

SOCIAL STUDIES DEPARTMENT

EUROPEAN HISTORY (AP): COURSE #284

Contact Information

Pamela Lynn
Regional Department Leader, Social Studies
Acton-Boxborough Regional High School
36 Charter Road
Acton, MA 01720
Telephone: (978) 264-4700, x3413
Fax: (978) 266-1133
E-mail: plynn@mail.ab.mec.edu

The Department's Educational Philosophy

The goal of the Social Studies Department is to provide students with the information and skills necessary to act as responsible global citizens. To achieve this goal we facilitate the process whereby students develop an understanding of American culture. Culture includes the unique characteristics of American society – its social structure, economic system and political organization. An understanding of American society must be grounded in a knowledge of the general patterns of western civilization from which American culture evolved. In an age of increasing global interconnectedness, it is vital to develop an awareness of and appreciation for other cultures.

Guiding Principles

All social studies students should:

- Demonstrate an awareness of the major factors involved in the development of civilizations from the Middle Ages to the present.
- Acquire useful and relevant information about the world in which they live.
- Develop the necessary skills to gather further information about whatever interests them.
- Think critically about sources of information, both primary and secondary, recognizing bias and viewpoint and separating fact and fiction.
- Interpret the world around them in such a way that they can make responsible decisions and act upon them effectively.
- Develop personal values and a sense of their own worth and dignity as individuals.
- Respect and appreciate one's own culture and way of life, as well as those of others.
- Be aware of the dependence of humans on their total environment and develop a personal concern for the preservation of an environment worth living in.
- Possess a sense of responsibility toward others and a willingness to work in a cooperative way for the common good.
- Develop a respect for learning and a desire to continue to learn beyond the opportunities provided by formal education.

EUROPEAN HISTORY (AP): COURSE #284

Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: B in United States History I and II (H) strongly recommended

Background to the Curriculum

This elective one-year course is designed to provide students with a general overview and understanding of European History from Medieval civilization to present and to provide significant depth and introspection in order to prepare students for the AP exam at the end of the year. The course emphasizes central historical questions and themes, providing insight on the political, social, and economic underpinnings of European society. It encourages independent learning and provides students with an array of source materials, both primary and secondary, to augment the textbook. The curriculum also promotes a wider extrapolation of the basic themes to global events, both current and past.

Major Themes/Skills

- Geography and definitions of “Europe”
- Influences of the Ancient world on Europe
- Definitions and interpretations of the word “Modern”
- The creation/evolution of modern European states
- Relationships between Europe and the rest of the world (Imperialism, Colonialism)
- The rise, evolution, and impact of political parties/elites
- The rise, evolution, and impact of rights/liberties
- The notion of revolution
- The notion, spread, and impact of nationalism
- Modes of political reform
- Attempts at conflict resolution via treaties, diplomacy
- War – cause and consequences
- Civil conflict – cause and consequences
- Religion – purpose, changes, politics of, institutions of
- Church vs. state
- Advent of science/technology – evolution and impact

Major Themes/Skills continued

- Trends in Literature
- Trends in Art
- Trends in Music
- Intellectual movements
- Developments in education
- Developments in communications
- Global expansion and its impact
- Creation and mobility of socioeconomic classes
- Role of the city/suburb
- Industrialization
- Demographic patterns/changes
- Issues of gender
- Mercantilism, Capitalism, Communism
- Racial/Ethnic conflict/identity
- Significant historical figures and impact

Topics

- Early Modern Europe – Medieval, Renaissance
- Reformation/Counter Reformation
- Exploration
- Religious Wars, 17th-Century crises
- Absolutism, Constitutional Monarchy
- Eastern Europe
- Scientific Revolution
- Enlightenment
- French Revolution/Napoleon
- Revolutions throughout Europe in the 19th-Century
- Industrialization
- Formation of nations: Italy, Germany
- Russian Revolution
- WWI•
- The interwar period (1920 – 1938)
- WWII
- The Cold War
- Issues in Modern Europe

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] Understand the Medieval underpinnings of Modern Europe – Church/State, Class Struggle, Rights, Territory.	WHI.7 (H, E)
2] Understand the themes of the Renaissance as foundational to modernity – the undoing of those things Medieval.	WHI.29 (H)
3] Recognize the factors that create conflict and change in the Church, and identify new branches of the Church and their impacts.	WHI.30, WHI.31, WHI.32 (H), WHII.1 (H, C, E)
4] Recognize the factors that make exploration possible and desirable.	WHI.12 (H, E), WHI.13 (H, G, E), WHI.14 (H, E)
5] Identify central explorers, routes of exploration, and impact of various explorations.	WHI.12 (H, E)
6] Identify the causes for and impact of religious conflicts through the 16 th and 17 th Centuries in Europe.	WHI.30, WHI.31, WHI.32 (H), WHII.1 (H, C, E)
7] Recognize the relationship between religion and politics in the creation of modern Europe.	WHII.1 (H, C, E)
8] Identify and understand the history of Eastern Europe in parallel to that of western Europe.	WHII.1 (H, C, E), WHII.7 (H, E)
9] Identify and compare the central families of Europe and their impacts on European history – namely Medici, Hapsburg, Tudor, Stuart, Bourbon, Hohenzollern.	WHII.1, WHII.3 (H, C, E), WHII.4 (H)
10] Recognize and analyze the evolution of leadership styles in Europe – namely, England, France, Germany, Russia.	WHII.1, WHII.3 (H, C, E), WHII.4, WHII.10 (H), WHII.7 (H, E)
11] Compare and contrast developing economic systems throughout Europe.	WHII.3, WHII.5 (H, C, E), WHII.4 (H), WHII.6 (H, E)
12] Understand the factors that led to the Scientific Revolution.	WHI.33, WHI.34, WHI.35 (H), WHII.5 (H, E)
13] Understand the relationship between scientific innovations and social/political change.	WHII.5, WHII.7 (H, E), WHII.9 (H, C, E)
14] Identify the key elements of Absolutism and other forms of leadership	WHII.2 (H, C), WHII.3 (H, C, E), WHII.4 (H), WHI.29 (H)
15] Understand the evolution of music and analyze how it reflects various time periods in European history.	WHII.3 (H, C, E)

<p>16] Analyze the philosophical foundations of the Enlightenment.</p> <p>17] Compare and contrast the advent and spread of Enlightenment thinking in various European countries.</p> <p>18] Compare the revolutions of England, France, and America; identify the central players, causes, and impacts.</p> <p>19] Identify the significance of Napoleon on European history.</p> <p>20] Understand and compare the numerous revolutions throughout 19th-century Europe.</p> <p>21] Analyze the political and philosophical evolutions of the 19th Century in Europe.</p> <p>22] Understand the advent and relevance of Industry in 19th-century Europe.</p> <p>23] Recognize the impact of nationalism and independence of nations in 19th-century Europe.</p> <p>24] Interconnect the strive toward modernity with the remnants of older conflicts in European history.</p> <p>25] Identify and understand the emergence of Italy and Germany as independent entities.</p> <p>26] Identify and analyze the ethnic factors involved in 19th-century European nationalism and independence.</p> <p>27] Recognize the scope and sequence of European colonialism.</p> <p>28] Understand the social, economic, and political factors leading to the Russian Revolution.</p> <p>29] Understand the social, economic, and political factors leading to WWI.</p> <p>30] Understand the impact and consequences of WWI on various European populations, economies, and policies.</p> <p>31] Understand the chronology of WWI, the Interwar period, and WWII.</p> <p>32] Identify the key figures of WWI, Interwar, and WWII Europe.</p> <p>33] Understand the social, political, and economic impact of WWII on Europe.</p> <p>34] Understand the new geography of post-war and Cold War Europe.</p>	<p>WHII.3 (H, C, E), WHII.4 (H) WHII.2, USI.1 (H, C), WHII.3 (H, C, E), WHII.4 (H)</p> <p>WHII.3 (H, C, E)</p> <p>WHII.7 (H, E), WHII.9 (H, C, E) WHII.9 (H, C, E), WHII.10 (H), WHII.11 (H, E)</p> <p>WHII.5, WHII.6, WHII.7 (H, E), WHII.8 (H)</p> <p>WHII.1 (H, C, E), WHII.10 (H), WHII.11 (H, E)</p> <p>WHII.11 (H, E),</p> <p>WHII.10, WHII.11, WHII.17 (H, E)</p> <p>WHII.10 (H), WHII.11, WHII.12 (H, E)</p> <p>WHII.10 (H)</p> <p>WHII.7, WHII.18 (H, E) WHII.17, WHII.18, WHII.19 (H, E)</p> <p>WHII.19, WHII.20 (H, E)</p> <p>WHII.17, WHII.18, WHII.19, WHII.20 (H, E), WHII.21, WH.II.24, WHII.25 (H), WHII.28 (H, E) WHII.25 (H)</p> <p>WHII.28 (H, E) WHII.22 (H, E), WHII.30, WHII.41 (H, C), WHII.32 (H)</p> <p>WHII.30 (H, C), WHII.35 (H, E)</p>
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35] Analyze the causes and impact of the Cold War.	WHII.34 (H, E), WHII.38 (H)
36] Recognize changes in global geography due to Cold War and independence movements throughout Africa and Asia.	WHII.32, WHII.37 (H)
37] Analyze the revolutionary tendencies of 1960's Europe.	WHII.41 (H, C), WHII.40, WHII.42 (H, E)
38] Recognize the factors that ended the Cold War and what impact the end of the Cold War had on Europe.	WHII.46, WHII.48 (H), WHII.47 (H, E)
39] Identify the dominant artistic, musical, and philosophical trends of 20 th -century Europe.	WHII.46, WHII.48 (H), WHII.47 (H, E)
40] Identify and analyze current issues in European economics, politics, and society.	WHII.46, WHII.48 (H), WHII.47 (H, E)

Assessment

- Tests
- Class participation is highly encouraged
- Readings encouraging independent learning, analytical thinking
- Document-based essay questions (DBQ)
- Free-response essay questions (FRQ)

Technology and Health Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills &/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
1] Use of computers for writing, research, and awareness of current events is highly encouraged.	
2] All papers are expected to be typed.	

Materials and Resources

Text:

A History of the Modern World. R.R. Palmer and Joel Colton. McGraw-Hill Inc, New York

Supplemental Materials:

Europe, A History, Norman Davies

Peter the Great – His Life and World, Robert Massie

How to Prepare for the AP European History Exam, Barrons, 2nd Edition