



**Sample Syllabus 2 Contents**

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## 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 and images as well as maps and quantitative data (charts, graphs, tables).
- See pages 2, 3, 4, 7, 9, 11, 12, 13, 15, 16
- CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past.
- See pages 2, 3, 4, 6, 10, 13
- CR2 Each of the course historical periods receives explicit attention.
- See pages 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
- CR3 Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.
- See pages 5, 8, 15
- CR4 Students are provided opportunities to apply learning objectives in each of the themes throughout the course.
- See pages 6, 9, 11, 12, 14
- CR5 Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context. — Analyzing Primary Sources
- See pages 2, 6
- CR6 Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources
- See pages 2, 3, 5, 7
- CR7 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison
- See pages 4, 5, 13
- CR8 Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization
- See pages 10, 16



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- CR9 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation
- See pages 4, 7, 13
- CR10 Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time
- See pages 4, 6, 7, 13
- CR11 Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development
- See page 3
- CR12 Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development
- See pages 5, 10

## AP European History

### Materials and Assignments

#### Texts:

- Palmer, R. R., Joel Colton, and Lloyd Kramer. *A History of the Modern World*. 11th ed. New York: McGraw-Hill Education, 2013. [CR1a]
- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. 8th ed. New York: McGraw-Hill Education, 2010.
- Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*. 8th ed. New York: McGraw-Hill Education, 2010.
- Haiku Learning. “Haiku Learning: K-12 Digital Learning Platform.”
- *Hammond Historical World Atlas*. 5th ed. New York: Hammond World Atlas Corporation, 2007.

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

#### History Skills and Practices Addressed:

- 1) Analyzing Primary and Secondary Sources
- 2) Contextualization
- 3) Comparison
- 4) Causation
- 5) Continuity and Change over Time
- 6) Argument Development

#### Course Themes:

- Theme 1 (INT) – Interaction of Europe and the World
- Theme 2 (PP) – Poverty and Prosperity
- Theme 3 (OS) – Objective Knowledge and Subjective Visions
- Theme 4 (SP) – States and other Institutions of Power
- Theme 5 (IS) – Individual and Society
- Theme 6 (NI) – National and European Identities

#### Assignments:

1. Long-Essay Questions (LEQ) and Document-Based Questions (DBQ) will be assigned frequently throughout the year.
2. Students will make multiple presentations on major European artists, explaining how each artist embodied her/his artistic movement, as well as what made each artist unique.
3. Every Monday morning, students will take quizzes made up of either multiple-choice questions used on AP European History exams of years past or on material recently covered in the course.
4. Quizzes on maps of Europe and the spread of European influence across the globe at various points in European history.
5. At the conclusion of each unit of study, students will take in-class written exams, occasionally with the assistance of a small number of their colleagues.
6. Quarter and semester exams.

**Unit I: The World from 1945 to the Present [CR2]**

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

## 1. Art, Science, and Thought in the Twentieth and Twenty-First Centuries

- Film Segments: *The Rape of Europa*. Directed by Richard Berge, Bonni Cohen, and Nicole Newnham. San Francisco, CA: Actual Films, 2006. DVD.
- Image Study: *Number 1* by Jackson Pollock (1950). [CR1b: visual]

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

## 2. Texts:

- Simone de Beauvoir, *The Second Sex* (1949).
- “The Redstockings Manifesto” essay by the Redstockings. [CR1b: textual]

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

## 3. The Cold War Era and Decolonization (1945 – 1980)

- Chapters 22, 23, and 24 in *A History of the Modern World*.
- Compare the arguments made in “Appeasement at Munich Attacked” by George F. Kennan (In *Russia and the West Under Lenin and Stalin*. Boston: Atlantic-Little, Brown, 1961) and selections from *The Origins of the Second World War* by A. J. P. Taylor (New York: Simon & Schuster, 1996). [CR1c] [CR6]
- In an essay, compare the positions outlined in “The Balfour Declaration,” by United Kingdom’s Foreign Secretary Arthur James Balfour (November 2, 1917); “UN Security Council Resolution 242” (1967); and *Mapping My Return: A Palestinian Memoir*, by Salman H. Abu-Sitta (Cairo: The American University in Cairo Press, 2015) with respect to each author’s point of view, intended audience, and purpose, within its overall historical context. [CR5]
- Read: “The Truman Doctrine” and “The Marshall Plan;” “The Cold War: A Soviet Perspective,” by B. N. Ponomarev; “Origins of the Cold War,” by James L. Gormly; “The Positive Role of the United Nations in A Split World,” by Dag Hammarskjöld; “Declaration Against Colonialism,” by The General Assembly of the United Nations; and “The Wretched of the Earth,” by Frantz Fanon, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Map Study: “Decolonization in Asia and Africa.” [CR1b: maps]
- Image Study: “Televised Violence.” [CR1b: visual]
- Summer Writing Assignment: Identify the major figures and explain what factors contributed to the onset, continuance, and ultimate end to the Cold War.
- Summer Writing Assignment: Identify the major figures and explain what factors contributed to decolonization and the end of the empires of Europe following World War II.
- DBQ (2009 B): Analyze the causes of and responses to the 1968 crisis in France.

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

[CR6] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

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

4. The Fall of the Soviet Union and the Modern Age (1980 to Present)

- Chapters 25 and 26 in *A History of the Modern World*.
- Read: “The End of the Cold War,” by Raymond L. Garthoff; “After Communism: Causes for the Collapse,” by Robert Heilbroner; “The Collapse of Communism in Eastern Europe,” by Carol Skalnik Leff; “Terrorism and the Clash of Civilizations,” by Samuel P. Huntington; “The Future After 9-11-01,” by Neil Ferguson; “Globalization,” by Thomas L. Friedman; and “Ecological Threats,” by J. R. McNeill, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Map Study: “War, Oil, and Instability in the Middle East.” [CR1b: maps]
- Writing Assignment: Construct a clear thesis statement that addresses John Lukacs’ assertion that the twentieth century was over by 1989 in “The Short Century: It’s Over?” found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. [CR11]
- Summer Writing Assignment: Identify and explain the external and internal events/policies that led to the collapse of the Soviet Union.
- Student Writing Assignment: Analyze the economic and social challenges faced by Western Europe in the period from 1945 to 1989. (2008 FRQ)
- 2005 DBQ: Analyze various views regarding Western European unity from 1946 to 1989.
- Map quiz on modern Europe.

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

[CR11] — Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

## Unit II: Medieval Europe [CR2]

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

1. Background to the History of Modern Europe

- Chapter 1 in *A History of the Modern World*.
- “The Origins of Feudalism;” “An Evaluation of Feudalism,” by Daniel D. McGarry; “Sanctity and Power: The Duel Pursuit of Medieval Women,” by Jo Ann McNamara and Suzanne F. Wemple; “The Decretum: Medieval Women-Not in God’s Image,” by Gratian; “The Mold for Medieval Women: Social Status,” by Margaret Wade Labarge; “Feudal Society: The Psychic World of Medieval People,” by Marc Bloch; “Summa Theologica,” by St. Thomas Aquinas; “The Canterbury Tales,” by Geoffrey Chaucer; and “The Decameron: The Plague in Florence,” by Giovanni Boccaccio, all found in *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*. [CR1b: textual]
- Compare and contrast the arguments made by Millard Meiss in “The Black Death: A Socioeconomic Perspective” with those made by William L. Langer in “A Psychological Perspective of the Black Death,” both found in *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*. [CR1c] [CR6]

- Map study: “Unrest in the Late Middle Ages,” found in *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*. [CR1b: maps]
- Student Writing Assignment: What problems plagued the Church during the Middle Ages? Identify the figures and events that attempted to address these issues.
- Student Writing Assignment: What was life like for women in the Middle Ages? Remember to include the impact of economic class and how women were viewed by men.
- Student Essay Writing Assignment: Explain the causes of the reemergence of towns in the Middle Ages and the impact they had on Europe. [CR9]
- Map quiz on Europe, 1250.

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

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

[CR6] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

### Unit III: The Renaissance and Reformation [CR2]

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

1. The Growth of National Monarchies, the Renaissance, and the Reformation
  - Chapter 2 in *A History of the Modern World*.
  - Selections from Machiavelli’s “The Prince” and Luther’s “The Ninety Five Theses,” both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. [CR1b: textual]
  - “A Letter to Boccaccio: Literary Humanism,” by Francesco Petrarch; “On the Liberal Arts,” by Peter Paul Vergerio; “The City of Ladies,” by Christine de Pizan; “The Book of the Courtier,” by Baldesar Castiglione; “Machiavelli and the Renaissance,” by Federico Chabod; “Northern Sources of the Renaissance,” by Charles G. Nauert; “The Spark for Reformation: Indulgences,” by Johann Tetzl; “Justification by Faith,” by Martin Luther; “On Bondage of the Will,” by Martin Luther; “Institutes of the Christian Religion: Predestination,” by John Calvin; “The Way of Perfection,” by Teresa of Avila; “The Catholic Reformation,” by John C. Olin; “The Legacy of the Reformation,” by Steven E. Ozment; “Women in the Reformation,” by Marilyn J. Boxer and Jean H. Quataert; “The Hammer of Witches,” by Heinrich Kramer and Jacob Sprenger; and “The Devil’s Handmaid: Women in the Era of Reformations,” by William Monter, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
  - Contrast the arguments made in Euan Cameron’s “What was the Reformation?” with those in G. R. Elton’s “A Political Interpretation of the Reformation,” both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. How does an examination of the political context of religious change impact historians’ understanding of the Reformation? [CR1c] [CR7]
  - Contrast the arguments made in Jacob Burckhardt’s “The Civilization of the Renaissance in Italy” with those made in Peter Burke’s “The Myth of the Renaissance,” both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. Examine the continuities and changes between the Renaissance and the late Middle Ages. [CR10]

- Student Writing Assignment: Contrast the religious and political views of Calvin and Luther. [CR7]
- Student Writing Assignment: Identify Humanism and explain the ideas of the major Humanists of the Italian and Northern Renaissance. [CR3]
- Student Writing Assignment: Who were the New Monarchs and how did they go about consolidating their powers?
- Student Writing Assignment: Using the primary and secondary sources on women, create a well-organized essay that supports or challenges the assertion that women did not experience a Renaissance. [CR12]
- Analyze the influence of ideas about gender on the reign of Elizabeth I and explain how Elizabeth responded to those ideas. (2011 DBQ)
- LEQ: Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter Reformation) in the sixteenth century.
- Map quiz of sixteenth-century Europe.

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

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

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

## 2. Renaissance Art and Architecture

- Image study: “The School of Athens,” by Raphael and “Giovanni Arnolfini and His Bride,” by Jan van Eyck, both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Student presentations on Renaissance art and architecture based on an examination of art history texts: Sofonisba Anguissola, Michelangelo, Raphael, Titian, Botticelli, Jan van Eyck, Durer, Holbein, Bruegel, etc. [CR6]
- Video: “The Renaissance: Was it a Thing?: Crash Course World History #22.” *Crash Course*. YouTube video, 11:32. Published on June 21, 2012.
- Video: “Venice and the Ottoman Empire: Crash Course World History #19.” *Crash Course*. YouTube video, 10:11. Published on May 31, 2012.

[CR6] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

## 3. Europe’s Wars of Religion and the Commercial Revolution

- Chapter 3 in *A History of the Modern World*.
- Student Writing Assignment: Evaluate the extent to which the Thirty Years’ War (1618 – 1648) was a



significant change compared to earlier wars in European history. [CR10]

- “Condemnation of the Peasant Revolt” and “Letter to Charles V: Finances and Politics,” both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Analyze the causes of and the responses to the peasants’ revolts in the German states, 1524 –1526. (2008 DBQ)
- Map quiz of Europe, 1648.

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

## Unit IV: Expansion of Europe [CR2]

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

### 1. The Scientific Revolution

- Chapter 6 in *A History of the Modern World*.
- “Leviathan: Political Order and Political Theory,” by Thomas Hobbes; “The Discourse on Method,” by René Descartes; “Letter to Christina of Tuscany: Science and Scripture,” by Galileo Galilei; “The Papal Inquisition of 1633: Galileo Condemned;” “Mathematical Principles of Natural Philosophy,” by Sir Isaac Newton; “No Scientific Revolution of Women,” by Bonnie S. Anderson and Judith P. Zinsser; “Why Was Science Backward in the Middle Ages?,” by Michael Postan; and “Early Modern Europe: Motives for the Scientific Revolution,” by Sir George Clark, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. [CR5]
- Ferris, Timothy. “The Rise of Science.” In *The Science of Liberty: Democracy, Reason, and the Laws of Nature*. New York: Harper Collins, 2010. [CR1c]
- LEQ: Analyze how Galileo, Descartes, and Newton altered traditional interpretations of nature and challenged traditional sources of knowledge.
- LEQ: Compare and contrast the political ideas of Hobbes and Locke.

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

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

### 2. The Age of Encounter, Discovery, and Expansion

- Chapters 2 and 3 from *A History of the Modern World*.
- Diamond, Jared. “Collision at Cajamarca.” In *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W. W. Norton & Company, Inc., 1999.
- “The Chronicle of the Discovery and Conquest of Guinea,” by Gomes Eannes de Azurara; “Letter to Lord Sanchez, 1493,” by Christopher Columbus; “Memoirs: The Aztecs,” by Bernal Diaz del Castillo; “The Expansion of Europe,” by Richard B. Reed; “The Effects of Expansion on the Non-Western World,” by M. L. Bush; and “Red, White, and Black: The Peoples of Early North America,” by Gary Nash, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Image Study: “The Conquest of Mexico as Seen by the Aztecs,” found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. (INT-3) [CR4]
- Map Study: “Exploration, Expansion, and Politics,” found in *Western Civilization: Sources, Images, and*

*Interpretations, from the Renaissance to the Present.*

- Map quiz on the exploration of North and South America.
- Video: “The Columbian Exchange: Crash Course World History #23.” *Crash Course*. YouTube video, 12:09. Published on June 28, 2012.

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

3. Mannerist and Baroque Art

- Student presentations on Baroque art and architecture based on an examination of art history texts: Bernini, Caravaggio, Rubens, Velázquez, Rembrandt, Vermeer, Artemisia Gentileschi, etc. [CR6]

[CR6] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

4. The Development of Skepticism

- Selections from Michel de Montaigne’s *Essays* (1580). [CR1b: textual]

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

5. Peasant Culture

## Unit V: The Age of Absolutism [CR2]

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

1. The Era of Louis XIV, Britain: 1603 – 1689, and the Rise of the Dutch Republic

- Chapter 4 in *A History of the Modern World*.
- “The Powers of Monarch in England,” by James I; “The Powers of Parliament in England,” by The House of Commons; “The Causes of the English Civil War,” by Conrad Russell; “Second Treatise of Civil Government: Legislative Power,” by John Locke; “The English Revolution: 1688–1689,” by George Macaulay Trevelyan; “Civil War in France,” by Ogier Ghiselin de Busbecq; “Political Will and Testament,” by Richelieu; “War and Peace in the Old Regime,” by M. S. Anderson; “Memoires: The Aristocracy Undermined in France,” by Saint-Simon; and “Absolutism: Myth and Reality,” by G. Durand, all found in *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*.
- Image Study: “The Early Modern Chateau,” found in *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*. [CR1b: visual]
- Student Writing Assignment: Explain the events that led to the outbreak of the English Civil War in 1642, beginning with the arrival of James I in 1603. [CR9]
- Student Writing Assignment: Explain the events that led to the Glorious Revolution of 1688, beginning with the Restoration in 1660.
- Student Writing Assignment: How did Louis XIV attempt to make France a nation under one king, one law, and one faith during the seventeenth century?
- Student Writing Assignment: How did the Dutch use the balance of power to check the power of France in the seventeenth and early-eighteenth centuries? [CR10]
- Student Writing Assignment: How did challenges to absolutism in Europe lead to the development of

alternate political systems? Use the examples of the Dutch Republic and English parliamentary government in your response. [CR3]

- Construct a thesis statement to address the following DBQ: Describe and analyze the concept of nobility in France over the period from the late-sixteenth century to the late-eighteenth century. (2007 Form B DBQ)

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

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

2. European Art and Music of the Age of Absolutism

3. The Transformation of Eastern Europe

- Chapter 5 in *A History of the Modern World*.
- “Austria Over All, If She Only Will: Mercantilism,” by Philipp W. von Hornick; “A Secret Letter: Monarchical Authority in Prussia,” by Frederick William, The Great Elector; and “Political Will and Testament,” by Richelieu, all found in *Western Civilization: Sources, Images, and Interpretations, Volume 1: To 1700*.

4. European Interactions with India, China, Africa, and the Americas

## Unit VI: The Age of Enlightenment [CR2]

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

1. Thinkers of the Enlightenment

- Chapter 8 in *A History of the Modern World*.
- “Letter to Lady R., 1716: Women and the Aristocracy,” by Lady Mary Wortley Montagu; “The Ancien Regime: Ideals and Realities,” by John Roberts; “The Resurgent Aristocracy,” by Leonard Krieger; “Lords and Peasants,” by Jerome Blum; “What is Enlightenment?,” by Immanuel Kant; “The System of Nature,” by Baron d’Holbach; “Prospectus for the Encyclopedia of Arts and Sciences” and “The Philosophe” by Denis Diderot; “Philosophical Dictionary: The English Model,” by Voltaire; “A Vindication of the Rights of Women,” by Mary Wollstonecraft; “The Age of Reason: Deism,” by Thomas Paine; “The Social Contract,” by Jean Jacques Rousseau; “The Age of Enlightenment,” by Lester G. Crocker; “The Heavenly City of the Eighteenth-Century Philosophers,” by Carl L. Becker; and “Women in the Salons,” by Bonnie S. Anderson and Judith P. Zinsser, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Ferris, Timothy. “The Science of Enlightenment.” In *The Science of Liberty: Democracy, Reason, and the Laws of Nature*. New York: Harper Collins, 2010.
- LEQ: Analyze the ways in which the ideas of seventeenth-century thinkers John Locke and Isaac Newton contributed to the ideas of eighteenth-century Enlightenment thinkers.

- Student presentations on the thinkers of the Enlightenment: Voltaire, Diderot, Rousseau, Beccaria, Émilie du Châtelet, Kant, Montesquieu, Condorcet, etc.
- Student Writing Assignment: How did the Enlightenment impact the European approach to government, economics, religion, education, and gender equality? (OS-7) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

2. “Enlightened” Government

- Ingrao, Charles. “The Problem of ‘Enlightened Absolutism’ and the German States.” *The Journal of Modern History* 58 (December 1986): S161–S180.
- LEQ: Analyze the extent to which Frederick the Great of Prussia and Joseph II of Austria advanced and did not advance Enlightenment ideals during their reigns.

3. The Global Economy/Worldwide Wars of the Eighteenth Century

- Chapter 7 in *A History of the Modern World*.

4. Religious Movements of the Eighteenth Century

## Unit VII: The Age of Rebellion and Change [CR2]

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

1. Eighteenth-Century Art and Literature

- Student presentations on Rococo and Neoclassical art: Fragonard, Boucher, Watteau, David, Ingres, Piranesi, etc.

2. Background to the French Revolution – French Culture and Literary Achievements

- “Travels in France: Signs of Revolution,” by Arthur Young; “The Cahiers: Discontents of the Third Estate;” and “What is the Third Estate?,” by Emmanuel Joseph Sieyes, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.

3. The French Revolution

- Chapter 9 in *A History of the Modern World*.
- “Revolutionary Legislation: Abolition of the Feudal System;” “The Declaration of the Rights of Man and Citizen;” “Declaration of the Rights of Women,” by Olympe de Gouges; “The Declaration of Independence;” “Speech to the National Convention – February 5, 1794,” by Maximilien Robespierre; “A Soldier’s Letters to His Mother,” by Francois-Xavier Joliclerc; and “Loaves and Liberty: Women in the French Revolution,” by Ruth Graham, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Contrast the arguments presented in George Lefebvre’s “The Coming of the French Revolution” with those made in Donald M. G. Sutherland’s “The Revolution of the Notables,” both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. (SP-4) [CR4]
- Map Study: “Internal Disturbances and the Reign of Terror,” found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. [CR1b: maps]
- FRQ: Compare and contrast the ways in which women participated in and influenced two of the following: The Renaissance, the Reformation, and/or the French Revolution.
- Video: “The French Revolution: Crash Course World History #29.” Crash Course. YouTube video,

11:55. Published on August 10, 2012.

- Video: “Haitian Revolutions: Crash Course World History #30.” *Crash Course*. YouTube video, 12:35. Published on August 16, 2012.

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

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

## Unit VIII: The Napoleonic Era [CR2]

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

### 1. The Career of Napoleon

- Chapter 10 in *A History of the Modern World*.
- Image Study: *Napoleon Crossing the Alps*, by Jacques Louis David (1805) and *Bonaparte Visiting the Plague Victims at Jaffa*, by Antoine-Jean Gros (1805).
- “Memoirs: Napoleon’s Appeal,” by Madame de Remusat; “Memoirs: Napoleon’s Secret Police,” by Joseph Fouche; “Napoleon’s Diary;” and “Women and the Napoleonic Code,” by Bonnie G. Smith, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Contrast the arguments presented in Louis Bergeron’s “France Under Napoleon: Napoleon as Enlightened Despot” with those in Martyn Lyons’s “Napoleon Bonaparte and the Legacy of the French Revolution,” both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. [CR1c]
- FRQ: Analyze the ways in which the events of the French Revolutionary and Napoleonic period (1789 – 1815) led people to challenge Enlightenment views of society, politics, and human nature.
- Student Essay Assignment: Use the primary and secondary sources on Napoleon to defend the assertion that Napoleon was a “Child of the French Revolution” who spread its ideals throughout Europe. [CR12]
- Student Writing Assignment: Explain the development of Nationalism throughout Europe, as a result of Napoleon and the French Empire. [CR8]
- Map Quiz on Napoleonic Europe.

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

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

### 2. The Rise of the Pax Britannica

### 3. The Congress of Vienna

- Chapter 11 in *A History of the Modern World*.
- “Secret Memorandum to Tsar Alexander I, 1820,” by Prince Klemens von Metternich; “The Carlsbad Decrees: 1819;” “English Liberalism,” by Jeremy Bentham; “Liberalism: Progress and Optimism,” *The Economist*, 1851; “The First Chartist Petition: Demands for Change in England;” “An Eyewitness

Account of the Revolutions of 1848 in Germany,” Annual Register; “The Tables Turned: The Glories of Nature,” by William Wordsworth; “The Congress of Vienna,” by Hajo Holborn; and “Western Liberalism,” by E. K. Bransted and M. J. Melhuish, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.

- Image Study: “Abbey Graveyard in the Snow,” by Caspar David Friedrich and “The Genius of Christianity,” by René de Chateaubriand vs. “Liberty Leading the People,” by Eugene Delacroix and “Working Class Disappointments: Rue Transnonain, April 15, 1834,” by Honoré Daumier, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. [CR1b: visual]

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

#### 4. The Romantic Movement in Art and Literature

- Student presentations on Romantic art: Gainsborough, Constable, Géricault, Millet, Delacroix, Goya, Turner, etc.

### Unit IX: Industrialism and Social Change [CR2]

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

#### 1. Spread of the Industrial Revolution/Eastern vs. Western Europe

- Chapter 11 in *A History of the Modern World*.
- “Sybil, or the Two Nations: Mining Towns,” by Benjamin Disraeli; “Self-Help: Middle-Class Attitudes,” by Samuel Smiles; “Father Goriot: Money and the Middle Class;” “Woman in Her Social and Domestic Character;” “Women and the Working Class,” by Honoré de Balzac; “The Making of Economic Society: England, the First to Industrialize,” by Robert L. Heilbroner; “Early Industrial Society: Progress or Decline?,” by Peter Stearns and Herrick Chapman; and “The Family and Industrialization in Western Europe,” all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Map Study: “Industrialism and Demographic Change,” found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. [CR1b: maps]
- Image Study: “Lunch Hour: The Working Class,” by Kathe Kollwitz and “The Stages of a Worker’s Life,” by Leon Frederick, both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. (PP-5) [CR4]
- LEQ: Discuss how the Arch of Triumph and the Crystal Palace reflect the societies and cultures that produced them.

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

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

#### 2. The Revolutions of 1848

- Chapter 12 in *A History of the Modern World*.
- “The European Revolutions, 1848 – 1851,” by Jonathan Sperber and “The Revolutions of 1848,” by John Weiss, both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to*



*the Present.*

- Map quiz on Europe, 1848.
3. Reactions to Industrialization: Classical Liberalism, Socialism, Humanitarianism, and Romanticism
- “Testimony for the Factory Act 1833;” “The Conditions of the Working Class in England,” by Friedrich Engels; “On Liberty,” by John Stuart Mill; “The Communist Manifesto,” by Karl Marx and Friedrich Engels; and “Socialist Women: Becoming a Socialist,” by Anna Maier, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
  - Conniff, Richard. “What the Luddites Really Fought Against.” *Smithsonian Magazine* (March 2011).
  - Excerpt from *Rerum Novarum (Rights and Duties of Capital and Labor)* (1891). [CR1b: textual]
  - Student Writing Assignment: Identify the philosophies and the major figures involved with each philosophy that developed in the wake of, and in contrast to, the Industrial Revolution and Classical Liberalism.

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

4. The World of the Eighteenth and Nineteenth Centuries: Decline of China and India, Turbulence in Africa, the Ottoman Empire, and the Rise of the United States

## Unit X: Nationalism [CR2]

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

1. The National Movements: Italy, Germany, Austria-Hungary, and Russia
- Chapter 13 in *A History of the Modern World*.
  - “Speeches on Pragmatism and State Socialism,” by Otto von Bismarck; “The Duties of Man,” by Giuseppe Mazzini; “Militant Nationalism,” by Heinrich von Treitschke; “A Sterner Plan for Italian Unity: Nationalism, Liberalism, and Conservatism,” by Raymond Grew; and “Syllabus of Errors,” by Pope Pius IX, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
  - Student Writing Assignment: What events led up to the return of Louis Napoleon Bonaparte to France and what missteps led, ultimately, to the end of his reign?
  - Student Writing Assignment: What steps did Otto von Bismarck take to unite the German states under Prussian rule?
  - Student Writing Assignment: Analyze the extent to which the concept of self-determination contributed to the formation of German or Italian national identity. (NI-1) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

2. Art: Realism, Impressionism, and Post-Impressionism
- Student presentations on Realist, Impressionist, and Post-Impressionist artists: Monet, Manet, Rodin, Renoir, Cezanne, Van Gogh, Matisse, Gauguin, Degas, etc.
3. Ethnicity, Rise of Japan, and Russia in the Nineteenth Century
- LEQ: In the period 1815 – 1900, political liberalization progressed much further in Western Europe than

in Russia. Analyze the social and economic reasons for this difference.

## Unit XI: Imperialism [CR2]

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

### 1. Imperialism, Social Darwinism, and the White Man’s Burden

- Chapter 16 in *A History of the Modern World*.
- “Does Germany Need Colonies?,” by Friedrich Fabri; “The White Man’s Burden,” by Rudyard Kipling; “Controlling Africa: The Standard Contract,” by the Royal Niger Company; “The Tools of Empire,” by Daniel R. Headrick; and “Gender and Empire,” by Margaret Strobel, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Contrast the arguments presented in Eric Hobsbawm’s “The Age of Empire” with those in Carlton J. H. Hayes’s “Imperialism as a Nationalistic Phenomenon,” both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. [CR1c]
- Image Study: “Imperialism Glorified,” by George Harcourt vs. “American Imperialism in Asia: Independence Day 1899,” both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. [CR1b: visual]
- Map Study: “Imperialism in Africa,” found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. [CR1b: maps]
- Students write a comparison essay, analyzing the distinctiveness of the African way of life before and after the European acquisition from 1880 to 1914. [CR10]
- Map quiz on Africa during European Imperialism.
- Student Writing Assignment: What were the factors that led to the outbreak of the “New” Imperialism? [CR9]
- Student Writing Assignment: What made the Ottoman Empire the “Sick Man of Europe?” How successful were the Ottomans in curing themselves?
- Student Writing Assignment: Trace Japanese modernization, 1853 – 1905. What was the impact of the Russo- Japanese War? [CR9]
- Student Writing Assignment: Compare and contrast the circumstances that led up to the Fashoda Crisis and the Boer War. What lesson did these crises teach the UK? [CR7]

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

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

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

### 2. The Second Industrial Revolution

- Chapter 14 in *A History of the Modern World*.



3. European Culture and Mass Migrations
4. African History Overview
5. De-Colonization and Modern Results of European Imperialism

## Unit XII: Progress and the Belle Époque [CR2]

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

1. Middle Class Culture
  - Chapter 14 in *A History of the Modern World*.
  - “The Origin of Species” and “The Descent of Man,” by Charles Darwin; “Social Statics: Liberalism and Social Darwinism,” by Herbert Spencer; “Our Sisters: Women as Chemists;” “Foundations of the Nineteenth Century: Racism,” by Houston Stewart Chamberlin; and “Judaism in Music: Anti-Semitism,” by Richard Wagner, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
  - Image Study: “The Hatch Family: The Upper Middle Class,” by Eastman Johnson and “The Ages of Woman,” both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
2. Cubism, Expressionism, and Surrealism
  - Student presentations on the art of Kandinsky, Braque, Kahlo, Rivera, Grosz, Ernst, Picasso, Munch, Dalí, Magritte, etc.
3. European Politics 1870 – 1914
  - Chapter 15 in *A History of the Modern World*.
  - “Why We Are Militant,” by Emmeline Pankhurst; “The Decline of Political Liberalism,” by F. H. Hinsley; “The Unfinished Revolution: Marxism Interrupted,” by Adam B. Ulam; and “European Women,” by Eleanor S. Riemer and John C. Fout, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
  - Student Writing Assignment: How did worker movements and reformers respond to industrialization between 1850 and 1914? (IS-5) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

4. Papacy in the Twentieth Century

## Unit XIII: World War I and the Russian Revolution [CR2]

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

1. Background, Progress, and End of World War I
  - Chapter 17 in *A History of the Modern World*.
  - “Dulce et Decorum Est: Disillusionment Program of the Provisional Government in Russia,” by Wilfred Owen; “The Generation of 1914: Disillusionment,” by Robert Wohl; “The Fourteen Points,” by Woodrow Wilson; “The Origins of World War I: Militant Patriotism,” by Roland N. Stromberg;

“Germany and the Coming of War,” by Hartmut Pogge von Strandmann; “The Revolution in War and Diplomacy,” by Gordon A. Craig; “Women, Work, and World War I,” by Bonnie S. Anderson and Judith P. Zinsser; and “Peace and Diplomacy,” by Arthur Walworth, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.

- Image Study: “World War I: The Front Lines” and “World War I: The Home Front and Women,” both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. [CR1b: visual]
- Chart Study: “World War I: The Home Front and Women,” found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. [CR1b: quantitative]
- Student Writing Assignment: In the years leading up to World War I, what were the conditions in Europe that favored a continued peace and what were the conditions that favored the outbreak of war?
- Student Writing Assignment: Evaluate how effectively the Treaty of Versailles dealt with conditions and problems that led Europe into World War I. [CR3]
- 2003 DBQ: Describe and analyze the changing views toward the concept of a “civil peace” (Burgfrieden) in Germany from 1914 – 1918.

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

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

## 2. The Russian Revolution

- Chapter 18 in *A History of the Modern World*.
- “Dulce et Decorum Est: Disillusionment Program of the Provisional Government in Russia,” by Wilfred Owen; “April Theses: The Bolshevik Opposition,” by V. I. Lenin; “Speech to the Petrograd Soviet – November 8, 1917: The Bolsheviks in Power,” by V. I. Lenin; and “The Russian Revolution,” by Robert Service, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Image Study: Revolutionary propaganda.
- FRQ: Compare and contrast the extent to which the French Revolution (1789 – 1799) and the Russian Revolution (1917 – 1924) changed the status of women.

## 3. Lenin and Stalin

- “Problems of Agrarian Policy in the U.S.S.R.: Soviet Collectivization,” by Joseph Stalin; “Report to the Congress of Soviets, 1936: Soviet Democracy,” by Joseph Stalin; and “Dictatorship in Russia: Stalin’s Purges,” by Stephen J. Lee, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Image Study: “Socialist Realism,” by K. I. Finogenov, found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.

## Unit XIV: The Interwar Years and World War II [CR2]

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

1. The Interwar Years (1919 – 1939): Political and Social Unrest in Europe and Asia, the Rise of Fascism, and Totalitarianism

- Chapters 17, 19, and 20 in *A History of the Modern World*.
- “The Road Back,” by Erich Maria Remarque; “Restless Days,” by Lilo Linke; “With Germany’s Unemployed Program of the Popular Front—January 11, 1936,” by Heinrich Hauser; “The Revolt of the Masses,” by Jose Ortega y Gasset; “Civilization and Its Discontents,” by Sigmund Freud; “The Generation of 1914: Disillusionment,” by Robert Wohl; “Government and the Governed: The Interwar Years,” by R. H. S. Crossman; “The Great Depression in Europe,” by James M. Laux; “The Doctrine of Fascism,” by Benito Mussolini; “Mein Kampf,” by Adolf Hitler; “Nazi Propaganda Pamphlet,” by Joseph Goebbels; “The German Woman and National Socialism,” by Guida Diehl; “The Theory and Practice of Hell: The Nazi Elite,” by Eugene Kogon; “Fascism in Western Europe,” by H. R. Kedward; “The Rise of Fascism,” by F. L. Carsten; and “Hitler and Nazism,” by Klaus P. Fischer, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Image Study: “Decadence in the Weimar Republic,” by George Grosz and “Unemployment and the Appeal to Women,” both found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Chart Study: “Unemployment and Politics in the Weimar Republic,” found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. **[CR1b: quantitative]**
- Map Study: “Authoritarianism and Totalitarianism, 1919 – 1937,” found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- 2010 DBQ: Analyze the factors that contributed to the instability of the Weimar Republic in the period 1918 –1933.

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

## 2. World War II and Its Aftermath

- Chapter 21 in *A History of the Modern World*.
- “The Informed Heart: Nazi Concentration Camps,” by Bruno Bettelheim; “Witness to the Holocaust,” by Fred Baron; and “Hitler’s Willing Executioners,” by Daniel J. Goldhagen, all found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*.
- Map Study: “The Destruction of Europe,” found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. **[CR1b: maps]**
- Image Study: “Nazi Mythology,” by Richard Spitz, found in *Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*. **[CR1b: visual]**
- Student Writing Assignment: Considering the period 1933 to 1945, analyze the economic, diplomatic, and military reasons for Germany’s defeat in the Second World War. How do the reasons for Germany’s loss differ depending on the different approaches to history examined? **[CR8]**

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

**[CR8]** — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization