

# AP Modern European History (Social Studies)

Elective – Year – Grades offered such as “9-12” (11-12 preferred)

Prerequisites: “None”

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## **Course Description**

AP Modern European History provides the students an appreciation of God’s guidance of European history from the time of the Renaissance through current European events.

## **Course Goals**

The Christian Teacher will

1. Lead students to appreciate God’s preservation of His people throughout the tumultuous years of European History
2. Lead students to appreciate the complex nature of Modern European History
3. Develop in the students critical thinking skills and the ability to articulate those skills in written form
4. Prepare the student for the rigorous AP Modern European exam by which the student can earn college credit.

## **Course Objectives**

The Christian student will be able to

1. appreciate God’s preservation of His people throughout the tumultuous years of European History
2. Appreciate the complex nature of Modern European History.
3. Demonstrate critical thinking skills in written form and classroom discussion
4. Successfully take the AP Modern European History exam and receive college credit.

## **Course Outline**

5. The End of Feudalism and the Renaissance
6. The Reformation and New Monarchies
7. The Opening of the Atlantic, Rise of the World Economy, Rise and Fall of Habsburg Power, French Wars of Religion
8. The Rise of Constitutionalism and the Age of Louis XIV: The Success and Failure of Absolutism
9. England during the Tudors and Stuarts
10. England and France in the 18th Century plus Prussia, Russia and Austria
11. The Scientific Revolution plus Hobbes, Locke, and Rousseau
12. Enlightenment and Enlightened Despots
13. The French Revolution
14. Liberalism, Nationalism, and the Industrial Revolution 1760-1850
15. Romanticism and Reaction and Marxism 1815–1871
16. England, France, and Germany: Domestic and Foreign (plus unification of Italy and guest appearance by Russia)
17. Imperialism and World War I
18. Russia 1881-1939
19. World Between the Wars and World War II
20. Postwar International and Domestic Politics and Changes in the World Economy
21. 20th century culture and demography

## **Instructional Strategies**

The course requires significant reading from textbooks as well as research from online sources. Class discussion on critical issues will constitute the bulk of classroom activity. Documentary videos will also be used when applicable.

## **Grading**

1. Grading is done on a total points/percentage basis. Each assignment has a point value. Dividing the TOTAL points earned by the TOTAL points possible gives a percentage grade.
2. Objective quizzes and tests will be frequent.
3. Essay Tests promoting critical thinking will also occur throughout the school year.

4. Letter grades are assigned according to the standard grade scale for Luther High School

### **Student Materials**

1. A History of Europe in the Modern World by R. R. Palmer Joel Colton Lloyd Kramer
2. Supplemental texts:
  - a. Collins College Outlines: Modern European History
  - b. History of Modern Europe by Carlton Hayes

### **Classroom Procedures**

1. Routines – Come in and be ready to participate and take notes right away
2. Make-up Work – Missed quizzes, tests, and critical-thinking essays must be taken within 3 days of the students return to school. Past due long term assignments can't be made up.

### **Additional Information**

On the following pages is a raw text copy of the material sent to the AP College Board for formal approval. The information above is meant to be only a slightly modified summary of that material. The material below can't be materially changed without jeopardizing the opportunity to teach the course at Luther High School. A PDF of the material below is available upon request.

The course is divided into four quarters. Each quarter consists of four units. Each unit is concluded with a 25 item multiple-choice quiz and a thematic essay. I use items and essay prompts from released AP Exams as well as original items and prompts. In each quarter students write one DBQ and one Quarter Paper. [C4] In the fourth quarter students do a Visual Closure project following the AP Exam.

Text: R.R. Palmer, Joel Colton and Lloyd Kramer, A History of the Modern World. New York: Knopf Publishing Group, 10th edition.

Historiography readings from various readers including: Sherman, Dennis. Western Civilization: Sources, Images and Interpretations, Volumes I and II (McGraw-Hill) by Dennis Sherman.

Primary sources from various readers and internet sources including:

<http://www.fordham.edu/halsall/mod/modsbook.html>

First Quarter

DBQ choices: Renaissance Education, Did Women Have a Renaissance, Witchcraft, Dutch Wars  
Quarter Paper: Interpretive Biography or Social History [C4]

Primary source readings including: Burkhardt, Castiglione, Macchivelli, Cellini, Luther, Calvin, Council of Trent, Charles V, Henry VIII, Elizabeth I, Bossuet, Bodin, James I, Louis XIV, Laws of Peter the Great. Visual sources: maps, charts, graphs, and images from Sherman anthology and online sources [C3]

Historiography reading: Historians' essays from Sherman on a theme from this unit. [C2]

Art Days lecture and slide show: Italian Renaissance, Northern Renaissance, Mannerism. [C3]

Unit 1: End of Feudalism and Renaissance [C1]

Generic attributes of feudalism: agriculture, guilds, kings versus nobles, • kings versus popes, popes versus cardinals

Generic description of the Renaissance: social and economic aspects•

Compare and contrast: Renaissance in the south versus Renaissance • in the north.

Individualism and humanism•

Why does it happen in Italy first?•

Burckhardt Thesis•

Kelly Thesis•

Heavy hitters in art, architecture, literature, and science•

C4: Evidence of Curricular Requirement: The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays (see the Course Description for more information).

C3: Evidence of Curricular Requirement: The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.

C2: Evidence of Curricular Requirement: The course teaches students to analyze evidence and interpretations presented in historical scholarship.

C1: Evidence of Curricular Requirement: The course emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments. 2

In what ways was the Renaissance more secular?•

What was new and what was “reborn” in the Renaissance?•

Unit 2: Reformation and New Monarchies [C1]

Compare and contrast the New Monarchies in England, France and Spain. •

Foreign and domestic policy in England, France, and Spain•

Causes of the Reformation (religious and political especially)•

Political, diplomatic, and social consequences of Reformation•

English Reformation•

Political and religious consequences of Reformation•

Doctrines of Luther and Calvin compared to the Roman Catholic Church•

Catholic Reformation and Council of Trent•

Peace of Augsburg•

Unit 3: Opening of the Atlantic, Rise of the World Economy, Rise and Fall of Habsburg Power, French Wars of Religion [C1]

Political and economic and technological causes for exploration of the • New World

Golden Age of Spain•

Commercial Revolution, bullionism, mercantilism•

Reasons for the decline of Spain: economic, social, and political•

Revolt of the Netherlands•

Causes and effects of the 30 Years War: diplomatic, social, economic, and • cultural

How important was religion as a cause of the 30 Years War?•

Richelieu and Balance of Power•

Stages of the 30 Years War•

Politiques (Bodin)•

Weber Thesis•

Progress and Resolution of the French Wars of Religion: Catherine de • Medici, St. Bart's Day, Coligny, Henry IV, Edict of Nantes)

Peace of Westphalia•

Unit 4: Tudor/Stuart England: The Rise of Constitutionalism and the Age of Louis XIV: The Success and Failure of Absolutism [C1]

Political, social, and economic problems of James I and Charles I•

Oliver Cromwell and English Civil War•

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Domestic and foreign policy in Stuart Restoration•

Glorious Revolution•

Changes in religious toleration in England•

Movement towards constitutionalism in England•

Definition and examples of absolutism under Louis XIV•

Ideology of Absolutism, James I, and Bossuet•

Louis XIV's domestic policy•

Wars of Louis XIV•

Role of Mazarin, the Fronde, and the nobles•

Social and economic problems of Louis XIV•

War of Spanish Succession, role of William III, and Treaty of Utrecht•

Second Quarter

DBQ choices: Gin Laws, Dutch Wars

Quarter Paper: Social History or Interpretive Biography [C4]

Primary source readings including: Hobbes, Locke, Rousseau, Voltaire, Paine, Wollstonecraft, Montesquieu, Beccaria, d'Holbach, Goethe, Fichte. Visual sources: maps, charts, graphs, and images from Sherman anthology and online sources [C3]

Historiography reading: Historians' essays from Sherman on a theme from this unit. [C2]

Art Days Lecture and slide show: Baroque, Neoclassicism, Romanticism.

Unit 5: England and France in the 18th Century plus Prussia, Russia and Austria [C1]

Peter the Great, reforms from above, and westernization•

Partitions of Poland. Rise of Prussia•

Rise of Prussia from the Great Elector to Frederick the Great•

Multi-national character of Habsburg lands and the attendant problems • thereof.

Special economic and social characteristics of Eastern Europe•

English and French domestic and foreign policy after Utrecht•

Bubbles•

Seven Years War and Consequences•

Evolution of the World Economy in the 18th Century•

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Unit 6: Scientific Revolution plus Hobbes, Locke, and Rousseau [C1]

Causes of Scientific Revolution•

What was revolutionary about the Scientific Revolution?•

Political, military, economic and religious implications of the Scientific • Revolution

Important people and ideas of the Scientific Revolution•

Compare and contrast Hobbes, Locke, and Rousseau•

Unit 7: Enlightenment and Enlightened Despots [C1]

Define the Enlightenment/Age of Reason•

Economic and Demographic changes in the 18th century•

Philosophers: who were they and what did they say?•

New ideas in political and social theory•

Deism•

New economic theories, end of mercantilism, laissez-faire, Adam Smith•

Enlightened Despots: Catherine the Great, Frederick the Great, Maria • Theresa, Joseph II, Louis XV and Louis XVI. Who was? Who wasn't? Why? Compare and contrast Enlightened Despots, Despots Manqués and Despot Wannabes.

Unit 8: French Revolution [C1]

Distant, Intermediate and Immediate Causes (social, economic, and • political)

Brinton Theory of Revolutions•

French society before the Revolution•

Causes, Chronology and Periodization•

Legislation in each period•

Committee on Public Safety and Reign of Terror•

Enduring consequences of the Revolution•

Rise of Napoleon: causes and consequences•

Napoleon's foreign and domestic policy•

Birth of nationalism•

Congress of Vienna•

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Third Quarter

DBQ choices: Corn Laws, Juvenile Crime in England, Peterloo Massacre, German nationalism—1848, Manchester.

Quarter Paper: Historians or Historiography [C4]

Primary source readings including: Malthus, Smith, Riccardo, Marx and Engels, Herbert Spencer, Syllabus of Errors, Metternich, Baudelaire, Wagner, Mill, Bentham, Bismarck, Freud, Darwin. Visual sources: maps, charts, graphs, and images from Sherman anthology and online sources [C3]

Historiography reading: Historians' essays from Sherman on a theme from this unit. [C2]

Art Days Lecture and slide show: Romanticism, Realism, Naturalism, Symbolism, Impressionism, Postimpressionism, Cubism, Expressionism, Social Realism, and others. [C3]

Unit 9: Liberalism, Nationalism, and the Industrial Revolution 1760-1850 [C1]

Industrial Revolution: causes and development•

Inventions and inventors•

Development of Capitalism•

Riccardo and Malthus•

Utopian Socialists•

Liberalism and how it changed over the course of the 19th century. John • Stuart Mill and Jeremy Bentham

Suffrage Reform, Corn Laws and Chartist movement•

Labor and factory legislation•

Effects of Industrial Revolution, historiography of optimists and • pessimists.

Unit 10: Romanticism and Reaction and Marxism 1815–1871 [C1]

Age of Metternich•

Romantic art movement•

Marxism•

Political and social upheaval in France 1815–1852•

Social and Political Republicans•

Revolutions of 1848, especially in Prussia and Austria•

Frankfort Assembly•

Rule of Napoleon III and his domestic and foreign policies•

Jews: from emancipation to anti-Semitism•

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Unit 11: England, France, and Germany: Domestic and Foreign (plus unification of Italy and guest appearance by Russia) [C1]

Cavour, Garibaldi and the unification of Italy•

Realpolitik and its art movement, Realism•

Bismarck and the unification of Germany•

Bismarck's domestic policy, especially re: suffrage, kulturkampf, and socialism•

Bismarck's foreign policy before and after 1871•

New forms of socialism in England, France, and Germany/Relationship of • feminism and socialism

Increase in suffrage and social programs in England•  
Cultural relativism and other cultural and intellectual changes in the late • 19th century: science, psychology, anthropology, Freud  
Franco-Prussian War, Paris Commune, and formation of the Third Republic•  
Social and political changes in Russia 1848–1881•  
Social and cultural changes in England, France, and Germany from • 1871–1914: Belle Epoque, Fin de Siecle, bras and bicycles  
History of feminism/Arguments for woman suffrage•  
Compare and contrast the women’s movements of England, France, and • Germany  
Class differences in the women’s movement•  
Unit 12: Imperialism and World War I [C1]  
Alliance Systems•  
Arms Race•  
Scramble for Africa and other imperialist rivalries•  
Russo Japanese War•  
Role of nationalism in provoking the war, especially in the Balkans•  
Economics of the “New Imperialism” and how it was different from the • old imperialism  
Goals and expectations of each combatant in 1914 (also Schlieffen Plan • and Plan 17)  
Goals and expectations of U.S.A., Woody’s War Wishes, self-• determination, 14 Points  
How the war was fought and won: home front, social and economic events•  
Relative importance of the different causes of the war•  
Versailles Treaty•  
Consequences of the Versailles Treaty (also evaluation of Versailles Treaty)•  
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What happened to Russia in the war•  
Historiography of origins of the war•  
Fourth Quarter  
DBQ choices: Civil Peace in Germany, Attitudes toward Russian peasants, Pan-Slavism, Attitudes about EU  
Quarter Paper: Student’s choice [C4]  
Visual Closure project  
Primary source readings including: Lenin, Stalin, Count Witte, Woodrow Wilson, Hitler, Treaty of Versailles, Marshall Plan, Charles de Gaulle, Jean-Paul Sartre, Simone de Beauvoir. Visual sources: maps, charts, graphs, and images from Sherman anthology and online sources [C3]  
Historiography reading: Historians’ essays from Sherman on a theme from this unit. [C2]  
Art Days Lecture and slide show: Nazi exhibition of “Degenerate Art,” Soviet Art 1919-1930, Socialist Realism, modernisms, postmodernism [C3]  
Unit 13: Russia 1881-1939 [C1]  
Domestic policy of Alexander III•  
Agricultural and industrial conditions in Russia•  
Russo-Japanese War and Revolution of 1905•  
Stolypin’s Reforms and other responses to Revolution of 1905•  
Role of Intelligentsia•  
Different radical groups and their competing ideologies•  
Events leading up to February (or March) and October (or November) • Revolution of 1917  
How Lenin and the Bolsheviks take control•  
Lenin’s domestic and foreign policies, including “war Communism” • and NEP Succession of Stalin, and Stalin’s domestic policies (toward nationalities, collective agriculture, kulaks, factories)

How Stalin consolidated his position as dictator, and his fight with • Trotsky

The purges of the 1930s•

Stalin's foreign and domestic policies/The Five Year Plans•

Lenin and Stalin: in what ways were they good Marxists? In what ways • were they not?

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C2: Evidence of Curricular Requirement: The course teaches students to analyze evidence and interpreta-tions presented in his-torical scholarship.

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Unit 14: World Between the Wars and World War II [C1]

Why were England and France less susceptible to totalitarianism than • Italy and Germany?

How did Germany recover from defeat in World War I?•

When, if ever, could Hitler have been stopped?•

Diplomatic “Countdown to Catastrophe”•

World Economy in the Interwar Period•

Role of the Great Depression in leading up to the war•

Holocaust•

Role of the Versailles Treaty in leading up to the war•

Events leading up to the outbreak of World War II. Taylor Thesis•

How the war was fought and won•

Compare and contrast the origins of World War I with the origins of • World War II.

Peace settlements after World War II—compare and contrast to World • War I.

Unit 15: Postwar International and Domestic Politics and Changes in the World Economy [C1]

Causes and course of the Cold War: Origins of the Cold War, Truman • Doctrine, Marshall Plan, United Nations, atomic arms race, policy of “containment”

Military conflicts in the Cold War•

Compare and Contrast U.S.A. and U.S.S.R. for domestic and foreign • issues 1945–1991

Moves toward European economic unity. Rise of the EU. •

Individual economic recoveries of England, France, and Germany. • Compare and contrast English, French, and German domestic issues.

Nature of Eastern European societies•

Détente•

French politics in the 4th and 5th Republics, including role of de Gaulle•

Dismantling of colonialism by England and France•

Efforts to oppose Russian domination in Eastern and Central Europe • (especially Hungary, Poland, Yugoslavia, and Czechoslovakia)

Social and economic policy in Britain, France, and Germany•

Khrushchev's “de-Stalinization” policy•

Russia under Brezhnev and Gorbachev•

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The collapse of the Soviet Union/rise of nationalism in Russia and Eastern • Europe

The unification of Germany•



The world economy from 1945–2001•

Unit 16: 20th century culture, demography, and stuff [C1]

Existentialism•

20th century art, postmodernism•

Youth movement of the '60s•

Racism, demographic changes, and problems with minority groups•

The Green Movement and other environmentalists•

Literature, music, theatre and movies, postmodernism, deconstructionism•

The Women's movement, and changes in women's roles in society, politics, • and the economy

Nationalism•