



Sample Syllabus 1 Contents

Curricular Requirements	ii
AP European History	1
Class Description	1
Outline of Course Materials and Resources	1
Unit I: A Society Awakens, 1450 – 1556	2
Unit II: The Age of Religious Tension, 1556 – 1648	3
Unit III: Society in Transition, 1648 – 1750	5
Unit IV: An Age of Revolution, 1750 – 1815	6
Unit IV ½: Introduction to the Age of Isms, 1815 – 1830	7
Unit V: An Age of Change, 1830 – 1871	8
Unit VI: An Age of Questioning, 1871 – 1914	9
Unit VII: A Time of Crisis, 1914 – 1939	11
Unit VIII: A Time of Tragedy and Triumph, 1938 – 2010	12



Curricular Requirements

- CR1a The course includes a college-level European history textbook.
- See page 1
- CR1b The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.
- See pages 1, 2, 4, 5, 6, 8, 9, 10, 11, 13
- CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past.
- See pages 3, 4, 5, 6, 9, 10, 12, 13
- CR2 Each of the course historical periods receives explicit attention.
- See pages 1, 2, 3, 5, 6, 7, 8, 9, 11, 12
- CR3 Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.
- See pages 3, 4, 6, 7, 9, 11, 13, 14
- CR4 The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation
- See pages 3, 10, 14
- CR5 The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation
- See pages 3, 4, 11
- CR6 The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence
- See pages 3, 14
- CR7 The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation
- See pages 3, 7, 13
- CR8 The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time
- See pages 5, 14
- CR9 The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization
- See pages 3, 9, 10, 12, 15
- CR10 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison
- See pages 4, 5, 14
- CR11 The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization
- See pages 7, 9



Curricular Requirements

- CR12 The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis
- See pages 7, 12
- CR13 The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis
- See pages 8, 13

AP European History

Class Description

This class introduces students to the political, economic, religious, social, intellectual, and artistic trends that shaped Europe from 1450 to the present. Students should acquire knowledge of the basic chronology of events and movements from this period as well as develop the ability to analyze historical documents and express historical understanding in writing. As part of the Advanced Placement program, the course prepares students for the AP European History exam. All students are expected to take the exam.

Outline of Course Materials and Resources

J. Spielvogel. *Western Civilization*, 9th ed. (2015) [CR1a]

Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present, ed. D. Sherman. 8th ed. (2010).

Discovering the Western Past: A Look at the Evidence. M. Wiesner-Hanks, A. Evans, W. Wheeler, and J. Ruff. 7th ed. (2015). [CR1b]

[CR1a]—The course includes a college-level European history textbook.

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

AP European History simultaneously:

1. Divides the material into four sections, which we will tackle in two parts accordingly: [CR2]
 - 1450–1648 (1450–1556, 1556–1648)
 - 1648–1815 (1648–1750, 1750–1815)
 - 1815–1914 (1815–1871, 1871–1914)
 - 1914–Present (1914–1945, 1945–Present)

[CR2]—Each of the course historical periods receives explicit attention.

2. Explores Five Major Themes:
 - Interaction of Europe and the World (INT)
 - Poverty and Prosperity (PP)
 - Objective Knowledge and Subjective Visions (OS)
 - States and Other Institutions of Power (SP)
 - Individual and Society (IS)
3. Develops Nine Historical Thinking Skills (within four major categories):
 - I. Chronological Reasoning
 - *Historical Causation*: Identifying the short term and long term causes and effects.
 - *Patterns of Continuity and Change over Time*: Recognizing how continuity and change may both be present in any era.
 - *Periodization*: Evaluating various models of periodization and recognizing relevant turning points.

II. Comparison and Contextualization

- *Comparison*: Understanding the similarities and differences between different accounts and periods.
- *Contextualization*: Understanding the larger context of a document or individual's actions.

III. Crafting Historical Arguments from Historical Evidence

- *Historical Argumentation*: Assembling various explanations of an event and constructing interpretations of the event (especially as it applies to conflicting historical evidence).
- *Appropriate Use of Historical Evidence*: Extracting useful evidence from sources and evaluating the features of the evidence (including point of view, format, purpose, limitations, context).

IV. Historical Interpretation and Synthesis

- *Interpretation*: Analyzing diverse historical interpretations and understanding how historian's interpretations change over time.
- *Synthesis*: Creating an understanding of the past from a wide variety of evidence, while applying insights about the past to other contexts and circumstances.

Unit I: A Society Awakens, 1450 – 1556 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Major Topics:

- Renaissance Society: Political, Economic, Cultural Causes
- Major Voices: Machiavelli, Castiglione, Valla, Della Mirandola
- Northern and Southern Renaissance Art Works
- New Monarchs and Their Tactics (Louis XI, Henry VII, Ferdinand and Isabella)
- European Exploration: Causes and Consequences (Columbian Exchange, Price Revolution)
- Problems of the Catholic Church
- Voices of Reform: Erasmus, More
- Luther's Reformation and the Growth of Protestantism (Calvin, Anabaptists, Henry VIII)
- The Revolution in Science: Copernicus Speaks from the Grave
- The Empire Strikes Back: The Catholic Church's Counter Reformation—Jesuits, Trent, Index of Books
- Protestant Reformation's Effect on Daily Life

Excerpted Resources

Primary: [CR1b]

- Art by Brunelleschi, Michelangelo, Raphael, Botticelli, da Vinci, Peter Brueghel, van Eyck, Durer
- “The Book of the City of Ladies,” Christine de Pizan
- *The Prince*, Machiavelli
- “Indulgences,” Johann Tetzel
- “Constitution of the Society of Jesus,” Ignatius of Loyola

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Secondary: [CR1c]

- Two Views of the Renaissance: Jacob Burckhardt vs. Peter Burke
- “Political Interpretation of the Reformation,” Geoffrey Elton
- “Women in the Reformation,” Boxer and Quatert
- Exploration Issues: Richard Reed “The Expansion of Europe,” M.L. Bush “The Effects of Expansion of the Non-European World,” and Gary Nash “Red, White, and Black”

[CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

FRQ Essays: [CR4]

- Evaluate the differing views of the Renaissance held by Jacob Burckhardt and Peter Burke. Do you believe that the Renaissance is a distinct period? Explain. [CR5]
- Choose one southern piece of art and one northern piece. Using the artwork, compare and contrast the values and ideals of the society that produced them. Be sure to make note of the artist’s purpose, point of view and intended audience. [CR6]
- Using the three authors above, analyze the reasons for European exploration and its effects upon European and American societies. [CR7]

[CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

[CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

[CR6]—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence

[CR7]—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

Class Roundtable: Focus on IS–1 and OS–11 [CR3]

- How did the Renaissance and the Reformation change the way society viewed individuality? [CR9]
- How did the movements restructure an individual’s relationship with God?

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

Unit II: The Age of Religious Tension, 1556 – 1648 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Spielvogel, ch. 13–14

Major Topics:

- Two Key Issues: Absolutism and Religious Uniformity
 - French Wars of Religion, Bourbon Rule (Henry IV, Louis XIII)

- Elizabeth vs. Philip II
- The Stuarts vs. Parliament in Great Britain
- The Dutch Golden Age
- Thirty Years' War
- Business: Mercantilism, joint stock, rise of cities
- Scientific Inquiry: Kepler, Galileo, Newton, Vesalius, Harvey, Bacon, Descartes
- Witch-hunting
- Mannerist/Baroque Art

Excerpted Resources

Primary: [CR1b]

- Art by Rubens, Caravaggio, El Greco, Gentileschi
- “Political Will and Testament,” Cardinal Richelieu
- “The Hammer of Witches,” Heinrich Kramer and James Sprenger
- “Leviathan,” Thomas Hobbes

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Secondary: [CR1c]

- “A Political Interpretation of the Thirty Years' War,” Hajo Holborn
- “A Religious Interpretation of the Thirty Years' War,” Friedrich Schiller
- “War and Peace in the Old Regime,” M. S. Anderson

[CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

Writing Assignments:

- Compare and contrast the political, economic, and religious reasons for the rise of the Dutch and the decline of the Spanish in the period 1550–1650. [CR10]
- Evaluate Holborn and Schiller’s explanations of the Thirty Years' War. Compare these with the account provided by Spielvogel in our textbook. Which arguments do you find most effective? Do you agree with one author more than the other? Explain. [CR5]

[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

[CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

Class Roundtable: Focus on SP–4 [CR3]

- In what ways did European states and institutions use religion and culture (science and the arts) to control their society?
- What states were the most effective/least effective at this?

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Unit III: Society in Transition, 1648 – 1750 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Spielvogel, ch. 15–18

Major Topics:

- Louis XIV’s Absolutist France
- Absolutism in the East: Prussia, Russia, Austria (and not Poland)
- Rejecting Absolutism: Great Britain and Netherlands
- Enlightenment Thinkers (Locke, Smith, Montesquieu, Voltaire, Diderot, Rousseau, Beccaria)
 - Women’s roles in the Enlightenment
 - Enlightened absolutists in Eastern Europe
- Rococo and Neo-Classical Art
- Compare the lives of the popular classes and the elite class
- War of the Austrian Succession/Seven Years’ War
- Agricultural Revolution, cottage industry, banking

Excerpted Resources

Primary: [CR1b]

- Art by Watteau, Fragonard, and David
- “Memoirs,” Duc de Saint-Simon
- “A Secret Letter,” Frederick William the Great Elector
- “What is Enlightenment,” Immanuel Kant
- “The Slave Trade,” Anonymous

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Secondary: [CR1c]

- “The Ancient Regime: Ideals and Realities,” John Roberts
- “The Resurgent Aristocracy,” Leonard Krieger
- “Lords and Peasants,” Jerome Blum

[CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

Writing Assignments:

- Evaluate the changing roles of the nobility in European society (1450–1789) using the three secondary sources above. [CR8]
- Compare and contrast the lives of common people and elites during the period 1650–1750. Then compare and contrast their lives with your life today. [CR10]

[CR8]—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

Class Roundtable: Focused on OS–7 [CR3]

- In what ways did Enlightenment thinkers challenge previously held notions of human nature, government, and religious beliefs?

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Unit IV: An Age of Revolution, 1750 – 1815 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Spielvogel, ch. 19–20

Major Topics:

- Industrial Revolution in Great Britain
- Issues of Industrialization: Urbanization, Sanitation, Labor Movements
- French Revolution
 - Prelude: Three Estates, Debt, Discontent
 - 1789
 - Moderate achievements: Civil Constitution, Declaration of the Rights of Man, const. 1791
 - Radical politics: Republic, Economic Policies, Cultural Revolution, CPS, Thermidor
 - Napoleon: Child of the Enlightenment or Last Enlightened Despot
- Congress of Vienna: Metternich and Conservatism

Excerpted Resources**Primary: [CR1b]**

- “Testimony for the Factory Act of 1833: Working Conditions in England”
- “The Condition of the Working Class in England,” Friedrich Engels
- Report of the Sadler Committee, 1832
- “The Cahiers: Discontents of the Third Estate”
- “What is the Third Estate?” Abbe Sieyes
- “The Declaration of the Rights of Man”
- “Speech to the National Convention—the Terror Justified,” Maximilien Robespierre
- “A Soldier’s Letters to His Mother: Revolutionary Nationalism,” Francois-Xavier Jolielerc

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Secondary: [CR1c]

- “The Coming of the French Revolution,” Georges Lefebvre
- “The Revolution of the Notables,” Donald Sutherland
- “France Under Napoleon: Napoleon as Enlightened Despot,” Louis Bergeron
- “Napoleon as Preserver of the Revolution,” George Rude

- “Early Industrial Society: Progress or Decline,” Patrick Stearns and Herrick Chapman
[CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

Writing Assignments:

- Analyze the extent to which the Industrial Revolution altered the lives of England’s working class. [CR7]
- Analyze the political, economic, and social causes for the French Revolution of 1789.
- Using the French Revolution documents above, analyze the influence of Enlightenment theory on the Moderate phase of the French Revolution. [CR11]
- Compare and contrast the accounts of the French Revolution provided by Lefebvre and Sutherland. [CR12]
[CR7]—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation
[CR11]—The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization
[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

Class Roundtable: Focus on PP–10 [CR3]

- To what extent did the French Revolution amount to a “Revolution” in economic terms for each of the following groups: nobility, middle class, average person, and women?
[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Unit IV ½: Introduction to the Age of Isms, 1815 – 1830 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Spielvogel, ch. 21

Major Topics:

- Continental Industrialization
- Conservatism, Interventionism
 - Metternich
 - Burschenschaften, Decembrist Revolts
 - Tory vs. Whig (Peterloo Massacre)
- Nationalism
 - Greek Revolt
- Liberalism
 - Bentham, Mill, Malthus, Ricardo
- Socialism
 - Saint-Simon, Owen, Fourier
- Romanticism

- Goethe, Shelley, Friedrich, Delacroix, Beethoven

Excerpted Resources

Primary: [CR1b]

- Art by Friedrich, Delacroix, Turner
- The Carlsbad Decrees, 1819
- “English Liberalism,” Jeremy Bentham
- “The Glories of Nature,” William Wordsworth

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Writing Assignments:

- In the battle to control Europe between 1815–30, assess which side (the Old Order or the New Order) won.
- Research an article on modern 21st century liberalism in Europe. Compare and contrast these views with the early 19th century of classic liberalism. [CR13]

[CR13]—The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis

Unit V: An Age of Change, 1830 – 1871 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Spielvogel, ch. 22

Major Topics:

- British Reform 1832
 - Factory Acts
 - Corn Laws Revoked
 - Chartist Complaints
- The Modern (Middle Class City)
 - City Features
- 1848 Revolutions; History Fails to Turn
- Louis Napoleon
 - Economic Reform, Political Stability, Rebuild of Paris (Modern City)
- Challenges to conventional thought: Marxist Socialism, Darwinian theory
- Crimean War Destroys the Concert System, Allows for Unification Movements
- Realist politics
 - Cavour’s Italian Campaign
 - Bismarck’s Realpolitik
 - Hungarian Challenges to Austria; Dual Monarchy
 - Alexander II’s Reform in Russia

- Medical Improvements: Pasteur, Lister
- Realist Art and Literature.

Excerpted Resources

Primary: [CR1b]

- Art by Gustave Courbet, Literature by Zola
- “The Duties of Man,” Giuseppe Mazzini
- Maps of Paris, 1850–1877

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Secondary: [CR1c]

- “German Unification,” Hajo Holborn

[CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

Writing Assignments:

- Assess the extent to which the Crimean War changed the course of 19th century European History. [CR11]
- Analyze maps of Paris prior to Haussman and the graphics of the changes he made. Explain how they are representative of the new Industrial Revolution (along with new breakthroughs in medicine and sanitation). [CR9]
[CR11]—The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization
[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

Class Roundtable: Focus on SP–7 [CR3]

- Debate: In the period 1815–1848, western European powers sacrificed the interests of the working classes to please the middle class.
[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Unit VI: An Age of Questioning, 1871 – 1914 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Spielvogel, ch. 23–24

Major Topics:

- Second Industrial Revolution
 - Economic Changes, Effects on Working Class, Gender Roles
 - Conditions of the Modern City, Reform Movements
- Handling Discontent at Home
 - Britain: Home Rule for Ireland?
 - Germany: Kulturkampf, Rise of the Social Democrats

- France: Third Republic, Paris Commune, Dreyfuss Affair
- Russia: Conservative Rule
- Challenging Intellectual Conventions
 - Atomic Age: Curie, Planck, Einstein
 - Nietzsche
 - Freud
- Impressionist and Post Impressionist Art
- Women’s Rights? Pankhursts, Fawcett, Emily Davison
- Jews: Dreyfuss, Herzl
- Diplomatic Issues:
 - Bismarck’s Alliances and the Balance of Power
 - Bismarck Fired, Wilhelm II’s Rise
 - Balkan Instability
- Imperialism: Motives, Proponents, Opponents, Technological Advantages, Resistance
- Russian Revolution of 1905

Excerpted Resources

Primary: [CR1b]

- Art by Monet, Manet, Van Gogh, Degas, Picasso, Morriest, Cezanne
- Proclamation of the Paris Commune
- Jules Ferry’s Appeal to the Build the Second Colonial Empire, 1890
- Program of the German Socialist Party, 1891
- “Why We Are Militant,” Emmeline Pankhurst
- “The White Man’s Burden,” Rudyard Kipling
- African Imperialist Maps
- Table: Population Growth, 1851–1911
- Table: European Emigration, 1876–1910

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Secondary: [CR1c]

- “The Age of Empire,” Eric Hobsbawn
- “The Effects of Imperialism,” David Landes
- “The Unfinished Revolution: Marxism Interpreted,” Adam Ulam

[CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

Writing Assignments:

- Analyze the reasons why late nineteenth century Europeans argued for and against imperialism. [CR4]
- Using one Impressionist piece of art from this period and one piece of art from any prior period, explain why the Impressionist period was the turning point for modern art. [CR9]

- Discuss the views of Hobsbawm and Landes on the short and long term effects of imperialism. [CR5]
[CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation
[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization
[CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

Class Roundtable: Focus on IS–5 [CR3]

- Assess the ways in which the following individuals challenged the established social/intellectual order in the period 1871–1914: Freud, Nietzsche, Einstein, Pankhursts, Herzl, Bernstein, Social Democratic Parties in GER and GBR.
[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Unit VII: A Time of Crisis, 1914 – 1939 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Spielvogel, ch. 25–26

Major Topics:

- Long and Short Term Causes of the Outbreak of WWI
- Fighting of WWI (Technology, Tactics)
 - Total war on the Home Front
 - Social Causes Shelved (Women’s Rights, Irish Nationalism, Individual Rights)
- Versailles Conference and Peace Treaty
- Russian Revolutions of 1917
 - First and Second Revolutions
 - Bolshevik Consolidation of Power/Civil War
 - Rules of Lenin and Stalin
- Instability of the 1920s
 - Economic Problems (Depression, Dawes Plan)
 - Political Uncertainty (Versailles, League Of Nations)
 - Fragile Coalition Governments Adopted Keynesian Economic Theories
 - Totalitarian States Emerged (Fascist Italy, Nazi Germany, Franco’s Spain)
- Culture of the 1920s (Lost Generation, Dadaism, Surrealism, Bauhaus)

Excerpted Resources

Primary: [CR1b]

- Art and pictures of Surrealism, Dadaism, WWI propaganda posters, Nazi Party posters, Soviet Realism, Bauhaus

- WWI Visions: Early news reports, Trench Poetry from Wilfred Owen and Siegfried Sassoon
- Documents from Nazi Germany
- Program from the Provisional Government and April Theses: The Bolshevik Opposition
- “Mein Kampf,” Adolf Hitler
- Map of Europe 1914 vs. Map of Europe 1919
[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Secondary: [CR1c]

- Three perspectives of the roots of WWI: Roland Stromberg, Hartmut Pogge von Strandmann, Gordon Craig
- Perspectives on Nazi Germany: Klaus Fischer and Daniel Goldhagen
[CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

Writing Assignments:

- To what extent did the artistic movements of the 1920s reflect the mood of European society? Use three pieces of art in your discussion. [CR9]
- Using the secondary sources above, analyze the various reasons for the coming of the First World War in 1914. [CR12]
- Compare and contrast the depictions of WWI provided by early press releases and the “trench poets.”
[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization
[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

Unit VIII: A Time of Tragedy and Triumph, 1938 – 2010 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Spielvogel, ch. 27–30

Major Topics:

- Aggression and Appeasement—Road to War
- Major Events of WWII
- Nazi Policies on Race and Conquered Territories
 - Holocaust
- War Conferences: Seeds of the Cold War
- US and Soviet Influences on Europe
 - Truman Doctrine, Containment, Airlift, NATO
 - COMECON, Warsaw Pact, Iron Curtain politics
 - Khrushchev’s policies
- Decolonization: Algeria, India, Palestine

- European Economic Unity
- Society post 1945: Feminism, Cradle to Grave Care, Green Parties, Right Wing Movements
- Collapse of the Soviet Order (Gorbachev)
 - Eastern Europe Collapses
- Yugoslavia’s Ethnic Issues
- Putin’s Rule of Russia
- Crisis in the Ukraine

Excerpted Resources

Primary: [CR1b]

- Documents from the Third Reich
- Table: WWII Deaths by Country
- “The Berlin Wall,” Jens Reich
- “British Labor’s Rise to Power,” Harry Laidler
- “Declaration Against Colonization,” the UN General Assembly
- “The Second Sex,” Simone de Beauvoir
- “Ten Commandments for a Young Czech Intellectual,” 1968
- Charts Tracking Immigration to Europe post 1945

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Secondary: [CR1c]

- Two Views on Appeasement: George Kennan and A.J.P. Taylor
- “The Short Century—It’s over,” John Lukacs
- Two views on the Collapse of Communism: Robert Heilbroner and Carol S. Leff

[CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

Writing Assignments:

- Analyze the various views on the wisdom of appeasement and how it contributed to WWII.
- Assess the reasons that Europeans began to decolonize in the period after 1945. [CR7]
- Compare and contrast appeasement on the eve of WWII with Western European responses to the annexation of Crimea by Russian in 2014. [CR13]

[CR7]—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

[CR13]—The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis

Class Roundtable: Focus on INT–10 [CR3]

- Assess the negative and positive impacts of European interactions with African and Asia. (1870–1970)

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Class Roundtable II: Focus on PP [CR3]

- Research the development of the welfare state in Europe and America. Pick an individual country and argue in favor of it providing “the best life” to all of its citizens.

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

Old Document Based Questions to use for Skill III (Crafting Historical Arguments from Historical Evidence) and for the analysis of primary documents. [CR4]

- The Peasant Revolts (Unit II)
- Attitudes and Responses to the Poor (Unit II)
- Child Rearing Practices (Unit III)
- Religious Toleration (Unit III)
- Industrial Manchester (Unit IV)
- French Revolutionary Calendar (Unit IV)
- Italian Unification (Unit V)
- Imperialism (Unit VI)
- Improve Lives of European workers (Unit VI)
- Burgfrieden (Unit VII)
- Views of Sports (Unit VII)
- European Unity (Unit VIII)
- Weimar Republic (Unit VIII)

[CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

The following essays ask information from multiple periods. They will be used for both writing and discussion purposes.

- Compare and contrast the extent to which the French Revolution (1789–1815) and the Russian Revolution (1917–24) changed the status of women. [CR10]
- Compare the ways in which Raphael’s *School of Athens* and Picasso’s *Les Femmes d’Alger (O. J. Version O)* express the artistic and intellectual concerns of the eras in which the works were created, with respect to each artist’s intended audience, purpose, and point of view. (2004 B) [CR6]
- Compare and contrast the ways in which 17th century absolute monarchs and 20th century dictators gained and maintained their power. (2004 B). [CR10]
- Compare and contrast the relationship between the artist and the society in the Renaissance/Reformation period to the relationship between the artist and society in the late 19th century. (2006) [CR8]
- Compare and contrast the social and economic roles of the state in 17th and 18th century Europe (pre–1789) to the social and economic roles of the state after WWII. (2006)
- Contrast late nineteenth century European attitudes and policies about race to those after 1950. (2008 B)
- To what extent did the structure of the Russian government and society affect its economic development in the

18th and 19th centuries? (2007 B).

- Compare and contrast the crisis in state authority that precipitated the French Revolution in 1789 and the February and October Revolutions in 1917. (2009 B)
- Analyze how the political and economic problems of the English and French monarchies led to the English Civil War and the French Revolution. (2011)
- Assess the ways in which women participated in and influenced two of the following: The Renaissance, The Reformation, The French Revolution (2010 B)
- Analyze the differences between the political ideals expressed in the visual arts of the Renaissance (fifteenth–sixteenth century) and the political ideals expressed in the visual arts of the Neoclassical/Romantic period (eighteenth and nineteenth centuries). (2013) [CR9]
- Analyze the differences between the motives that shaped European colonial expansion in the period 1450–1750 and the motives that shaped European colonial expansion in the period 1850–1914. (2013)
- Analyze the differences between the impact of Newtonian physics on European culture and the impact of Darwinian biology on European culture. (2013)
- Analyze the factors that led to the expansion of women’s participation in the paid workforce in Europe over the course of the twentieth century. (2013)
- Analyze the factors that led to the expansion of the welfare state in Western Europe in the mid-twentieth century. (2013)

[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

[CR6]—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence

[CR8]—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization