

# AP European History

## **Textbooks:**

The Western Heritage, 7<sup>th</sup> Edition, Kagan, Ozment, Turner. Prentice Hall. 2001

Online study resource: The Companion Website: [www.prehall.com/kagan](http://www.prehall.com/kagan)

The Western Heritage Study Guide and Workbook, Volume I and II

Sources of the West: Readings in Western Civilization Volume I, 5<sup>th</sup> Edition, Kishlanksy, 2003

Sources of the West: Readings in Western Civilization Volume II, 5<sup>th</sup> Edition, Kishlanksy, 2003

*AP European Multiple Choice and Free Response Questions with DBQ*

## **Supplemental Texts:**

The Western Heritage Documents Set, Volume I and II

The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post Modern, Carol Strickland

Advanced Placement European History I: The Modern World New Directions. Augustine Caliguire, The Center for Learning.

Advanced Placement European History II: The Modern World New Directions. Augustine Caliguire, The Center for Learning.

**Review Text (optional):** All students are encouraged but not required to purchase *Cracking the AP European History Exam, 2006-2007 Edition* (College Test Prep) by Princeton Review

## ***Course Description:***

The purpose of this class is to prepare you to be a successful college student and to be successful on the national examination in May. During this course you will develop analytical skills and gain the factual knowledge necessary to deal critically with problems, content and materials of European historic development. Appropriate skills and concepts will be developed in connection with content by working with primary and secondary sources in order to compare information to evaluate interpretation and to draw conclusions.

Specific content will include the development of European culture and institutions and enable students to do the following:

- understand the factors that gave rise to the development of the European state system; measure the impact of religious thought and ideals on European cultures and nations;
- analyze the evolution of political systems and philosophies that developed in European cultures and nations;
- analyze the evolution of political systems and philosophies that developed in European societies;
- evaluate the origin and course of economic systems in European societies;

- formulate generalizations and hypotheses on the future of the European continent based on contemporary trends.

Components of this course will include:

- the formation of generalizations from primary sources,
- the comparison of eras with similar trends,
- an analysis of the impact of major historical figures and groups on European and world events, the detection of bias in making conclusions,
- the emergence of patterns in historical development

The study of European history since 1450 will introduce you to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

## ***Themes in European History***

### **I. INTELLECTUAL AND CULTURAL HISTORY**

- The secularization of learning
- Changes in religious thought and organization
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments as statements of social values and as historical evidence
- Developments in social, economic, and political thought
- Development in literacy and communication
- The diffusion of new intellectual concepts among different social groups
- Changes in popular culture, such as the development of new attitudes toward religion, family and work

### **II. POLITICAL AND DIPLOMATIC HISTORY**

- The rise and functioning of the modern state in its various forms
- The evolution of political elites and the development of political parties and ideologies
- The extension and limitation of rights and liberties (personal, civic, economic, and political)
- The development and growth of nationalism
- Forms of political protest, reform and revolution

- Colonialism and imperialism: relationship of European and non-European powers, including decolonization
- Relationship between domestic and foreign policies
- Efforts to restrain interstate conflict: treaties, balance-of-power diplomacy, and international organizations
- Techniques and technology of war

### **III. SOCIAL AND ECONOMIC HISTORY**

- The role of urbanization in transforming cultural values and social relationships
- The shift in social structures from hierarchical orders to modern social classes
- Hygienic practices, disease, and medicine and their effects on society
- The development of commercial practices and their economic and social impact
- The origins, development and consequence of industrialization
- Changes in the demographic structure of Europe and their consequences
- Change and continuity in the European family structure and in gender roles
- The growth of competition and interdependence in national and world markets
- The relationship between private and state contributions to economic growth; the development of a mixed economy

This course is designed to prepare students to take the AP European History Exam that is offered by the College Board every spring. The AP Exam, however, is not the consuming goal; the primary objective is to learn European history. Secondary goals include improving students' critical thinking and communication skills. Students who achieve these goals will be well prepared for the AP exam. Students who take this course must be willing to read extensively, think critically, and write on a multitude of topics in European history. They should expect to spend five or more hours each week preparing for this class. The minimum requirement for admission to this course is an ability to express oneself in writing using Standard English.

#### **Basic Requirements:**

- Complete all reading assignments, including supplementary reading, on time.
- Participate in class discussion and activities ( includes identifications, study questions, and map work assignments)
- Take all objective and essay tests.
- Complete all assigned FRQs and DBQs.\*
- Give oral presentations on assigned topics. (Approximately one every six to eight weeks)
- Participate in test review sessions.

### **Grading:**

- 40% Tests, quizzes, oral presentations, major projects
- 30% Essays(DBQ/FRQ)\*,
- 30% class work, homework, participation

### **Unit Topics:**

- Late Middle Ages (review unit)
- The Renaissance
- The Reformation
- The Commercial Revolution and the Great Religious Wars
- Absolutism vs. Constitutionalism
- The Scientific Revolution and Enlightenment
- The French Revolution and Napoleon
- Reaction, Revolution, and Romanticism
- The Industrial Revolution
- European Nationalism
- The Age of Progress and the “New” Imperialism
- The Age of Modernity
- World War I and the Russian Revolutions
- Retreat from Democracy/Rise of Fascism
- World War II
- Europe in the Cold War
- The Collapse of Communism and the New World Order
- Europe and the West Since 1985

**About the AP Exam:** The three-hour-and-five-minute exam includes a 55-minute multiple-choice section and a 130-minute free-response section. There are three free-response questions. The section begins with a mandatory 15-minute reading period. Spend the reading period analyzing the documents for the document-based question (DBQ) and reviewing the thematic essay questions. Then you'll have 45 minutes to answer the DBQ, and 70 minutes to answer two thematic essay questions. The DBQ essay is worth 45 percent of the free-response score; the two thematic essays together contribute 55 percent of the free-response score.

- A DBQ is a document based question. It is a specific type of question that appears on the AP Exam. Students will receive training in how to successfully answer a DBQ in this course.  
DBQ Scoring Sheet:  
[http://historyteacher.net/APEuroCourse/EHAP\\_DBQ-NewGenericScoring.pdf](http://historyteacher.net/APEuroCourse/EHAP_DBQ-NewGenericScoring.pdf)
- An FRQ is a free response question. It is, essentially, an essay.

- Students can expect to write free response essays as well as data based essays on a regular basis, one approximately every two weeks. Multiple choice tests will be given at the end of each unit. These tests mirror the format on the AP Exam. Students can also expect weekly reading quizzes.
- Essay Outline for Social Studies:  
<http://hhhknights.com/apwh/essayoutline.pdf>

### Student Activities

Each topic will involve a variety of student participation activities. Each topic of study may include one or more of the following:

1. Assigned chapter readings
2. Essay writing, includes a choice of DB Questions and/or Free Response questions
3. Geography activities
4. Graph and chart activities: Demographic, daily life, intellectual trends, scientific trends, technology trends, arts and letters, war summary and leader evaluation
5. Sequence activities
6. vocabulary activities
7. Document evaluation activities (SOAPPS)
8. Primary source reading activities (SOAPPS)
9. Historiography activities
10. Art and literature evaluation activities
11. Chapter Review Questions
12. Summary Chart activities (PERSIA)
13. Objective test

Advanced Placement European History recommends that students *analyze* and *group* documents through the use of acronyms.

An acronym of analysis is SOAPPS.

This stands for Subject (S), Occasion (O), Audience (A), Purpose (P), Point of View (P), & Speaker (S).

#### 1. SUBJECT

When reading a document, determine the subject. Answer these questions – what is it about and why is the document important or significant?

#### 2. OCCASION

The occasion of the document involves its time frame and the historical context behind the document. All DBQ exercises expect students to bring in outside history into their essay to demonstrate understanding of the prompt and as support for the thesis.

Answer such questions – when in time the document was created, what was the specific event, what is happening in history, and where did it geographically originate.

### 3. AUDIENCE

All documents have an intended audience, which you must identify. Speakers say or write different things to different audiences. Analysis of audience partially answers the question of point of view and perspective.

### 4. PURPOSE

Critical to the analysis of a document is understanding the purpose behind the document. Purpose or motivation answers the question as to why the speaker said or wrote what (s)he did. What goal did the speaker want to achieve?

### 5. POINT OF VIEW or PERSPECTIVE

The second “P” is point of view or bias. All DBQs expect students to analyze the perspective or bias of the speaker or the document.

### 6. SPEAKER

When students analyze a document, the process begins with an attribution, or who wrote or spoke the words. Analyze the speaker’s gender, social background, economic status, political persuasion, ethnicity, nationality, religion, and race. Who the speaker is affects his or her reliability.

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## P E R S I A

The PERSIA approach is one way to organize how the people lived in a society at a certain time in history, and thus helps students to understand their culture. The PERSIA graphic organizer is an acronym for the six human concerns that people have had throughout history. These concerns are expressed in six general areas and by six questions:

**Political: Who shall be in charge?**

**Economic: How shall we make a living?**

**Religious: What shall we believe?**

**Social: How shall we relate to each other?**

**Intellectual: How shall we learn?**

**Artistic: How shall we express ourselves?**

The answers to these six questions – in different times and places – have created different kinds of political, economic, religious, social, intellectual, and artistic institutions. All these institutions form the cultural components of a people at a particular time and place.

The following provides additional questions and more details on each aspect of a culture:

Political => Who shall be in charge?

- ❖ Who was in charge?
- ❖ How did the leader(s) get their power? (for example, hereditary, military power, by elections)
- ❖ Was government based on power or a social contract?
- ❖ How was the government of the society structured?
- ❖ What kinds of freedoms were given to the people?

Economic => How shall we make a living?

- ❖ How did most people make a living? (agriculture, commerce, manufacturing, services, trades and professions, etc.)
- ❖ What were the main agricultural products? The main industries? The main services?
- ❖ Did this society depend on imports? What were the main imports?
- ❖ Did other societies depend on their exports? What were the main exports?

Religious => What shall we believe?

- ❖ What were the main religious groups in the society?
- ❖ Where did we come from? (origins)
- ❖ What happens when we die? (destination after death)
- ❖ How shall we spend our lives? (purpose of life)
- ❖ Was there religious freedom in the society?
- ❖ Was religion part of the government?

Social => How shall we relate to each other?

- ❖ How was society organized?
- ❖ • Authoritarian society based on servitude and/or slavery.
- ❖ • Deference society based on rank in society.
- ❖ • Egalitarian society based on equal rights under the law.
- ❖ Did the society have different social classes? If so, what were they?
- ❖ What were the main ethnic groups?
- ❖ What were the main languages spoken in the society?
- ❖ Construct a social pyramid that indicates the different social classes.

Intellectual => How shall we learn?

- ❖ Was learning based on what others told you (authority), what you found out for yourself (self-discovery), or a combination of both?
- ❖ Did free public education exist?
- ❖ Did all members of this society have access to education?

- If not, who did not and why not?
- ❖ Did centers of higher education exist? If so, for whom? If not, why not?
- ❖ What educational opportunities existed for women and minority groups?

Artistic => How shall we express ourselves?

- ❖ How did the society express itself artistically? (emotions, thoughts, ideas)
- ❖ What was its music and dance like?
- ❖ What were the major contributions of literature and writings?
- ❖ What were the major contributions in architecture and painting?
- ❖ What was the clothing like?
- ❖ What major discoveries or ideas were contributed by the society?
- ❖ What were the most popular sports and forms of entertainment?

