

Marshfield High School
Social Studies Department Curriculum Guide

AP European History
2007

Descriptive Overview

This is an introductory college course geared for the student who has strong interest in European History. High school seniors have the opportunity to examine and master the subject by exploring a number of topics in greater depth and may also receive college credit in the process. The course is a logical culmination for those gifted and hard working students seeking preparation for those colleges and universities cited as most competitive. The course follows a basically chronological approach emphasizing the relevance of history to today's world, with an added emphasis on developing study habits. All historical issues are examined by a multi-causal approach revolving around the following three broad themes: (1) political/diplomatic; (2) social/economic; and (3) cultural/intellectual. The course also refocuses on the changing views of man, God, science, and politics from the Renaissance to the present.

Content/Topic Outline – With Essential Questions

- I. Renaissance Civilization:
 - A. Commercial Revolution
 - B. The emergence of the Italian City States
 - C. The “New Monarchies” in Northern Europe:
 1. Tudors in England
 2. Valois Family in France
 3. Ferdinand and Isabella in Spain
 4. The Holy Roman Empire
 - D. Renaissance Humanism
 - E. Italy's “Time of Troubles”
 1. Realpolitik in European diplomacy
 2. Analysis and Significance of Machiavelli The Prince
 - F. The Renaissance Papacy
 1. A series of crises:
 - a. Babylonian Captivity
 - b. Great Schism
 - c. Counselor Movement
 2. The Pope as Renaissance Despot
 3. The Pope as Humanist
 4. Papal Abuse: The Borgias

Essential Questions:

- *To what extent was the Renaissance a break with its medieval past?*
- *How did the commercial revolution of the 1400s affect the development of Europe?*
- *How do we measure the power in the 1500s?*
- *To what extent was Humanism a strength and a threat to the Catholic Church?*

II. The Protestant Reformation: Progressive and Modern?

- A. Martin Luther: Conservative or Radical?
 - 1. Why was Luther successful?
 - 2. Luther's belief system: political, economic, and social
- B. The varieties of Protestantism and their impact on European society
 - 1. Lutheranism
 - 2. Anglicanism
 - 3. Calvinism - Huguenots
 - 4. Anabaptists
- C. Protestant Reformation in the development of capitalism and democracy
- D. Reformation impact on:
 - 1. Intellectual freedom
 - 2. Catholicism
 - 3. Literacy
 - 4. Colonization
 - 5. Nationalism
 - 6. Women
- E. The Catholic Counter Reformation

Essential Questions:

- *How significant was the Protestant Reformation in the development of capitalism and democracy in Western Europe?*

III. What are the major factors accounting for the subordination of women in western culture?

- A. Biological and Anthropological Factors
- B. Greek and Roman Tradition
- C. Hebraic Tradition
- D. Celtic/German Tradition
- E. Christian Tradition
- F. Legacy of Renaissance and Reformation
- G. "Querelles des Femmes" ('The Debate Over Women')

IV. The Rise and Fall of Nations: The 1500s

- A. The Rise and Decline of the Spanish Dynastic state
 - 1. Domestic Strengths and Weaknesses
 - 2. Philip II's Foreign Policy
 - 3. The Price Revolution
- B. The Dutch Republic
- C. Dutch Contributions to European Art
- D. Elizabeth I of England: Order – Harmony – Nationalism
- E. The Religious Wars in France
- F. The Thirty Years' War and the Treaty of Westphalia

Essential Questions:

- *Are there recurring patterns in the rise and decline in world powers?*
- *How does art reflect the political, social, and cultural characteristics of a people and nation?*

- *How do you account for the decline and collapse of the Spanish economy while the Dutch and English economies prospered?*

V. Royal Absolutism:

- A. Parliament vs. Crown in England
 1. Stuart England
 2. Civil War and Commonwealth
 3. Restoration and Glorious Revolution
 4. Factors contributing to Revolution
- B. French Absolutism Triumphs
 1. Raison d'Etat of Cardinal Richelieu
 2. The Absolutism of Louis XIV
 3. The Wars of Louis XIV

Essential Questions:

- *Identify and explain the reasons for the failure of royal absolutism in England and its success in France?*
- *Does history really repeat itself? Where do you draw the line between patterns and the “human element” (case study: revolution)?*
- *Was royal absolutism the best form of government for the 17th century?*

VI. The Age of Genius:

- A. The Scientific Revolution
 1. Plato, Aristotle, and Ptolemy
 2. Scientific Method of Bacon and Descartes – Inductive and Deductive Reasoning
 3. Copernicus, Brahe, and Kepler
 4. Galileo
 5. Newton
- B. How did the Age of Genius affect the following:
 1. View of God, Nature, Man, and Politics (Hobbes vs. Locke)

Essential Questions:

- *How important is the role of science in affecting society?*
- *In what ways did science and technology most affect Western Society?*
- *Was science and technology the most important factor in Western Europe's drive towards world dominance?*

VII. The Enlightenment – The Age of Reason

- A. Five Characteristics:
 1. Natural Law
 2. Reason
 3. Skepticism
 4. Politics
 5. Liberty
- B. The impact of Enlightenment on western society
- C. 17th and 18th Century Painting
- D. The Impact of the Enlightenment on Women

Essential Questions:

- *Is the title “Age of Reason” appropriate?*
- *Was the Enlightenment a truly positive factor in advancing the cause of humanity?*

VIII. The 18th Century: An Enlightened Age?

- A. The Rise of Prussia
- B. The Destruction of Poland
- C. Peter the Great
- D. Enlightened Despotism
 1. Frederick II of Prussia
 2. Maria Theresa of Austria
 3. Joseph II of Austria
 4. Catherine II of Russia
- E. Balance of Power: The Wars of the 18th century

Essential Questions:

- *18th Century Economy: To what extent was this the world’s first global economy?*
- *Compare the status of Prussia and Poland during the 18th century: What lessons can be learned?*
- *Why the West? What factors most likely account for the West gaining global ascendancy by the end of the century?*
- *Evaluate the term “Enlightened Despot.” Do they deserve the title?*
- *What were the major characteristics of warfare during the century? Were wars more “civilized” than they are now?*

IX. The French Revolution and the Napoleonic Empire

- A. The Crisis of the French Monarch (Louis XIV, XV, and XVI)
- B. The Revolution of 1789
- C. National Assembly and Declaration of the Rights of Man
- D. The Reign of Terror – Robespierre
- E. The Thermidorian Reaction
- F. The Rise of Napoleon Bonaparte
- G. Napoleon’s Empire (1804 – 1814)
- H. The Congress of Vienna and European Settlement

Essential Questions:

- *Evaluate Robespierre’s quote, “What constitutes the republic is the complete destruction of everything that is opposed to it.”*
- *Identify the major short and long term causes of the French Revolution.*
- *Could the French Revolution have resulted differently? Explain.*
- *Can Napoleon be considered an Enlightened Despot?*
- *Analyze the major reasons for the fall of the Napoleonic Empire: Are there lessons to be learned for future hegemonic powers?*
- *The Congress of Vienna: Is it a model for statesmen today?*
- *How significant was the impact of the French Revolution and Napoleon on world history?*

- X. The Age of Metternich
 - A. Romanticism – Challenges to Enlightenment Thought
 - B. Romantic Literature
 - C. Romantic Art and Music
 - D. Religion in the Romantic Period
 - E. Romantic views of Nationalism and History
 - F. Metternich and the Concert of Europe
 - 1. Political Spectrum 1820s – 1848
 - 2. Revolutions of the 1820s and 1830s
 - 3. Revolutions of 1848
 - G. Conservatism, Liberalism, and Nationalism

Essential Questions:

- *To what extent did Romanticism spark conservatism as well as revolution?*
- *Was Metternich driven by pragmatism or principle?*
- *What patterns or lessons can be learned from the revolutions of the 1820s and 30s?*
- *What were the legacies of the revolutions of 1848 for the future?*

- XI. 19th Century Economic Theory and the Industrial Revolution: 1800 – 1870
 - A. Major Impact on political, military, social, economic, cultural, and intellectual development of Europe
 - 1. Britain leads the first Industrial Revolution
 - 2. Classical Liberalism and Adam Smith
 - 3. Malthus and Ricardo on Capitalism: misery and poverty are inevitable
 - 4. Utilitarianism and Jeremy Bentham
 - 5. John Stuart Mill and Humanitarian Liberalism
 - 6. The Utopian Socialists
 - 7. Karl Marx and Scientific Socialism
 - a. Economic Determinism
 - b. Dialectic Materialism – (Hegel’s model)
 - c. Inevitability of Communism

Essential Questions:

- *The common core of liberalism: “The proper end of government is to promote the liberty and well being of individuals.” How has this statement generated controversy among liberals since the 19th century?*
- *What role does morality and character play in the construction of a fair and just society?*
- *Why was Britain the first great industrial power? Are the same factors necessary for all nations facing development?*

- XII. The Welfare State
 - A. Great Britain
 - 1. Years of Violence and Reaction: 1815 – 1819
 - 2. Reform Movement: 1820 – 1832
 - 3. Chartist Movement
 - 4. Repeal of the Corn Laws and Rise of Liberalism
 - 5. Gladstone and Disraeli: The Rise of Modern Political Parties
 - 6. Formation of the Labour Party: 1900

7. The Revolution in British Politics: 1911 – 1914
- B. A Divided France Moves Towards Democracy
 1. The Second Republic and Second Empire: The Age of Louis Napoleon
 2. The Siege of Paris and Paris Commune
 3. The Crisis-Torn Third Republic
 - a. Boulanger Crisis
 - b. Panama Crisis
 - c. Dreyfus Affair

Essential Questions:

- *Analyze the factors causing the spread of democracy in France and Britain during the 19th century*
- *What factors account for the rise of a welfare state in Britain by 1914?*
- *How do nationalism and the fervent belief in the sanctity of one's nation contribute to progress and degeneration?*

XIII. Italy: 1815 – 1914

- A. The Risorgimento: Italian Unification (1848 – 1870)
 1. Nationalist Movement to 1859
 2. Cavour: A Study in Realpolitik: The War of 1859
 3. Garibaldi's Conquest of Southern Italy
 4. Papal State – 1860
 5. Rome – 1870
 6. Irredentism
- B. Italian Domestic and Foreign Policies: 1870 – 1914

XIV. The Rise of a Powerful Germany in Central Europe

- A. Bismarck and the Unification of Germany
- B. Domestic Policy: 1870 – 1890
- C. Evaluation of the impact of Bismarck on German and European History
- D. Domestic Policy of Wilhelm II: 1890 – 1914

XV. The Last Century of the Russian Empire

- A. The Russian Revolutionary Tradition: 1825 – 1914
- B. Reaction, Industrialization and Reform: 1825 – 1914

XVI. Science, Culture and Economics During the Victorian Age

- A. The Evolutionary World
 1. Charles Darwin – Origin of Species
 2. Impact of Darwin's Theories on Society – Social Darwinism
 - a. Racism and Ethnocentrism
 - b. Imperialism, War, and Extermination
 - c. Religion
 - d. Impact on Fascism, Capitalism, and Communism
- B. Friedrich Nietzsche on European Culture and Arts
- C. Sigmund Freud and the subconscious
- D. Albert Einstein and his impact on European Thought
- E. The Late 19th Century Industrial Growth
 1. Demographic Growth
 2. Free Trade and European Balance of Payments

3. World Market: Unity – Competition – Insecurity
- F. The Age of European Imperialism
- G. “Worldly Philosophers”
 1. John Hobson’s Theory of Imperialism
 2. Significance of Lenin
 3. Thorstein Veblen
- H. Revolution in European Art
 1. Characteristics of Modern Art
 2. Realism – Impressionism – Post impressionism
- I. The Emergence of Anti-Semitism in 19th Century Europe
- J. The 19th Century Feminist Movement in Western Europe
 1. Victorian Views of Family, Marriage and Sex
 2. Discrimination Against Women During the Victorian Age
 3. The Fight for Suffrage
 4. The “Cult of Domesticity”

Essential Questions:

- *How do scientific and philosophical ideas often become distorted to justify society’s goals and values?*
- *Was the “new imperialism” of the 19th century that different from the imperialism of the 15th – 18th centuries?*
- *Is imperialism a process that inherently carries the seeds of genocide?*
- *What factors caused a dramatic shift in the form and function of modern art?*

XVII. Causes and Effect of World War I

- A. Imperialism, Nationalism, Alliance System, and Militarism
- B. Impact of WWI on Western Civilization
- C. Technological advancements in weaponry
- D. Role of Women
- E. Evaluation of Versailles Treaty
- F. The Russian Revolution
- G. Evaluation of Joseph Stalin’s rule

Essential Questions:

- *What were the long term and immediate causes of World War I – 1878-1914: Who was Responsible?*
- *Was the Versailles Treaty really that bad?*
- *What were the critical factors, which enabled the Bolsheviks to seize and maintain power?*

XVIII. The Inter War Years, Rise of the Dictators, and Approach of World War II

- A. The Philosophical Basis of 20th Century Fascism
- B. The Rise to Power of Benito Mussolini
- C. The Weimar Republic and Rise of Adolf Hitler and Nazism
- D. France and Britain Between the War
- E. Policy of Appeasement
- F. Modern Art Between the Wars

Essential Questions:

- *Prioritize the factors causing the Rise of Hitler.*
- *Is Hitler a product of German History?*

- *Analyze the Similarities and differences of the 20th century dictators: Mussolini, Hitler, and Stalin. Do the difference outweigh the similarities?*

XIX. World War II

- A. The Chronological March Towards War: 1931 – 1939
- B. The Impact of World War II on the postwar world
- C. Third World Nationalism and End of European Imperialism

XX. The Cold War

- A. The Superpowers: 1943 – 1980s
 1. allies to enemies: 1941 – 1945
 2. Postwar Issues and Crises
- B. Containment Policy: Eisenhower/Khrushchev/Kennedy Years
- C. Détente: Causes, Examples, and Impact
- D. End of Détente and Renewal of Cold War: 1980's
 1. Soviet vs. American Interpretations of Détente
 2. Emergence of Mikhail Gorbachev
- E. Fall of the Soviet Union – 1985 –1991

Essential Questions:

- *Was the Cold War inevitable? Where does the blame lie?*
- *Analyze the major factors causing the fall of the Soviet Union. To what extent were they historical? To what extent did personalities play a role? Would the Soviet Union have collapsed without the impact of Gorbachev? Reagan?*

XXI. Domestic Trends in Europe: 1945 – 1990s

- A. Great Britain
- B. France
- C. Germany
- D. Italy
- E. Soviet Union and Boris Yeltsin's Russia

Essential Questions:

- *Are there common themes or patterns that affected eastern as well as western Europe?*

XXII. Intellectual Movements in Europe Since World War II

- A. Affect of Modernism on God, Universe, Man, and Politics
- B. Modern Art after World War II: “Shock of the New”
- C. Relevant Intellectual Theories
 1. Relativism
 2. Behaviorism
 3. Existentialism: Philosophy of the Nuclear Age
 4. Neo-Orthodoxy of the 50s
 5. New Radicalism of the 60s
 6. Postmodernism and deconstruction
- D. Feminism

Essential Questions:

- *Are there absolute values or is everything relative?*

- *Has feminism brought women equality? Has there been a backlash against women in contemporary western society?*
- *Are women still defined by western culture rather than by themselves?*

XXIII. Into the 21st Century

- Globalism
- European Unification
- Western civilization on trial

Essential Questions:

- *Globalism: A threat of panacea? Hasn't globalism always been with us since the 18th century? What's different now?*
- *European unification? What does History say?*
 - o *Can east and west become one?*
 - o *Could a unified Europe become a super power in the 21st Century?*

GOALS AND OBJECTIVES

Adherence to the Massachusetts Social Studies Frameworks and successful integration in to the curriculum.

Read purposefully – demonstrated by:

- Identifying and extrapolating significant material from a variety of printed sources
- Recognizing arguments for and against an issue
- Identifying and using knowledge from common graphic features (charts, graphs, diagrams, maps)
- Recognizing bias and point of view
- Reading and analyzing primary source material

Write effectively – demonstrated by:

- Well written and multi-paragraph compositions that have clear topic development and organization
- Document-based questions requiring analysis of primary sources
- Identifications stressing clear definitions and significant of term
- Research reports based on MLA format

Communicate effectively – demonstrated by:

- Oral presentations and debates
- Media presentations and projects
- Interaction with peers in student-centered activities
- Analyzing and expressing ideas in the arts in a historical context
- Effective note taking skills from lectures and discussions
- Using technology to express historical concepts
- Following directions

Identify, analyze, and solve problems – demonstrated by:

- Evaluating primary and secondary sources
- Knowing how to find and utilize a wide range of resources to conduct research

- Developing and using a wider range of critical thinking skills (cause/effect, debate, comparisons, generalizations, proof, analysis, and synthesis)
- Incorporating evaluation of sources, construction of casual relationships, balanced interpretations, and comparative analysis.
- Recognition and analysis of biases and points of view from a wide range of print and media sources

Demonstrate self-respect and respect for others –demonstrated by:

- Displaying academic integrity
- Showing an appreciation for cultural diversity in the world and knowledge of the contributions of other cultures

Work both independently and cooperatively with others – demonstrated by:

- A tolerance of other’s opinions and point of view
- Participating constructively in group activities
- An awareness of academic responsibilities

Fulfill responsibilities and exercise rights as members of local and global communities – demonstrated by:

- An awareness that history, geography, economics, and other social sciences are integral components to understanding today’s world
- An ability to make informed decisions on global issues

The specific content goals of this course are as follows:

- Students will develop an understanding of the nature of intolerance and its negative consequences in European civilization
- Students will examine the various male dominant perceptions of women throughout European history and their impact on the development of the Feminist Movement
- Students will recognize and discuss the major artistic and musical movements of western civilization from the Renaissance to the present.
- Students will trace the development of western civilization’s changing attitudes toward the following: God, man, nature, and politics.
- Students will trace the development of the following European nations: Britain, France, Italy, Germany, Spain, and Russia

INSTRUCTIONAL MODEL

Due to the nature of the course being driven by a national exam in May, it is a content driven course that requires rapid coverage from the Renaissance to the 1990s. Class activities have to be short and focus on seminar formats with the teacher leading the discussions. There is a great deal of lecture/discussion and specific debate topics integrated through the course.

ASSESSMENT

It is understood by all students taking AP European History that the AP Exam in May is mandatory. These exams are three hours long and given each May in Marshfield. However, the AP course stands by itself as a valuable college preparatory experience. Extensive essay writing and short papers based on the analysis of documentation are prevalent throughout the course. These are supplemented by oral reports and class discussions. Finally, it is expected that

students will actively be involved in class discussion which is an important ingredient to the depth and richness of the course.

RESOURCES AND REFERNECES

Text: The Western Heritage (2004), Prentice Hall

Selected Readings from the following texts:

Sources of the Making of the West People and Cultures Volume II: Since 1560

Primary Source Reader for World History Volume II: Since 1500

From the Renaissance to the Present – Sources of the Western Tradition