

COURSE: Advanced Placement European History

LENGTH: Year

GENERAL STATEMENT: Advanced Placement European History (APEH) provides interested students with a college-level survey course in the subject matter. Taught according to guidelines provided by the College Board, APEH is offered to eligible members of the High School student body.

COURSE OBJECTIVES: APEH is an academic year-long survey course that considers European history from 1450 until the present day. Particular focus is made upon the emerging cultural, economic, political, diplomatic, intellectual, and social developments that have proven so seminal to our current societies and governments. The course proceeds with the intention of providing students with a strong factual foundation in the emerging narrative of European history. Additionally, particular stress upon critical thinking and communications skills is made.

Information described in the previous paragraph is more specifically detailed here. The following four criteria shall form the ongoing instructional objectives of this course:

C1: The course shall stress relevant factual knowledge regarding European history from 1450 to the present day with highlights on intellectual, cultural, political, diplomatic, social, and economic events.

C2: The course shall teach students to analyze evidence and interpretations presented in historical scholarship.

C3: The course shall employ a wide variety of primary source documents for the purpose of interpretation and analysis. These shall include maps, statistical tables, works of art, and pictorial and graphic materials.

C4: The course shall provide students with ongoing opportunities to write analytical and interpretive essays such as document-based questions and thematic essays

Please note that for convenience, the unfolding course description will be annotated employing the "C1 through C4" indicators when a particular required element is being fulfilled.

PEDAGOGY: C1 through C4) Three essential outcomes are identified for this course: content mastery, competence in critical thinking, and efficacy in written and verbal communication. Accordingly, all instructional activities shall be oriented to the inculcation of these competencies

Regarding content mastery, classroom activity shall require significant outside reading in primary and secondary course materials. Presentation of information in class shall be done collegially. Students and the teacher shall share the obligation of expository presentation. In this

way, students shall acquire the ability to interpret, assimilate, and communicate the factual body of material that encompasses the curriculum of APEH. Students will also be exposed to multi-media resources for expository and enrichment.

Now a word about pedagogy as it relates to the honing of analytical and critical thinking skills. A Socratic method of interaction with students will be employed by the instructor to focus student attention upon the multi-faceted aspects of historical interpretation and analysis. These will be predicated upon a multiplicity of stimuli which shall include (but not be limited to) interpretation and primary and secondary source documents, artistic renderings, political cartoons and other graphic journalistic media. Additionally, statistical tables will likewise play catalytic parts in the stimulating of the Socratic dialogue.

Along with the Socratic Method, critical thinking will also be coached through a variety of student presentations. At the outset of the course, a survey of student talents and proclivities will ensue. Students will declare talent, experience, interest in things such as music, poetic composition, visual and performing art, etc. During the course of the year, students will be assigned interpretive tasks such as sonnet composition, drawing development, or musical composition in response to presented historic stimulus. This will be joined by the normal exercises stressing critical thinking and communications *simulation, debate, monogram development and presentation, etc.)

As the foregoing paragraphs delineates, communication skills are intrinsic to critical thinking. To assure that the thematic and DBQ essay proficiencies of students are at the proper level, tests will be routinely be both objective and subjective. Students will have a variety of in-class, timed writing exercises to assure college-level writing competence.

COURSE MATERIALS: (C1 through C4).

Course Texts

MAIN TEXT: Kagan, Donald, Steven Ozment, and Frank M. Turner. *The Western Heritage*. New York: Macmillan, copyright 2007.

AUXILIARY TEXT: Palmer, Robert R., and Joel Colton. *A History of the Modern World*. New York: Knopf, copyright 1995.

Readers

Lembright, Robert L. Editor. *Western Civilization (Vol. 2) Annual Editions*. Early Modern Through the 20th Century. (Secondary Readings to accompany the Documentary Readings). Guildford, Connecticut: McGraw-Hill-Dushkin.
Tierney, Brian, Donald Kagan and L. Pierce Williams. *Great Issues in Western Civilization Since 1500 (Volumes 1 and 2)*. NY: Random House.

Web Resources

HistoryTeacher.net

Description: For teachers who are new to teaching AP European History, this Web site organizes the course and provides access to a wealth of materials. From the moment you click on the AP European History Main Page for the first time, until your students use the...

Course/Subject Area: European History

Type: Web Site

Author: Sue Pojer

Reviewer: Harriett Lillich

URL:<http://apcentral.collegeboard.com:80/Pageflows/TeachersResource/viewResourceDetail.do?resourceId=5907>

The CAVE's AP European History

Description: How would you like to wave a magic wand and have available at your fingertips myriad free-response questions, document-based questions (DBQs), chapter and map ID lists, reproduced documents, and tips on "How to Read a Document"? All this and more is available...

Course/Subject Area: European History

Type: Web Site

Author: Larry Treadwell, Ely High School, Pompano Beach, FL

Reviewer: Harriett Lillich

URL:<http://apcentral.collegeboard.com:80/Pageflows/TeachersResource/viewResourceDetail.do?resourceId=5831>

H-Net Western Civilization

Description: Part of the H-Net discussion Web, H-Net Western Civilization is a free, moderated electronic discussion group or bulletin board which connects teachers of the survey course in European History. The site provides not only discussions, but also syllabi,...

Course/Subject Area: European History

Type: Web Site

Author:

Reviewer: Kelley Graham

URL:<http://apcentral.collegeboard.com:80/Pageflows/TeachersResource/viewResourceDetail.do?resourceId=5564>

Digital Classroom: Document Analysis Worksheets

Description: This site, maintained by the National Archives and Records Administration (NARA), offers several invaluable tools for classroom use in AP European History. These are document analysis sheets, easily printed for distribution to students and useful to preparing...

Course/Subject Area: European History

Type: Web Site

Author:

Reviewer: Kelley Graham

URL:<http://apcentral.collegeboard.com:80/Pageflows/TeachersResource/viewResourceDetail.do?resourceId=5479>

Internet Public Library

Description: This site is an index to more than 20,000 Internet textbooks, pamphlets, and other materials located on Web sites around the world. The site provides direct links to these materials, many of which are offered in a full-text version, so you can download...

Course/Subject Area: European History

Type: Web Site

Author:

Reviewer: Kelley Graham

URL:<http://apcentral.collegeboard.com:80/Pageflows/TeachersResource/viewResourceDetail.do?resourceId=5427>

Art History: Resources on the Web

Description: Christopher Witcombe's site (online since 1995) is one of the most complete art history pages on the Web. Witcombe's labor of love is an excellent source for students doing art history research in the seventeenth or eighteenth century after seeing Sister...

Course/Subject Area: European History

Type: Web Site

Author: Christopher Witcombe, Sweet Briar College

Reviewer: Ryba Epstein

URL:<http://apcentral.collegeboard.com:80/Pageflows/TeachersResource/viewResourceDetail.do?resourceId=5126>

UNITS OF INSTRUCTION NOTE: It will be observed that each unit has a brief thumbnail description, a specification of pertinent topics, and samples of questions for consideration. Note also that each unit concludes with a test that may be subjective and objective or solely subjective. This is to demonstrate that each unit is designed to satisfy the C1 through C4 imperatives established by the AP Audit program for APEH. Accordingly, it is stated here that **C1 through C4** are satisfied by the course lay-out.

SEMESTER ONE

UNIT ONE: Course Introduction

Dove-tailing the approaching narrative with its historic antecedents shall constitute the essential purpose of this initial unit. In the course of the unit, students will be exposed to the college-level standards for scholarship that shall be expected. The struggle from a God-centered hierarchical world view to a man-centered, egalitarian perspective shall be the unit's leit motif. Topics considered during the unit include:

- * the Legacy of Rome and Greece
- * Attributes and Characteristics of the Medieval Period

Critical Thinking Activities and Measured Exercises

Questions for Consideration: What makes the Classical Period “classic”? To what extent does society still contend with the intellectual struggles intrinsic within a God-centered and Man-Centered dialectic?

Student Monogram Topic—Our debt to the ancient Romans and Greeks

Consideration of Historical Scholarship: Students will engage in a class discussion as a concluding aspect of this unit using web sources delineated above or any one of the following course readers: Lembright, Robert L. Editor. Western Civilization (Vol. 2) Annual Editions. Early Modern Through the 20th Century. (Secondary Readings to accompany the Documentary Readings). Guilford, Connecticut: McGraw-Hill-Dushkin.

Tierney, Brian, Donald Kagan and L. Pierce Williams. Great Issues in Western

Civilization Since 1500 (Volumes 1 and 2). NY: Random House. (**Show that historical scholarship is frequently used to analyze and interpret historical scholarship**)

Unit Test: Short Answer items and an analytical/interpretive free response “blue book” essay (**Show that frequent practice in writing free response essays is evident**)

UNIT TWO: The Renaissance

Building upon the foundation of appreciation for the Classical Age established in the initial course unit, this unit will examine the vital importance of the Renaissance to the western tradition. The stress given to classical learning provided emphasis on textual accuracy, literacy and education and, above all, the human and the practical can be seen in new ideas about the qualifications of a gentleman, the role of women, and the expectations for a prince. Topics considered include:

*Humanism: a new and exciting way of viewing man.

*The Italian Renaissance

*Was there a renaissance for women?

*The Renaissance outside Italy

* Differences between the Northern renaissance and the Italian Renaissance.

Critical Thinking Activities and Measured Exercises

2. Reading from "Albrecht Durer: A Biography by Jane Campbell Hutchinsond. Video on Renaissance art and times Season of Giants.

e.Documentary Readings:

1."The Prince" by Niccolo Machiavelli

2."Isabella d'Este's Quest for Art"

3."Petrarch's Letter to Posterity"

4.Christine de Pisan5.Michelangelo and Pope Julius II6.Montaigne on "Cannibals"

f.Art Analysis:

1. Albrecht Durer's "Self-Portrait at Age 28 with Fur Coat"

ca.15002.Comparisons of Michelangelo's "David" with Donatello's "David."

3.Details from Michelangelo's "Sistine Chapel."

Debate: Was Machiavelli right?

Questions for consideration: What is distinctly modern about renaissance thinking? What are the discernible political consequence of the renaissance in Europe by 1450?

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Unit Test: AP-Level Multiple Choice Questions and a DBQ essay (**Show that frequent DBQ Practice is made**)

UNIT THREE: Rise of Nation States

The emergence of western states such as England, France, and Spain are considered. Comparing and contrasting developments in France and England are made. An examination of the more difficult centralizing experiences in Germany and Italy is attempted. Particular points of emphasis shall include:

- The Rise of National Monarchies in France, England, and Spain.
- The influence of the Holy Roman Empire
- Benefits and Debts associated with the rise of nation states

Critical Thinking Activities and Measured Exercises

Documents:

- 1.The Trial of Joan of Arc
 - 2.Boccaccio Describes the Ravages of the Black Death in Florence
 - 3.Boniface VIII Reasserts the Church's Claim to Temporal Power
 - 4.Marsilius of Padua Denies Coercive Power to the Clergy
- Handout: Reading/discussion

Student Activities: Simulation of the story of Thomas a' Becket.

Questions for consideration: Did the centralizing tendency of Renaissance monarchs contribute to or stifle greater popular participation in government? Account for the failure of centralization in Germany and Italy.

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Civilization Since 1500 (Volumes 1 and 2). NY: Random House.(**Show that historical scholarship is frequently used to analyze and interpret historical scholarship**)

Unit Test: Short Answer items and an analytical/interpretive free response “blue book” essay (**Show that frequent practice in writing free response essays is evident**)

UNIT FOUR: The Age of Exploration

The exploration and exploitation of Africa and Asia by the Portuguese and of the Americas by, first, the Spanish, then, the French, and English changed the economics, cultures, and politics of each of these regions forever. Native civilizations were destroyed, native populations subjugated. European rulers and merchants gained new sources of wealth which they used to purchase luxury goods and increase their political and military power. Particular focal points in this unit shall include:

- Political, economic, and cultural motives for the age of Exploration
- Commercial revolution and mercantilism
- Golden Age of Spain

Critical Thinking Activities and Measured Exercises

.Documentary Readings:

Forced Indian Labor at Potosi from Antonia de Espinosa

"Compendium and Description of the Indies ca. 1620.

Handout: Age of Discovery readings and writings from explorers.

Student Activities: Debate the legacy of Christopher Columbus

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Tierney, Brian, Donald Kagan and L. Pierce Williams. Great Issues in Western

Civilization Since 1500 (Volumes 1 and 2). NY: Random House.(**Show that historical scholarship is frequently used to analyze and interpret historical scholarship**)

Questions for Consideration: Why did Spain and Portugal lead the way during the Age of Exploration? How would the Americas have evolved sans European intervention?

Unit Test: AP-Level Multiple Choice Questions and a DBQ essay (**Show that frequent DBQ Practice is made**)

UNIT FIVE: The Reformation and the Catholic Counter-Reformation

The intriguing story of the Protestant Reformation is highlighted by the political and social initiatives which gave rise to it. Politically, the emergent nation states sought greater independence from Rome. Socially, a rising middle class, resentful of invested aristocratic

authority sought a more democratic religious construct. The reformation, in many respects becomes the springboard for the emergence of democracy in post-mediaeval Europe. Particular elements of this unit shall include:

- Luther and the Reformation in Germany
- The Swiss Reformation.
- The reformation in England and how it was different from the other two
- Why the Reformation occurred in the 16th century and not in the previous century,
- the role of the printing press.
- The Counter Reformation

Critical Thinking Activities and Measured Exercises

Documentary Reading:

1. Johann Tetzel's Sermon on Indulgences
2. Martin Luther's Sermon on Indulgences (from the Ninety-five Theses).
2. From the Constitution of the Society of Jesus
3. Rules Governing Genevan Moral Behavior (Translations from Original Sources by John Calvin).
4. Ignatius of Loyola's "Rules for Thinking With the Church"
5. A Defense of the American Natives by Bartholomew de Las Casas

Art analysis:

1. Portrait comparison of Martin Luther and John Calvin.
2. A Contemporary caricature of Johann Tetzel selling Indulgences

Student Activities: Student Research Project on Martin Luther

Questions for Consideration: Why did Luther succeed where many previous protestors had failed? Assess the significance of the Counter Reformation. Evaluate its status in popular myth.

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Unit Test: Short Answer items and an analytical/interpretive free response "blue book" essay (**Show that frequent practice in writing free response essays is evident**)

UNIT SIX: Rational and Scientific Revolution

Beginning with Copernicus in the 15th century, European thinkers such as Galileo, Kepler, Bacon, and Newton questioned accepted views of the world and pioneered the scientific method in the process. The consequential discoveries and intellectual tools promoted confidence in the ability of humans to understand and even master the previously assumed insurmountable problems of physical existence. This encouraged philosophers like Hobbes and Locke to apply this same intellectual discipline to politics and society. Particular topics in this unit shall include:

- Development of the Scientific Method
- Bacon and Descartes
- Galileo, Kepler, and Newton
- .Impact on Ideas and Women in the World of the Scientific Revolution

Critical Thinking Activities and Measured Exercises

.Documentary Readings:

- 1.Copernicus Ascribes Movement to the Earth from "De Revolutionibus Orbium Caelestium" 1543.
- 2.Francis Bacon's excerpts from "New Atlantis," "Advancement of Learning," and other pieces.
- 3.Excerpts from Rene Descartes' "Discourse on Method" especially his description of the "promise of science"
- 4.John Locke Explores the Sources of Human Knowledge from "An Essay Concerning Human Understanding."
- 5.Jonathan Swift's Satire of the Scientific Societies
- 6.Galileo's Discussion of the Relationship of Science to the Bible from "Discoveries and Opinions of Galileo" by Galileo.
- 7."Why More Women Than Men are Witches" trans. By Montague Summersf.

Art analysis:

- 1.Sir Godfrey Kneller's Portrait of Isaac Newton compared to portrait of Sir Francis Bacon
- 2.Vermeer's works "The Geographer" compared to his "The Astronomer" (1668-69)

Student Activities:

Debate: Galileo v. Luther using formal debate procedure and rules. A reading from Galileo "Science and Recantation (June 22, 1633) and a reading

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Questions to Consider: Why was the Scientific Revolution inherently dangerous and disruptive to the social and political status quo? How scientific are the works of Hobbes and Locke?

Unit Test: AP-Level Multiple Choice Questions and a DBQ essay (**Show that frequent DBQ Practice is made**)

UNIT SEVEN: The Wars of Religion 1523-1648

Europe was split into two rival factions as a consequence of the Reformation. The result was a series of struggles culminating with the Thirty Years' War. In the process, nation states would continue to define themselves politically, territorially, and socially. Particular content stress points include:

- Impact of Calvinism in 16th century France leading to Henry of Navarre (IV) and the Edict of Nantes (1598).
- England's changes of religion and the clash with Spain and the Armada. The Thirty Years' War

Documentary Readings:

1. Henry IV Recognizes Huguenot Religious Freedom in "Edict of Nantes"
2. William of Orange Defends Himself to the Dutch Estates from "The Apology" of 1581
3. An Unknown Contemporary Describes Queen Elizabeth
4. The Treaty of Westphalia 1648 (select portions)

Art analysis:

1. The massacre of worshipping Protestants at Vassy, France by an unknown artist ca. 1562
2. A Comparison of The Baroque Style of architecture with Plain Churches
3. Jan Brueghel's "Horrors of the 30 Years' War"

Critical Thinking Activities and Measured Exercises

Debate the background and causation of the Thirty Years' War. One team shall argue that the struggle was fundamentally religious; the other will assert that politics were the primary agitator.

Questions to Consider:

1. Was Philip II the Aggressor or the Defender in the initial wave of religious wars?
2. What legacy for religion can one fairly draw from this era of European history?

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Tierney, Brian, Donald Kagan and L. Pierce Williams. Great Issues in Western Civilization Since 1500 (Volumes 1 and 2). NY: Random House. (**Show that historical scholarship is frequently used to analyze and interpret historical scholarship**)

Unit Test: Short Answer items and an analytical/interpretive free response "blue book" essay (**Show that frequent practice in writing free response essays is evident**)

UNIT EIGHT: Eastern Europe after the Thirty Years' War

Beyond the Anglo-French storyline, one can find important events unfolding in the years after the Peace of Westphalia in eastern Europe that would lead to dramatic developments in that important corner of Europe. Particular stress points will include:

- Austria
- The Westernization of Russia including Peter the Great and Catherine the Great
- The growth of Prussia and Frederick the Great
- The demise of the Polish and the Ottoman Empires

Critical Thinking Activities and Measured Exercises

Documentary Readings:

1. Frederick William the Great Elector Welcomes the Protestant Refugees from France.
2. Frederick the Great's Advice to his Son and Successor
3. Ivan IV's prescription for reducing the power of the Boyars
4. Peter the Great's "Law Code of 1649" and his "Use of Torture"
5. Catherine the Great's "Instructions for Composing A New Code of Laws."
6. Peter the Great's Issuance of the "Table of Ranks"

Art analysis:

1. Portrait of "Peter the Great" by an unknown artist ca. 1710.
 2. "Flower Still Life" by Rachel Ruysch Dutch a woman artist (1664-1750) living in Amsterdam
 3. Presentation of slides by Hogarth of various London and village life of ordinary people.
 4. Peter the Great Cutting Russian noblemen's beards
- Assignment: Essay comparing the fate of Eastern Europe with that of the Progressive, technologically advanced western Europe.

Critical Thinking Activities and Measured Exercises

Students research and present position papers on prominent figures of the period, including Peter the Great, Frederick the Great, and Catherine the Great

Questions to Consider:

Identify and evaluate the diplomatic goals of Peter the Great.
To what extent was Frederick the Great truly an enlightened despot?

Consideration of Historical Scholarship: Students will engage in a class discussion as a concluding aspect of this unit using web sources delineated above or any one of the following

course readers: Lembrecht, Robert L. Editor. Western Civilization (Vol. 2) Annual Editions. Early Modern Through the 20th Century. (Secondary Readings to accompany the Documentary Readings). Guilford, Connecticut: McGraw-Hill-Dushkin.
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Unit Test: AP-Level Multiple Choice Questions and a DBQ essay (**Show that frequent DBQ Practice is made**)

UNIT NINE: France and England: Two views on Internal and External Politics and the World

England and France were vitally important to Europe during its nascent national period. A consideration of their world views and an analysis of their ongoing conflicts becomes manifestly useful in gaining insight to the narrative of European history. Particular points of emphasis in this unit include:

- England after Tudors and under the Stuarts and the conflict with Parliament
 - French kings became absolute monarchs (Louis XIV)
 - The growing worldwide conflict between the two powers up to the Treaty of Paris of 1763.

Critical Thinking Activities

Documentary Readings:

1. John Milton Defends Freedom to print Books from "The Prose Works of John Milton"
2. Bishop Bossuet Defends the Divine Rights of Kings (from "Politics Drawn From the Very Words of Holy Scripture.")
3. Readings from Germain Bazin's "Baroque and Rococo Art".

Art analysis:

1. Oil on canvas painting of the beheading of Charles I
2. Philippe de Champaigne's portrait of Cardinal Richelieu
3. Rigaud's Louis XIV: The State Portrait 1701
4. Pierre Patel the Elder's "View of Versailles"

Critical Thinking Activities and Measured Exercises

Simulate the events giving rise to the Seven Years War. Appoint students as representatives of the involved states, empowering them to react as they see fit to emergent diplomatic events.

Questions to Consider: Assess the importance of William Pitt to the outcome of the Seven Years War. How can one account for the flourishing of constitutionalism in England and the consolidation of absolutism in England during the same period in history?

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Civilization Since 1500 (Volumes 1 and 2). NY: Random House. (**Show that historical scholarship is frequently used to analyze and interpret historical scholarship**)

Unit Test: Short Answer items and an analytical/interpretive free response “blue book” essay
(**Show that frequent practice in writing free response essays is evident**)

UNIT TEN: The Enlightenment

The Scientific Method previously examined (see Unit Six above), exerted formidable influence in social thought during the 17th and 18th centuries. The old saw that “The pen is mightier than the sword.” and “There is nothing so powerful as an idea whose time has come.” are brilliantly demonstrated by this crucial chapter in European history. Focus points in this unit shall include:

- The ideas of Locke and Montesquieu
- Voltaire as a defining Enlightenment figure
- The enlightened despots
- Early social reform
- The impact on art

Critical Thinking Activities and Measured Exercises

Documentary Readings:

1. Immanuel Kant Defines the Enlightenment "What is the Enlightenment?"
2. Readings from Adam Smith "The Wealth of Nations."
3. Denis Diderot Condemns the European Empires (Extracts from Diderot's "Political Writings")
4. Rousseau argues for Separate Spheres for Men and Women from "On Education"
5. Mary Wollstonecraft Criticizes Rousseau's View of Women (From "A Vindication of the Rights of Women")
6. Maria Theresa and Joseph II of Austria debate Toleration ca. 1777

Art analysis:

1. Thomas Gainsborough's views of aristocratic Life in England compared to Claude Vernet's French landscapes with aristocrats and peasants.
2. Comparison of F. Boucher's "The Breakfast" with Jean Baptiste Chardin's "The Return from the Market." (Two Scenes of Domestic Life)

Student Activities:

Students will develop a "Meeting of the Minds" sketch for class presentation. This shall include students portraying outstanding thinkers from the Age of Reason in conversation at the dinner table

Questions for Consideration:

How did Voltaire personify the Age of Reason in the area of religion of freedom of inquiry?
Show with examples how literature and art expressed the ideals of the Age of Reason.

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Civilization Since 1500 (Volumes 1 and 2). NY: Random House. (**Show that historical scholarship is frequently used to analyze and interpret historical scholarship**)

Unit Test: AP-Level Multiple Choice Questions and a DBQ essay (**Show that frequent DBQ Practice is made**)

UNIT ELEVEN: The French Revolution

Unquestionably one of the pivotal events of European history. The French Revolutionary period commands a high place in the annals of the western tradition. The democratic ideals which propelled the revolutions of the 18th century forward have moved on to define and animate the politics of the modern era. Particular points of study in this unit shall include:

- Background and Causation
- Course of the Revolution as Civil War, the Vendee, and the Terror
- The responses of the other European powers

Critical Thinking Activities and Measured Exercises

.Documentary Readings:

1. The Third Estate of a French City Petitions the King
2. The National Assembly Decrees Civic Equality in France
3. Readings from the Civil Constitution of the Clergy
4. The Revolutionary Government forbids Workers' Organizations
5. French Women Petition to Bear Arms
6. Burke's Denunciation of the Extreme Measures of the French Revolution

- 7.The Paris Jacobin Club alerts the Nations to Internal Enemies of the Revolution
- 8.The Convention Establishes the Worship of the Supreme Being

Art analysis:

- 1.Portrait analysis of Louis XVI by Joseph Duplessis
- 2.View of the Opening of the Estates
General 1789
- 3.Jacques-Louis David's painting of the Tennis Court Oath.
- 4.Depiction of the Storming of the Bastille July 14, 1789
- 5.Slides of Jacques-Louis David's paintings depicting Republican values
- 6.The Execution of Louis XVI
- 7.Portrait of Edmund Burke, Critic of the French
Revolution
- 8.Sketch of Marie Antoinette on her way to the Guillotine by J-L David

Student Activities: A debate on Burke's assessment of the Revolution. A team will defend the revolution and charge that Burke's responses are reactionary and inaccurate. A team will defend Burke and contend that the revolution was a set back for the principle of popular sovereignty.

Questions to Consider: Compare and contrast the American and French Revolutions placing particular stress on causation, conduct, outcome, and significance.

What has been the lasting legacy of the French Revolution? Evaluate this from the contemporary left-wing and right-wing perspectives.

Assess the fate of Louis XVI. Was his death inevitable? Why or why not?

Is the French Revolution deserving of its strong presence in any survey history of Europe? Why or why not?

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Unit Test: Short Answer items and an analytical/interpretive free response "blue book" essay
(**Show that frequent practice in writing free response essays is evident**)

UNIT TWELVE:..Napoleon and The Romantic Movement

Napoleon has been called “The Child of the Revolution”. He rose to power during the tumultuous years of the Revolution and, in structure at least, he took the French nation back to its recent autocratic past. Yet this reversion was sans The Old Regime. Though an imperialist autocrat, Bonaparte exported the ideals of the French Revolution across Europe and thus provided direction for the next several decades of European history. Particular stress points in this unit include:

- Napoleon’s rise to power
- the Napoleonic Wars
- The Child of the Revolution: Napoleon and the Ideals of the Revolution
- The 100 days and Waterloo
- The peace and the Congress of Vienna

Critical Thinking Activities and Measured Exercises

Documentary Readings:

- 1.Napoleon Makes Peace with the Papacy in "Concordat of 1801"
- 2.Napoleon advises his Brother to Rule Constitutionally from "Napoleon's Letters"
- 3.A German writer describes the War of Liberation by Ernst Arndt
- 4.Madame de Stael Describes the New Romantic Literature in Germany
- 5.Hegel describes the Role of Great Men in History from "The Philosophy of History"

Art analysis:

- 1.Jacques-Louis David's Coronation of Napoleon 1804
- 2.Portrait of Horatio Nelson
- 3.Francisco Goya's "The Third of May, 1808"
- 4.F.P. Gerard's portrait of Josephine Bonaparte compared with Gerard's Portrait of Marie Louis
- 5.Philip James de Loutherbourg's "A Philosopher in a Moonlit Churchyard."
- 6.Gericault's Portrait of Lord Byron compared to portrait of Johann Wolfgang von Goethe
- 7.Portraits of Schleiermacher and Wesley
- 8.Lithograph of G.W.F. Hegel

Critical Thinking Activities and Measured Exercises

A debate which centers around the legacy of Napoleon. One team shall advocate for his positive place in history; the other shall assert that his legacy is largely an unfortunate one.

Questions to consider: What circumstance allowed France to accept autocracy under Napoleon where they had found it unacceptable under Louis XVI? Answer thoroughly.

Consider the largely positive view of Napoleon among eastern European states. Offer several reasons both for and against this view using their perspective as your vantage point.

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Unit Test: AP-Level Multiple Choice Questions and a DBQ essay (**Show that frequent DBQ Practice is made**)

SEMESTER TWO

UNIT THIRTEEN: The Industrial Revolution

Europe was the first continent and Britain the first nation to industrialize. The geographic, cultural, and other reasons for this eventuality are examined here. Also, the associated impact on politics, society, and economics are profound and long-lasting. Particular points of stress include:

- Why the Industrial Revolution started in England
- .Impact on European Society, culture and politics.
- The social history of the Industrial revolution.

Critical Thinking Activities and Measured Exercises

Documentary Readings:

1. Women Industrial Workers Explain their economic situation from Contemporary Newspaper accounts ca. 1832

2. A French Woman writes to her father about marriage from Julian Family papers

Art Analysis:

1. J.M.W. Turner's "Rain, Steam, and Speed---The Great Western Railway"

2. Honore Daumier's "The Uprising" a contemporary depiction of 1848

Revolution

3. Portrait of Harriet Martineau by Corbis

Student Activity: Conduct a panel discussion of the most important inventions associated with the Industrial Revolution. Be sure to discuss their social impact. Conclude with a general discussion of the role of technology in history.

Questions to consider

It has been said that progress is a delusion. For each step forward, we take at least another step back. Using the Industrial Revolution as your basis, evaluate the accuracy of this old saw
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Unit Test: Short Answer items and an analytical/interpretive free response “blue book” essay
(Show that frequent practice in writing free response essays is evident)

UNIT FOURTEEN: Movements of Social Protest 1800-1900

The appalling conditions for workers brought on by the Industrial Revolution produced a series of intellectual and political reactions in western Europe. Liberals such as Adam Smith and Thomas Malthus urged a “hands off” approach. In time, other liberals (viz. Jeremy Bentham and John Stuart Mill) called for government intervention. Radicals such as Karl Marx called for a revolutionary departure from the social, political, and economic status quo. These developments will be traced here. Particular stress points will include:

- detailing of the problems borne by industrialization
- Smith and Malthus
- the Socialist critique and antidote
- Radical Ideas such as Marxism, Anarchism, syndicalism, etc.

Critical Thinking Activities and Measured Exercises

Documentary Readings:

- 1.Karl Marx and Frederich Engels describe the Class Struggle from "The Communist Manifesto"
- 2.The Pan Slavic Congress Calls for the Liberation of Slavs from the First Pan Slavic Congress 1848

Art analysis:

- 1.Portrait Photograph of Karl Marx
- 2.Painting of the February 1848 uprising in Paris vs. Louis Philippe3.Painting of Louis Kossuth, Magyar Nationalist exhorting the Hungarian people to rise up against the Austrian government

Student Activities: A role-playing exercise in a “meeting of the minds” panel discussion wherein prominent thinkers, politicians, etc. from the unit sit in a round table in Elysium and discuss their views on social reform

Questions to consider: Consider how movements of social protest during this period were impacted by each of the following:

1. The Enlightenment

2. The French Revolution
3. The Industrial Revolution

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Unit Test: AP-Level Multiple Choice Questions and a DBQ essay (**Show that frequent DBQ Practice is made**)

UNIT FIFTEEN: European Nationalism and Statecraft (1815-1914)

The failure of the Congress of Vienna to adequately address the forces of liberalism and nationalism led to revolutions across Europe throughout the thirty years that followed it. At the end of this revolutionary spate, Germany and Italy emerged as united nations and thus caused a disruption in the extant balance of power. International conflict would ensue. This particular unit will track these events and also address:

- Reactionary application of The Congress of Vienna
- France Bourbon restoration, July Revolution, Louis Philippe, Napoleon III, Franco-Prussian War, the Paris Commune, the Third Republic.
- Unification of Italy
- Unification of Germany, role of Bismarck and his policies, Germany after 1871, growth of German industry
- Crimean War
- Franco-Prussian War
- Britain's foreign policy, internal reform and Ireland
- Russia's attempts at industrialization and modernism, anarchy, war with Japan, and revolution of 1905
- New and old ideas: i.e. Anti-Semitism, Darwinism, social Darwinism, germ theory and public health in cities, and women's suffrage.

Critical Thinking Activities and Measured Exercises

Documentary Readings:

1. Metternich Discusses Sources of Political Unrest from Prince Metternich's Memoirs
2. Benjamin Constant Discusses Modern Liberty 1819
3. Mazzini Defines Nationality in 1835

Art analysis:

1. Franz von Lenbach's Portrait of Otto von Bismarck Unifier of Prussian Germany
2. Eduard Manet's "A Bar at the Folies-Bergere"
3. Comparison of Portraits of William E. Gladstone and Benjamin Disraeli

4. Study of Georges Braque's "Violin and Palette" as early Cubism

Student Activities:

Students will present monographs on some of the salient personalities of the period with the task of defending the legacy of each. Classmates will be assigned the task of asking supportive and challenging questions of each presenter

Questions to Consider:

Compare and Contrast the Revolutions of '48 with the French Revolution with regard to causation, goals, conduct, outcome, and significance.

How did the formation of the Triple Alliance and the Triple Entente constitute a threat to the existing balance of power?

Identify important international attempts to avoid war and promote peace, then assess their efficacy and significance.

Of the trends toward peace and those toward war from 1871 to 1914, which seemed stronger? Give reasons for your answer.

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Unit Test: Short Answer items and an analytical/interpretive free response "blue book" essay (**Show that frequent practice in writing free response essays is evident**)

UNIT SIXTEEN: Imperialism

The period of neo-imperialism that marked European history from 1870 to 1914 had economic, military, religious, and ethnocentric causation. The resultant competition for colonies would breed conflict between nations that had no other reason to fight, contribution in the long run to the outbreak of World War I. It would also ignite again the tensions among conquerors and the conquered, colonizers and the colonized people. Stress points in this unit will include:

- Theories of Imperialism - that is, JA Hobson, Lenin, et al.
- Reasons for imperial expansion – "place in the sun," white man's burden, missionary activity, etc.
- Berlin Conference
- Physical division of Africa and spheres of influence
- Colonial powers in conflict in Northern Africa, Southern Africa, Asia, etc.

Critical Thinking Activities and Measured Exercises

Documentary readings:

1. Social Darwinism and Imperialism from Karl Pearson writings/speeches
2. Bismarck Explains his Foreign Policy from Bismarck's Memoirs
3. The Boer Settlement of South Africa from the writings of John Hammond
4. The English Political System in the Victorian Age by Walter Bagehot "The English Constitution"

Art analysis

1. Painting of the construction of the Eiffel Tower
2. Urban slums in Glasgow, Scotland
3. Edgar Degas' "The Laundry Women at work"
4. Degas' portrait of "The Bellelli Family" as a stable/socially middle class family
5. Comparison of works of Georges Seurat ("Sunday on La Grande-Jatte") and Pellizza da Volpedo ("The Fourth Estate")

Student Activities: A round table discussion on some of the central questions suggested by the unit. Among these are the questions listed below.

Questions for consideration:

What accomplishments and what crimes would you assign to the British with respect to India?

Why did Oceania become important to Europeans in the late 19th century?

Assess the legacy of Livingstone, Stanley, and Rhodes and "Dark Africa".

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Unit Test: AP-Level Multiple Choice Questions and a DBQ essay (**Show that frequent DBQ Practice is made**)

UNIT SEVENTEEN: World War I

The Great War or World War I, as it was later known, was to make a mockery of the peace and abundance predicted by statesmen and scientists of the 19th century. No longer could the consequences of bald national ambition, rival alliances, and rabid nationalism be suppressed. Industrial capacity would make war more lethal than ever, making efficient man's incredible capacity for inhumanity. Included in this unit will be considerations of:

- long term and short term causes of the First World War

- The course of the war
- Peace treaties and the "war guilt clause"
- Impact of the war on Europe, including the Spartacist Revolution in Germany
- .Creation of the League of Nations

Critical Thinking Activities and Measured Exercises

Documentary readings:

- 1.The Kaiser's Comments on the Outbreak of the World War
- 2.The Austrian Ambassador receives a "Blank Check from the Kaiser
- 3.Readings From Remarque's "All Quiet on the Western Front"
- 4.Dos passos "Three Soldiers"
- 5.The Treaty of Versailles 1919

Art Analysis:

- 1.Study of John Singer Sargent's "Gassed" 1918-1919
- 2.Photograph of Women at work in English ammunition factory during WWI
- 3.William Orpen's 1921 painting of the Hall of Mirrors and the Big Four at Versailles

Student Activities: A Mock Trial holding that the Germans have been improperly portrayed as the villains in the Great War. Students will play lawyers, monarchs, statesmen, and generals in this simulation.

Questions for Consideration: What made the Balkans such a “powder keg”? How might the situation been dealt with so that war did not eventuate? Account for allied victory in the conflict. In what ways did the Treaty of Versailles satisfy each of the Big Three? Were the immediate and long-term effects of the Great War more catastrophic than other wars studied thus far in AP European History? Fully explain your answer.

Consideration of Historical Scholarship: Students will engage in a class discussion as a concluding aspect of this unit using web sources delineated above or any one of the following course readers: Lembright, Robert L. Editor. Western Civilization (Vol. 2) Annual Editions. Early Modern Through the 20th Century. (Secondary Readings to accompany the

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Unit Test: Short Answer items and an analytical/interpretive free response “blue book” essay
(**Show that frequent practice in writing free response essays is evident**)

UNIT EIGHTEEN: The Rise of the Soviet Union

Events of profound historic significance transpired in Russia during the years occupying World War I. The new regime that emerged was dedicated to the overthrow of the property-

owning classes the world over. This bold and revolutionary ambition would have lasting impact in Europe and all the world in the years that followed the 1917 revolution. Topics of study will include:

- Immediate causes and review of the long term cause of the Revolution
- Personalities on both sides – Nicholas II and Alexandra, Rasputin, Prince Lvov, Lenin, Trotsky and Stalin, et al.
- Salient revolutionary events
- Effect upon World War I
- Communism in theory and practice

Critical Thinking Activities and Measured Exercises

.Documentary Readings:

- 1."Ten Days That Shook The World" by John Reed
- 2.The Outbreak of the Russian revolution by Ambassador Maurice Paleologue

Art analysis:

- 1.study of the Portrait of Lenin as heroic revolutionary by Gherald Gerassimow
- 2.Photograph of Lenin and Trotsky in Red Square in Moscow in 1919

Student Activities: Presentation of monographs on the principal characters associated with the Revolution including those listed in bullet number two above.

Questions to Consider: In what respects was Russia less advanced socially, politically, and economically than the rest of Europe by the dawn of the 20th century? How did Stalin defeat Trotsky in the struggle ensuing after the death of Lenin? Describe how Russia was “stalinized” culturally and detail gains made as a result by ordinary citizens? Trace revisions in communist philosophy during the 1930s. Why did the rise of Hitler destroy the “Rapallo spirit”?

Unit Test: AP-Level Multiple Choice Questions and a DBQ essay (**Show that frequent DBQ Practice is made**)

UNIT NINETEEN: European Powers 1920-1938

The critical intermission between World Wars One and Two must have been a source of angst for all forward looking students of diplomacy. People of good intent watched as menacing forces emerged on the horizon that would soon, once again, thrust Europe into a conflict of unparalleled sanguinity. Particular focus points in this unit will include:

- The Weimar Republic
- Germany's economic collapse and recovery
- France between the wars
- Britain between the wars, and its coping with political and economic instability
- Russia, Stalin, and the economy of the Five year Plans
- Mussolini's Italy

Critical Thinking Activities and Measured Exercises

Documentary Readings

1. Trotsky urges the use of terror from Trotsky's "Terrorism and Communism" 1920
2. A New Family Life in the Soviet Union 1920 by Alexandra Kollantaig

Art Analysis:

1. Study of George Grosz's "Pillars of Society" 1926

Student Activities: A round-table discussion on the varying responses to European states to economic and political de-stablization.

Questions to Consider: Why was France and England exempted at the national level from the radicalism of the inter war years ? Would Germany have been spared Hitlerism if the Kaiser's government had been permitted to continue? Fully explain your answer. Evaluate England and France's responses to growing evidence of Italian, Soviet, and German de-stabilizing activities from 1935-1938? Does the Munich Conference deserve its dubious reputation? Fully explain.

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Unit Test: Short Answer items and an analytical/interpretive free response "blue book" essay (**Show that frequent practice in writing free response essays is evident**)

UNIT TWENTY: World War II– 1939-1945

Only twenty-one years after "the war to end all wars" the world was engulfed by the most devastating conflict in the history of mankind. At least 17 million men were killed in battle, and 18 million civilians lost their lives as a consequence of the grotesque indiscriminate, and massive violence. Focal points in this unit will include:

- Mussolini and Italy
- Franco and Spain
- Hitler and Germany
- The dictators cooperate, the Munich Conference, appeasement, etc
- Conduct and Outcome of the War.
- The Holocaust and Germany's defeat

- Post-Mortem: Nuremberg and the San Francisco Conference

Critical Thinking Activities and Measured Exercises

Documentary Readings:

1. Mussolini Holds Contempt for Political Liberalism from Mussolini's "Force and Consent"
2. Hitler's Denunciation of the Treaty of Versailles from Hitler's Speeches 1923
3. John Maynard Keynes's "General Theory of Employment" 1936
4. An American Diplomat witnesses "Kristallnacht in Leipzig" by David Buffum 1938
5. Hitler Rejects the Emancipation of Women from Nazism 1919-1945 Readings.
6. Stalin calls for the Liquidation of the Kulaks as a Class 1929.

Art Analysis:

1. Various photos of European unemployment 1919-1939
2. Rene Magritte's 1933 "The Human Condition"
3. Photo of Hitler before the crowds exemplifying his mastery of politics and propaganda
4. Photo of the Reichstag Fire in 1933
5. Painting "The Martyrdom of Warsaw"

Student Activities:

Student Reports. Students will be assigned presentations on critical events and figures from the period. Where possible, they will be required to augment presentation with video (e.g. the Holocaust and appropriate scenes from Schindler's List)

Questions to Consider: Evaluate the propriety of the establishment of the Polish Corridor. Assess the Soviet role as a treaty ally of Germany during the period 1939-1941. Review the contents and significance of concords achieved at Casablanca, Yalta, and Potsdam. Was Nuremberg an example of "Victors' Justice"? Fully explain your answer.

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Unit Test: AP-Level Multiple Choice Questions and a DBQ essay (**Show that frequent DBQ Practice is made**)

UNIT TWENTY-ONE: Europe, the Cold War, and the Super Powers 1945-1980

With the end of World War II, the Allies created a new international peace-keeping organization to succeed the failed League of Nations. They also brought Nazi leaders to trial and set about the reconstruction of war-torn Europe. Cooperation between the US and the USSR

however, became increasingly difficult to achieve as each nation assumed the new role of superpower. Particular stress points in this unit will include:

- Formation of the UN
- The disintegration of the wartime alliance
- Systemic causes of the Cold War
- Military and economic responses on both sides to the deepening Cold War
- The Evolving economy of Western Europe
- Anticipating the European Common Market

Critical Thinking Activities and Measured Exercises

Documentary Readings:

1. The Church and Communist Party Clash over Education in Hungary from Cardinal Mindszenty statement 1946 and Hungarian Communist Minister Statement June 1950.
2. Khrushchev denounces Stalin's Crimes in "Secret Speech" 1956
3. Gandhi Explains his Doctrine of NonViolence
4. Simon De Beauvoir urges Economic Freedom for Women 1952 works

Art Analysis:

1. Selected Works of Picasso
2. West German poster in support of the Marshall Plan
3. Photographic Account of the Berlin Airlift
4. A comparison of the cultural divisions of east and west during the Cold War via Tatjana Yablonskaya's "Bread" 1949 and Jackson Pollock's "One" from 1950, as examples of the cultural divide.
5. Various portraits and photos of families before and after WW II.
6. Architecture and Internationalism: Illustrations of various 20th century art from European states, for example a depiction of Frank Gehry's "Guggenheim Museum Bilbao, Spain"

Student Activities: Students will conduct research on salient personalities of the period and present findings to class with the class being charged with challenging the conclusions drawn by the researchers. The presenters are then required to defend their assertions in open and ad hoc debate.

Questions to Consider: What strengths did the superpowers have in common? In what ways were the rivalries inevitable or avoidable? How did Khrushchev "rock" the communist world in 1956?

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Unit Test: Short Answer items and an analytical/interpretive free response “blue book” essay (**Show that frequent practice in writing free response essays is evident**)

UNIT TWENTY-TWO: The New Europe 1985-2001

Mikhail Gorbachev’s efforts at political and economic reform ended in revolutions against totalitarian rule throughout the Eastern bloc. After the fall of the Soviet Union, Eastern European states embraced democratic and capitalist reforms. Concurrently the European Union proved itself a successful undertaking for the continent. With these optimistic developments, challenges yet remained. Stress points include:

- The collapse of Soviet hegemony, the fall of the Berlin Wall
- German Reunion
- Russia under Yeltsin
- Assessing the Cold War
- The Balkan Crisis 1991-1992
- Migration in Late 20th Century Europe (**COVERAGE UP TO 2001**)
- Europe’s Muslim Minority (**COVERAGE UP TO 2001**)
- Changing status and role of women in Europe (**COVERAGE UP TO 2001**)
- New Cultural forces and the continuing influence of Christianity (**COVERAGE UP TO 2001**)
- The Impact of computer technology (**COVERAGE UP TO 2001**)
- the unfolding story of the European Union (**COVERAGE UP TO 2001**)

Critical Thinking Activities and Measured Exercises

Document Analysis:

1. Gorbachev proposes the Soviet Communist Party abandon its Monopoly on Power February 1990 speech to Central Committee
2. Margaret Thatcher's plea for Individual Responsibility 1979-1990 interview
3. Pope John Paul II discusses International Social Justice Encyclical 1988

Student Activities: A round table discussion formed on the questions: Why did the Soviet Union fall and what is the significance of this?

Questions to consider: What are the chances for a “United States of Europe”? Assess the importance of Gorbachev to the modern history of Europe.

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Unit Test: AP-Level Multiple Choice Questions and a DBQ essay (**Show that frequent DBQ Practice is made**)