the eighteenth century. Identify the factors that contributed to this rivalry, and assess the results for both countries over the period 1689 to 1789.</p> <p>Analyze the methods and degrees of success of Russian political and social reform from the period of Peter the Great (1689–1725) through Catherine the Great (1762–1796).</p> <p>Identify the grievances of the groups that made up the Third Estate in France on the eve of the French Revolution, and analyze the extent to which ONE of these groups was able to address its grievances in the period 1789 to 1799.</p>
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This will take us through to intercession.

Intercession is three weeks. For the first two weeks, the school will be open from 8-12 and students will be expected to come for enrichment. The first week shall be looking at and dissecting primary resources not covered in class. The second week shall be document based questions and free response questions time.

Unit 6. Post Napoleonic Europe to the Rise of Germany as a Nation	Readings
	Kagan Chapter 20,21,22,23,24,25 Merriman Chapter 14,15,16,17 Clausewitz, <i>On War</i>
Primary Sources (NOT LIMITED TO BUT INCLUDING)	
<p><i>Prince Klemens von Metternich, Secret Memorandum to Tsar Alexander I, 1820: Conservative Principals</i>"; "<i>The Carlsbad Decrees, 1819: Conservative Repression</i>"; "<i>Jeremy Bentham, English Liberalism</i>"; "<i>The Economist, 1851, Liberalism: Progress and Optimism</i>"; "<i>The First Chartist Petition: Demands for Change in England</i>"; "<i>Annual Register, 1848: An Eyewitness Account of the Revolutions of 1848 in Germany</i>"</p> <p>Napoleon's Europe Maps</p>	<p>"<i>Giuseppe Mazzini, The Duties of Man</i>"; "<i>Rudyard Kipling, The White Man's Burden</i>"; "<i>Charles Darwin, The Origin of Species and The Descent of Man</i>"; "<i>Herbert Spencer, Social Statics: Liberalism and Social Darwinism</i>"; "<i>John Stuart Mill, On Liberty</i>"; "<i>Karl Marx and Friedrich Engels, The Communist Manifesto</i>"; "<i>Emmeline Pankhurst, Why We Are Militant</i>"; "<i>Pope Pius IX, Syllabus of Errors</i>"</p>
<p>Key Topics: (each covered daily)</p> <p>The Second Industrial Revolution</p> <p>Urbanization</p> <p>Social Structure and the Changing Family in the Nineteenth Century</p> <p>Lecture: Romanticism, Realism, and Impressionism in Art</p> <p>Fin-de-Siècle, Philosophy, and Science</p> <p>The Second French Empire and the Crimean War</p> <p>The Unification of Italy</p> <p>The Unification of Germany</p>	<p>Terms (NOT LIMITED TO BUT INCLUDING)</p> <p>Revolution of 1830, Louis Napoleon Bonaparte (Napoleon III), Basic Rights of the German People, Pan. Slav Congress, Victor Emmanuel II, Camillo di Cavour, Guiseppe Garibaldi, William I, National Union, Otto von Bismarck, Realpolitik, Schleswig & Holstein, North German Confederation, Franco-Prussian War, Francis Joseph, Ringstrasse, Alexander von Bach, Dual Monarchy, Compromise (Ausgleich) of 1867, Nationality Law of 1868</p>
Unit 7. Imperialism, World War I, and The Russian Revolution	Readings
	Kagan Chapter 25 Merriman Chapter 18, 19, 20, 21, 22, 23 Tuchman, <i>The Guns of August</i>
Primary Sources (NOT LIMITED TO BUT INCLUDING)	
<p>"<i>Giuseppe Mazzini, The Duties of Man</i>"; "<i>Rudyard Kipling, The White Man's Burden</i>"; "<i>Charles Darwin, The Origin of Species and The Descent of Man</i>"; "<i>Herbert Spencer, Social Statics: Liberalism and Social Darwinism</i>"; "<i>John Stuart Mill, On Liberty</i>"; "<i>Karl Marx and Friedrich Engels, The Communist Manifesto</i>"; "<i>Emmeline Pankhurst, Why We Are Militant</i>"; "<i>Pope Pius IX, Syllabus of Errors</i>"</p>	<p>"<i>V. I. Lenin, April Theses: The Bolshevik Opposition</i>"; "<i>Woodrow Wilson, The Fourteen Points</i>"</p>
<p>Key Topics: (each covered daily)</p> <p>The Age of Mass Politics (1871–1914): Great Britain and France</p> <p>The Age of Mass Politics (1871–1914): Germany and Austria-Hungary</p> <p>Causes of the "New Imperialism"</p> <p>Imperialism in Africa and Asia</p> <p>Causes of World War I</p> <p>The Great War</p> <p>The Versailles Treaty and Consequences of the War</p> <p>Russian Politics and Society, 1815–1917</p> <p>Causes of the Russian Revolution</p> <p>Causes of the Russian Revolution</p> <p>Results of the Russian Revolution</p> <p>Modern European Thought</p>	<p>Terms (NOT LIMITED TO BUT INCLUDING)</p> <p>Crystal Palace, Queen Victoria, Tsar Alexander II, The Crimean War, Sultan Mahmud II, William Gladstone, Benjamin Disraeli, Household Suffrage, Reform Bill of 1867, Edwin Chadwick, Emancipation of Serfs, Zemstvos and дума, Russo-Japanese War, Nicholas II, Lenin, Napoleon III, First International, Credit Mobilizer, Suez Canal, Cobden-Chevalier Treaty, Franco-Prussian War, Paris Commune</p>

Boundaries of European powers/world colonies maps	
Unit 8. The Interwar Period and World War II	Readings
	Kagan Chapter 26,27,28 Merriman Chapter 24,25 Daniel Goldhagen, <i>Hitler's Willing Executioners</i>
Primary Sources (NOT LIMITED TO BUT INCLUDING)	
"Benito Mussolini, The Doctrine of Fascism"; "Adolf Hitler, Mein Kampf"; "Guida Diehl, The German Woman and National Socialism [Nazism]"; "Joseph Stalin, Problems of Agrarian Policy in the USSR: Soviet Collectivization"	
Key Topics: (each covered daily) Totalitarianism in Russia: Lenin and Stalin Fascism in Italy Nazi Germany The Road to War The World at War	Terms (NOT LIMITED TO BUT INCLUDING) Great Depression, Phony War, Potsdam Settlement, Neville Chamberlain, Blitzkrieg, Baltic states, Spanish Civil War, Winter War, USSR, Weimar Republic, Hitler Youth, Battle of Britain, Aryan, Pearl Harbor, People's Republic, Anne Frank, Kristallnacht, General Francis Franco, Erwin Rommel, Axis, Battle of Stalingrad, Appeasement, D-Day Invasion, Churchill, Vichy
Unit 9 The Cold War to Present	Readings
	Kagan Chapter 29,30 Merriman Chapter 27,28,29,30
Primary Sources (NOT LIMITED TO BUT INCLUDING)	
"B. N. Ponomarev, <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> "	
Key Topics: (each covered daily) The Cold War, 1945-68 Khrushchev and Brezhnev Decolonization after World War II The Cold War, 1968-91 European Unity, 1946 to the Present European Society in the Postwar Era	Terms (NOT LIMITED TO BUT INCLUDING) NATO, Cold War, Charles de Gaulle, Khrushchev, Marshall Plan, Korean War, Warsaw Pact, Sputnik, Pope John XXIII, Gandhi, Margaret Thatcher, Third World, Suez Canal Crisis, Decolonization, SALT I and II, Cold War, Bloody Sunday, World Trade Organization, Brezhnev Doctrine, Terrorism, Gorbachev, perestroika, Al Qaeda, Americanization, Collapse of the Berlin Wall, "weapons of mass destruction", Gulf War, Collapse of Soviet Union, Boris Yeltsin, Yugoslavia
Document Based Questions	Free Response Question Topics

One per quarter, you will keep doing them until you get a seven out of 9 at least. In order to correct any test grade, you must come to one additional hour of tutoring after school. For every hour you stay, you will be able to correct one test. The more hours you come, the more chances you have of correction. The more practice you have with DBQs before you get to the AP Exam, the more likely your chances of doing well with the exam.

Analyze how economic and social developments affected women in England in the period from 1700 to 1850.
Analyze the shifts in the European balance of power in the period between 1763 and 1848.

Compare and contrast Enlightenment and Romantic views of nature, with reference to specific individuals and their works.

To what extent did Romanticism challenge Enlightenment views of human beings and of the natural world.

Compare and contrast Enlightenment and Romantic views of the relationship between God and the individual.

Analyze three examples of the relationship between Romanticism and nationalism before 1850.

Describe and analyze the impact of the rise of Russia on international relations in Europe in the period from 1685 to 1815.

Compare and contrast political liberalism with political conservatism in the first half of the nineteenth century in Europe.

To what extent did the structure of Russian government and society affect its economic development in the eighteenth and nineteenth century?

Discuss the impact of industrialization and urbanization on working-class families from 1750 to 1900.

Analyze the development of the various forms of European socialism in the 1800s.

Analyze artistic and literary responses to industrialization over the course of the nineteenth century.

Analyze the problems and opportunities associated with the rapid urbanization of western Europe in the nineteenth century.

European women's lives changed in the course of the nineteenth century politically, economically, and socially. Identify and explain the reasons for those changes.

Referring to specific individuals or works, discuss the ways in which TWO of the following expressed the concept of nationalism in the nineteenth century.

Artists
Composers
Writers

In the late nineteenth century, millions of workers and intellectuals proclaimed themselves socialists, yet few worked toward the violent revolution predicted by Karl Marx. Analyze the major factors that account for this phenomenon.

Contrast the ways in which the paintings shown express the artistic and intellectual concerns of the eras in which the works were created.

Raphael, The School of Athens, 1500-1511,
Picasso, Les Femmes d'Alger (O. J.), 1907

Analyze the effects of nationalism on the Austrian Empire in the period 1815 to 1914.

Contrast the impact of nationalism in Germany and the Austrian Empire from 1848 to 1914.

Compare and contrast how TWO of the following states attempted to hold together their empires in the period circa 1850 to 1914.

Austria-Hungary
Russia
Ottoman Empire

Describe and analyze responses to industrialization by the working class between 1850 and 1914.

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.

Compare and contrast the ways that seventeenth-century absolute monarchs and twentieth-century dictators gained and maintained their power.

Analyze the participation of European women in the economy and in politics from 1914 to 1939. Use examples from at least TWO countries.

Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920's and 1930's.

Compare and contrast the social and economic roles of the state in seventeenth- and eighteenth-century Europe (before 1789) to the social and economic roles of the state in Europe after the Second World War.

Compare and contrast the victorious Allied

	<p>powers' treatment of Germany after the First World War with their treatment of Germany after the Second World War. Analyze the reasons for the similarities and differences.</p> <p>Analyze the impact of the rise of militarism and the Second World War on the lives of European women. In your answer consider the period 1930 to 1950.</p> <p>Analyze the economic and social challenges faced by Western Europe in the period from 1945 to 1989.</p> <p>Considering the period 1953-1991, analyze the problems within the Soviet Union that contributed to the eventual collapse of the Soviet system.</p> <p>Analyze three reasons for the end of Soviet domination over Eastern Europe.</p> <p>Compare and contrast the relationship between artists and society in the Baroque era and in the twentieth century. Illustrate your answer with references to at least TWO examples from each period.</p> <p>Analyze the ways in which Western European nations have pursued European economic and political integration from 1945 to the present, referring to at least two nations.</p>
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Three page response papers: due by the first Friday of the 4th quarter.

I as your AP instructor need to be able to see that you are able to articulate an argument successfully using historical research to back your thesis. Your citations should be in Chicago style, either as end notes or footnotes. Times New Roman 12 font double-spaced. The latest versions of Word do not use these as a default. You are to answer any three of the following five prompts. Each response should be three to five pages in length. You are NOT writing a term paper – essentially you are writing an extended essay. Your opening paragraph should include a provocative thesis statement – this is your argument!

A few things to remember:

- a.) YOU ARE TAKING A POINT IN HISTORY AND ARGUING A POINT. YOU ARE TRYING TO CONVINC ME THE READER THAT YOU ARE RIGHT.
- b.) A draft is not required, but people who turn in drafts tend to get A's on the final paper.
- c.) DO NOT USE WIKIPEDIA. I CAN TELL IF YOU DO
- d.) **DO NOT COPY A WEB PAGE, PASTE IT INTO MS WORD, AND TURN IT IN. I WILL CATCH IT. YOU WILL FAIL THE PAPER.**
- e.) DO NOT USE FIRST OR SECOND PERSON (I OR YOU). USE THIRD ONLY SINCE IT MAINTAINS OBJECTIVITY.
- f.) TIMES NEW ROMAN 12 FONT. MS Word 07 does not use this as the default.
- g.) ONE INCH MARGINS ALL AROUND.
- h.) FOOTNOTE OR ENDNOTE UNCOMMON KNOWLEDGE OTHERWISE IT IS PLAGIARISM.
 - a. Plagiarism=0 for assignment and is considered an honor code violation.
- i.) No more than two block quotes.
- j.) Needs at least four sources, only two of which can be internet. RIGHT CLICK AND REMOVE HYPERLINKS.

- k.) NEEDS A TITLE PAGE AND A BIBLIOGRAPHY AND THREE FULL PAGES OF TEXT PER RESPONSE.
- l.) USE CHICAGO STYLE ONLY! IF I SEE INTEXT CITATIONS IT IS WRONG!
- m.) Use this webpage for footnotes (first) and bibliography page (second)
 - a. http://www.chicagomanualofstyle.org/tools_citationguide.html/
 - b. **DO NOT USE THE TEMPLATE MICROSOFT GIVES YOU IN THE 2007/2010 VERSIONS. IT WILL BE WRONG.**
- n.) BEING ABSENT THE DAY THE PAPER IS DUE DOES NOT MEAN YOU GET TO TURN IT IN THE NEXT DAY YOU ARE HERE. THE PAPER IS DUE ON THE SPECIFIED DATE BY 11:59:59 PM.

These were your prompts:

- A) In what ways were the years 1500 - 1650 considered The Golden Age of Spain? By the year 1600 Spain's internal decline had begun. The religious, crusading qualities, which made Spain the leader in the Counter Reformation, were not the qualities needed for building a modern society. Give the reasons for Spain's rapid decline and comment on which one you consider to be the most important one. Include in your report the cultural life, government and military power of Spain at this time. Pictorial attachments are welcomed and encouraged.
- B) Along with the rise of European colonial empires in the 16th and 17th centuries there was a gigantic spur in the African Slave Trade. Discuss this slave trade from about 1450 - 1800. What nations were involved? From where were the slaves taken? To where were they taken? Include statistical information on: numbers transported, crops worked by slaves, slave populations of various regions in the New World, etc.
- C) The Protestant Reformation came to England during the reigns of Henry VIII and his children. At first it was a constitutional crisis rather than a religious crisis. In what ways did the new Anglican Church differ from the Catholic Church? In what ways was it similar? (Take these changes and similarities through the reign of Elizabeth I.) What other Protestant denomination emerged in England during the 16th century? Who were their leaders and what were their religious ideas?
- D) The Council of Trent (1545-1563) shaped the destiny of modern Catholicism. It was not until the Second Vatican Council in the 1960's that some of the main decisions made at Trent were substantially modified. Compare and contrast these two historic meetings of the Catholic Church as to: a) reasons for these meetings, b) significant breaks with tradition, and c) long-term effects.
- E) What important changes in the early modern centuries are summarized under the term A Commercial Revolution? Discuss the origins of large-scale banking and commercial practices (insurance, stock exchanges, and government regulation of commerce through the system of mercantilism.) Use England, France or the Netherlands as examples.

You will notice that these prompts are rather lengthy and span a wide variety of time periods that we cover in the course calendar. I expect to see the primary sources listed used in defense of your argument (think about it, if the people of the time agree with your thesis, and you can justify it, you are well on your way to a successful argument). The answer to the question of how many sources to use, both primary and secondary, is, "enough to substantiate your argument." Remember, when using both primary and secondary resources, think historiographical-each source will have a bias whether intended or not and you have to be aware of that as you write.

The term paper is worth two DBQ grades in the fourth quarter.

Yours and the student's signature are both required on this paper.

Parent Email address: (please print legibly as this is my preferred method of contact):

Parent Phone number: _____

Student Signature

Parent Signature

Student Name

Parent Name

Date

Date