

European History

2007 - 2008

Brief Description of Course

While considering European history chronologically since the High Middle Ages, the student reads deeply into selected problems of modern European history and is offered many opportunities for interpretation of critical issues from varying intellectual, cultural, political, diplomatic, social, and economic perspectives. [C1, C2] The use of slides of art from various historical periods, the use of many primary source documents, the practice of numerous analytical free response essays and document-based question essays, and extensive readings using the textbooks, handouts, and various internet sources are all parts of the course which encourage students to develop their historical analysis capabilities. [C2, C3] About every two weeks throughout the year, students are given a 50 question multiple choice test on their understanding of: my typed notes on a historical period, one or two chapters of the McKay textbook (and sometimes on selections from the Palmer textbook, handouts, and assigned selections of primary sources. [C1, C3] About every 4-6 weeks, students are assigned a take-home essay (either a free-response essay or a DBQ) worth a test grade. Students are also given the opportunity to write essays in class for a test grade a few times during the year. [C4] At the midpoint of the course, students are given an in-class midterm review test on the time period from the Renaissance to the end of the Napoleonic period. Students are evaluated daily on their knowledge of the assigned readings during class discussion; such knowledge is reflected in their quarterly class participation grade, which is worth one test grade. In the month prior to the early May A.P. exam, students are assigned readings from the Sherman primary source book which we use in addition to handouts to review. In the Sherman readings, students are afforded the opportunity to re-explore documents and periods already considered as well as to consider some documents not previously offered. After the A.P. exam, students are taught Modern World History in order to prepare for the New York State Regents exam in World History and Geography.

Unit Information

Unit Name or Timeframe:

Overview of the High Middle Ages; The Italian and Northern Renaissance
[C1, C2, C3, C4]

Content and/or Skills Taught:

Was there really a Renaissance?

Why did the Renaissance occur?

Would the Renaissance have occurred without the Crusades?

How did the values of the Italian Renaissance differ from those of the Northern Renaissance?

How did the Renaissance change Europe? Were any of these changes negative?

How to write an A.P.-level free response essay

To know, understand, and be able to explain the major aspects, people, and places of the High Middle Ages, the Italian Renaissance, and the Northern Renaissance

Major Assignments and/or Assessments:

Expository Essay on the Italian and Northern Renaissance

Other written assessments

Multiple Choice test on the Middle Ages

Multiple Choice test on the Renaissance
Class discussion of assigned readings of textbook and primary sources

Unit Name or Timeframe:

The Reformation and the Age of Discovery and Religious Wars
[C1, C2, C3, C4]

Content and/or Skills Taught:

What were the major causes of the Protestant Reformation?
What were the major beliefs and practices of: Lutheranism? Calvinism? Anabaptism?
Anglicanism? Catholicism?
Did the Catholic Reformation satisfactorily address the problems within the Catholic Church?
What were the results of the Protestant Reformation?
What prompted the Age of Discovery?
How did the Age of Discovery change Europeans' views of themselves and their universe?
To know, understand, and be able to explain the major aspects, people, and places of the Reformation, the Counter-Reformation, and the Age of Discovery and Religious Wars
How to write an A.P.-level Document-Based Question (DBQ) essay

Major Assignments and/or Assessments:

Multiple Choice test on the Reformation and Counter-Reformation
Multiple Choice test on the Age of Discovery and Religious Wars
Document-Based Question (DBQ) essay on the Reformation
Expository Essay on the Reformation
Class participation showing knowledge of readings of textbook and primary sources

Unit Name or Timeframe:

Absolutism, Constitutionalism, the Scientific Revolution, and the Enlightenment [C1, C2, C3, C4]

Content and/or Skills Taught:

What factors led to the growth of Constitutionalism in England?
Why did Absolutism survive on the Continent but not in England?
What are the major characteristics of Absolute Monarchy?
What caused the Scientific Revolution?
How did the Scientific Revolution change Europeans' views of themselves and their universe?
Was the Enlightenment an outgrowth of the Scientific Revolution or an independent movement?
Constitutionalism in England
Absolutism on the Continent
The Scientific Revolution
Introduction to the Enlightenment
To know, understand, and be able to explain the major aspects, people, and places of:
Constitutionalism in England, Absolutism on the Continent, the Scientific Revolution, and the Enlightenment
How to write an A.P.-level Document-Based Question (DBQ) essay

Major Assignments and/or Assessments:

Multiple Choice tests on: Absolutism and Constitutionalism in Western Europe; Absolutism in Eastern Europe; The Scientific Revolution and the Enlightenment
Document-Based Question (DBQ) essay practice
Class participation showing knowledge of assigned readings of textbook and primary sources

Unit Name or Timeframe:

The Enlightenment (continued) and the French Revolutionary and Napoleonic Period [C1, C2, C3, C4]

Content and/or Skills Taught:

Was the Enlightenment enlightened?

How is a revolution different from a rebellion?

Was the French Revolution a revolution, a rebellion, or a civil war? Was the French Revolution led by the middle class or by the bourgeoisie and the nobility? Which classes benefited? How revolutionary was the revolution?

How was the French Revolution an outgrowth of the Enlightenment?

Was the French Revolution a blessing or a curse France and for Europe?

Was Napoleon a child of the Revolution?

How has the French Revolutionary period impacted the rest of the world?

To know, understand, and be able to explain the major aspects, people, and places of the Enlightenment, the French Revolution, and the Napoleonic period

How to write an A.P.-level Document-Based Question (DBQ) essay

Major Assignments and/or Assessments:

A.P.-level multiple choice tests on: the Enlightenment and the French Revolutionary and Napoleonic Period

Class discussion on the reading of textbook and primary sources

Document-Based Question (DBQ) Essay test

Unit Name or Timeframe:

Metternich and the Early 19th Century [C1, C2, C3, C4]

Content and/or Skills Taught:

Was Metternich a success or a failure? Why?

Did the Congress of Vienna achieve its goals?

Why was liberalism a recurring movement in 19th century Europe?

How did 19th century nationalism change the face of Europe?

Why did so many 19th century Europeans embrace Socialism?

Review of course thus far: Renaissance-Napoleon

Metternich and the Congress of Vienna

Liberalism, Nationalism, Socialism

To know, understand, and be able to explain the major aspects, people, and places of the first half of the course and also of Metternich's Congress of Vienna and the "Isms"

Major Assignments and/or Assessments:

Midterm: Renaissance-Napoleon

Multiple Choice tests

Class discussion of the reading of textbook and primary sources

DBQ and free response essay practice

Unit Name or Timeframe:

Industry, Revolution, and Unification [C1, C2, C3, C4]

Content and/or Skills Taught:

Why was Great Britain a great place to have an Industrial Revolution?

Was the Industrial Revolution more of a blessing or a curse for the average European?

Compare the various economic philosophies in 19th century Europe.

Why did the 1848 revolutions occur? Did they fail in their objectives?

What prompted German unification?
What factors fostered Italian unification?
Was unification inevitable?
The Industrial Revolution
19th century European society
19th century revolutions
German and Italian Unification
To know, understand, and be able to explain the major aspects, people, and places of the Industrial Revolution, 19th century European society, 19th century revolutions, and German and Italian unification

Major Assignments and/or Assessments:

Free response essay test
Multiple Choice tests
Class discussion of the reading of the textbook and primary sources

Unit Name or Timeframe:

Imperialism, World War One, and the Russian Revolution [C1, C2, C3, C4]

Content and/or Skills Taught:

Why were some European nations imperialistic?
Was imperialism more helpful or harmful to colonized peoples?
What were the major causes of the First World War? Which nation(s) was most to blame for the war's beginning?
How was the Versailles Treaty both a success and a failure?
Did the Versailles Treaty make World War II inevitable?
What factors prompted many Europeans to abandon democracy for fascism or communism in the 1920's and 1930's?
Compare Lenin, Stalin, Marx, and Robespierre.
Age of Imperialism
World War One
Versailles Treaty
Russian Revolution
Interwar Period
To know, understand, and be able to explain the major aspects, people, and places of the Age of Imperialism, World War One, the Versailles Treaty, the Russian Revolution, and the Interwar period.
How to write Document-Based Question (DBQ) essays

Major Assignments and/or Assessments:

Document-Based Question essay tests
Multiple Choice tests
Class discussion of readings
Map exercises

Unit Name or Timeframe:

World War II, the Cold War, and the Present; Review for the A.P. exam
[C1, C2, C3, C4]

Content and/or Skills Taught:

What caused World War II?
Why did genocide occur so much in the 20th century?

What were the major causes of the Cold War?
Was the U.S. or the Soviet Union more to blame for the Cold War?
What caused the breakup of the Soviet Union? What problems have ensued?
What problems ensued with the breakup of Yugoslavia?
Why have some nations hesitated in joining the European Union?
What economic, cultural, and political changes have occurred in Europe since World War II? Since the Cold War's end?
World War II
The Cold War
The 1990's and the present; modern nationalism, European unity, and economic integration
Review of the course: preparation for the early May A.P. exam
To know, understand, and be able to explain the major aspects, people, and places of World War II, the Cold War, the 1990's and the present, as well as of the entire A.P. European History curriculum
What are the major elements (people/art/wars/social, religious, & political movements/treaties) of the major periods in European History?
To know, understand, and be able to explain the major aspects, people, and places of the entire A.P. European History curriculum

Major Assignments and/or Assessments:

Multiple Choice tests
Class discussion of the assigned readings
Completion of review handouts

Unit Name or Timeframe:

After the May A.P. exam: World History & Geography Regents preparation
[C2, C3, C4]

Content and/or Skills Taught:

Who/What are the major leaders, peoples, religions, historical moments, and geographical features of modern China, India, Southeast Asia, the Middle East, Africa, Latin America, and Japan? What are major problems facing nations today? What are some solutions to these problems?
How do you outline a Regents essay?
To know, understand, and be able to explain the basic Regents curriculum expectations for modern China, Japan, India, Southeast Asia, Latin America, the Middle East, and Africa, and key concepts for the Regents
To know, understand, and be able to explain the major aspects, people, and places of the basic Regents curriculum expectations for modern Africa, Latin America, world religions, regents concepts, world problems, human rights issues, wars, revolutions, nationalist leaders, and skills in interpreting maps, cartoons, and charts
Modern China
Modern India
Modern Southeast Asia
Modern Japan
Modern Africa
Modern Latin America
World Religions
Regents concepts
World Problems
Human Rights issues
Wars, revolutions, nationalist leaders
Review of the Ninth grade material

Map and chart and cartoon interpretive skills
World History and Geography Regents review book
Regents review packets and handouts

Major Assignments and/or Assessments:

Class discussion

Practice multiple choice, DBQ essay, scaffolding, and free-response essay questions from old Regents examinations; other written assessments

Textbooks

Title:A History of Western Society - 8th edition

Publisher: Houghton Mifflin

Published Date: 2005

Author: John McKay

Second Author: Hill Bennett

Description:

Offers a useful survey of modern European history, with an emphasis on social history. Students are assigned nightly readings.

Title:A History of the Modern World, 10th edition

Publisher: McGraw Hill

Published Date: 2006

Author: R.R. Palmer

Second Author: Colton Joel

Description:

Selected readings are considered as a supplement to the McKay textbook. This book is particularly strong in its consideration of political history.

Other Course Materials

Material Type:Audiovisual Materials

Description:

Many slides of art from the Middle Ages, the Italian Renaissance, and the Northern Renaissance are presented and analyzed in class. Small-scale replicas of prominent statues from the Italian Renaissance are considered in class. Slides representative of Romanticism, Impressionism, Surrealism, Abstractionism, and other forms of Modern Art are also considered. 20th century military, political, and cultural items are passed around the room to enliven student interest and understanding.

Material Type:Audiovisual Materials

Description:

Brief selections from historically-based movies such as "The Agony and the Ecstasy" (Michelangelo and Pope Julius II) and "Cromwell" (Oliver Cromwell, Charles I Stuart, and the English Civil War) are shown and discussed. Selections from Sister Wendy's art videos and EAV history videos are also shown.

Material Type:Primary Source

Description:

Eugen Weber's *The Western Tradition: From the Renaissance to the Present*, 5th edition (D.C. Heath, 1995), offers a useful selection of primary source documents which students use throughout the year in tandem with their nightly readings of the textbooks. Many selected readings are considered in class. Dennis Sherman's *Western Civilization: Sources, Images, and Interpretation*, from the Renaissance to the Present, 7th edition (McGraw Hill 2006), offers more primary sources and some useful editorial commentary for contextual understanding. The Sherman book also provides an excellent review for students in the month prior to the A.P. exam of some of the major issues in modern European history and affords them an opportunity for more in-depth analysis on their part of some issues already considered. The Sherman book also lets us look at a few documents not considered in the Weber book. Several typed handouts of additional documents not offered in either book are also considered.

Material Type:Other

Description:

Many handouts on key historical figures in the areas of intellectual, political, cultural, economic, artistic, and military life are given to students throughout the year. Many handouts are offered to students on: historical comparisons (e.g. major religions during the Reformation, kinds of governments and economic systems, styles of art, social systems), timelines, guidelines for writing college-level essays, sample essays, key historical events, women's history, and revisionist ways of interpreting the past. I also offer very detailed, typed notes on most of the major historical periods to my students.

Material Type:Other

Description:

Students complete a summer book review prior to the start of the course on ONE of the following summer readings:

J.W. Burrow's *The Crisis of Reason: European Thought, 1848-1914* (Yale University Press, 2000); Thomas Carlyle's *The French Revolution: A History* (Modern Library Classics, 2002); Richard S. Dunn's *The Age of Religious Wars, 1559-1715* (W.W. Norton & Co., 2nd ed., 1980); Eugene F. Rice, Jr. and Anthony Grafton's *The Foundations of Early Modern Europe* (W.W. Norton & Co., 2nd ed., 1994). Students are also encouraged to read the following on their own during the year: Georges Lefebvre's *The Coming of the French Revolution* (Princeton University Press); Harold Bloom's *The Western Canon: The Books and School of the Ages*; Will Durant's *The Story of Philosophy*; Daniel J. Boorstein's *The Discoverers*.

Websites

URL:http://www.metmuseum.org/Works_of_Art/collection.a

Description:

Offers students many fine examples of European art, furniture, and other period pieces.

URL:<http://www.fordham.edu/halsall/>

Description:

Offers an excellent collection of primary source documents as a supplement to the documents offered in the Weber and Sherman books and my handouts.