



Sample Syllabus 2 Contents

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Curricular Requirements

- CR1a The course includes a college-level European history textbook.
- See page 1
- CR1b The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.
- See pages 1, 3, 4, 5, 6, 12, 13
- CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past.
- See pages 2, 5, 7, 8, 13
- CR2 Each of the course historical periods receives explicit attention.
- See pages 1, 3, 4, 5, 6, 7, 8, 9, 11, 12
- CR3 Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.
- See pages 5, 7, 9, 11
- CR4 The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation
- See pages 3, 6
- CR5 The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation
- See pages 1, 10
- CR6 The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence
- See page 2
- CR7 The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation
- See pages 2, 4
- CR8 The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time
- See pages 8, 13
- CR9 The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization
- See page 10
- CR10 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison
- See pages 7, 10
- CR11 The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization
- See pages 6, 10



Curricular Requirements

- CR12 The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis
- See pages 2, 3
- CR13 The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis
- See page 12

AP European History

Materials and Assignments

Texts:

Palmer, R.R., Colton, J. Kramer, L. *A History of the Modern World*. 11th ed. New York: McGraw-Hill, 2013. **[CR1a]**

Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations*, Volumes I and II. 8th ed. New York: McGraw-Hill, 2010.

Haiku LMS. 2014. <http://www.haikulearning.com/>.

Hammond World Atlas Corporation. *Hammond Historical World Atlas*. 5th ed. New York: Hammond World Atlas Corporation, 2007. **[CR1b]**

[CR1a]—The course includes a college-level European history textbook.

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Assignments:

1. Free-Response Questions (FRQ) and Document-Based Questions (DBQ) will be assigned frequently throughout the year.
2. Students will make multiple presentations on major European artists, explaining how each artist embodied her/his artistic movement, as well as what made each artist unique.
3. Every Monday morning, students will take quizzes made up of either multiple-choice questions used on AP European History exams of years past or on material recently covered in the course.
4. Quizzes on maps of Europe and the spread of European influence across the globe at various points in European history.
5. At the conclusion of each unit of study, students will take in-class written exams, occasionally with the assistance of a small number of their colleagues.
6. Quarter and Semester Exams.

Unit I: The World from 1945 – Present **[CR2]**

[CR2]—Each of the course historical periods receives explicit attention.

1. Art, Science, and Thought in the 20th and 21st Centuries
 - Film: Segments from *The Rape of Europa* (2006).
 - Image Study: “Number 1” by Jackson Pollack.
2. *The Second Sex* by Simone de Beauvoir; “The Redstockings Manifesto” by the Redstockings
3. The Cold War Era and Decolonization (1945 – 1980)
 - Chapters 22, 23, and 24 in *A History of the Modern World*.
 - Compare the arguments made in “Appeasement at Munich Attacked” by George F. Kennan and “The Origins of the Second World War: Appeasement Defended” by A.J.P. Taylor. **[CR5]**

- In an essay, compare the positions outlined in “The Balfour Declaration,” the “UN Resolution 242,” and “A Palestinian Memoir,” with respect to each author’s point of view, intended audience, and purpose, within its overall historical context. [CR6]
- “The Truman Doctrine and the Marshall Plan;” “The Cold War: A Soviet Perspective;” “Origins of the Cold War;” “The Role of the United Nations in A Split World;” “Declaration Against Colonialism;” and “The Wretched of the Earth” from *Western Civilization: Sources, Images, and Interpretations*.
- Map Study: “Decolonization in Asia and Africa.”
- Image Study: “Televised Violence.”
- Summer Writing Assignment: Identify the major figures and explain what factors contributed to the onset, continuance, and ultimate end to the Cold War.
- Summer Writing Assignment: Identify the major figures and explain what factors contributed to decolonization and the end of the empires of Europe following WW II.
- 2009 B DBQ: Analyze the causes of and responses to the 1968 crisis in France. [CR7]

[CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

[CR6]—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, visual sources, and quantitative data. – Appropriate use of historical evidence

[CR7]—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

4. The Fall of the Soviet Union and the Modern Age (1980 – Present)

- Chapters 25 and 26 in *A History of the Modern World*.
- “The End of the Cold War;” “After Communism: Causes of the Collapse;” “The Collapse of Communism in Eastern Europe;” “Terrorism and the Clash of Civilizations;” “The Future After 9-11-01;” “Religious Terrorism;” “The War in Iraq;” “Globalization;” and “Ecological Threats” from *Western Civilization: Sources, Images, and Interpretations*.
- Map Study: “War, Oil, and Instability in the Middle East.”
- How does John Lukacs defend his assertion that the 20th century was over by 1989 in “The Short Century: It’s Over?” [CR1c]
- Summer Writing Assignment: Identify and explain the external and internal events/policies that led to the collapse of the Soviet Union.
- Student Writing Assignment: Analyze the economic and social challenges faced by Western Europe in the period from 1945 to 1989. (2008 FRQ)
- 2005 DBQ: Analyze various views regarding Western European unity from 1946 to 1989. [CR12]
- Map Quiz on modern Europe.

[CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

Unit II: Medieval Europe [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

1. Background to the History of Modern Europe

- Chapter 1 in *A History of the Modern World*.
- “The Origins of Feudalism;” “An Evaluation of Feudalism;” “Sanctity and Power: The Duel Pursuit of Medieval Women;” “The Decretum: Medieval Women-Not in God’s Image;” “The Mold for Medieval Women: Social Status;” “Feudal Society: The Psychic World of Medieval People;” “Summa Theologica;” “The Canterbury Tales;” and “The Decameron” from *Western Civilization: Sources, Images, and Interpretations*.
- Compare and contrast the arguments made by Millard Meiss in “The Black Death: A Socioeconomic Perspective” with those made by William L. Langer in “A Psychological Perspective of the Black Death.”
- Chart study: “Unrest in the Late Middle Ages.” [CR1b]
- Student Writing Assignment: What problems plagued the Church during the Middle Ages? Identify the figures and events that attempted to address these issues.
- Student Writing Assignment: What was life like for women in the Middle Ages? Remember to include the impact of economic class and how women were viewed by men.
- Student Essay Writing Assignment: Explain the reemergence of towns in the Middle Ages and the impact they had on Europe. [CR4]
- Map quiz on Europe, 1250.

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

Unit III: The Renaissance and Reformation [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

1. The Growth of National Monarchies, The Renaissance, and The Reformation

- Chapter 2 in *A History of the Modern World*.
- Selections from Machiavelli’s *The Prince* and Luther’s *95 Theses*.
- “A Letter to Boccaccio;” “On the Liberal Arts;” “The City of Ladies;” “The Book of the Courtier;” “Machiavelli and the Renaissance;” “Northern Sources of the Renaissance;” “The Spark for Reformation: Indulgences;” “Justification by Faith;” “On Bondage of the Will;” “Institutes of the Christian Religion;” “The Way of Perfection;” “The Catholic Reformation;” “The Legacy of the Reformation;” “Women in the Reformation;” “The Hammer of Witches;” and “The Devil’s Handmaid: Women in the Era of Reformations” from *Western Civilization: Sources, Images, and Interpretations*. [CR1b]
- Contrast the arguments made in Euan Cameron’s “What was the Reformation?” with those in G.R. Elton’s “A Political Interpretation of the Reformation.” [CR12]
- Contrast the arguments made in Jacob Burckhardt’s “The Civilization of the Renaissance in Italy” with those made in Peter Burke’s “The Myth of the Renaissance.”
- Student Writing Assignment: Contrast the religious and political views of Calvin and Luther.

- Student Writing Assignment: Identify Humanism and explain the ideas of the major Humanists of the Italian and Northern Renaissance.
- Student Writing Assignment: Who were the New Monarchs and how did they go about consolidating their powers?
- Student Writing Assignment: What was life like for women during the Renaissance?
- 2011 DBQ: Analyze the influence of ideas about gender on the reign of Elizabeth I and explain how Elizabeth responded to those ideas.
- FRQ: Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter Reformation) in the 16th century.
- Map quiz of 16th century Europe.

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR12]—The course provides opportunities for students to recognize and explain disparate, sometimes contradictory evidence from primary sources and/or secondary works about the past. – Synthesis

2. Renaissance Art and Architecture

- Image study: “The School of Athens” and “Giovanni Arnolfini and His Bride.” **[CR1b]**
- Student presentations on Renaissance Art and Architecture: Sophonisba Anguissola, Michelangelo, Raphael, Titian, Botticelli, Jan Van Eyck, Durer, Holbein, Bruegel, etc.
- Video: “The Renaissance: Was it a Thing? – Crash Course World History #22” and “Venice and the Ottoman Empire – Crash Course World History #19.”

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

3. Europe’s Wars of Religion and The Commercial Revolution

- Chapter 3 in *A History of the Modern World*.
- FRQ: Analyze the various ways in which the Thirty Years’ War (1618 – 1648) represented a turning point in European history.
- “Condemnation of the Peasant Revolt” and “Letter to Charles V: Finances and Politics” from *Western Civilization: Sources, Images, and Interpretations*.
- 2008 DBQ: Analyze the causes of and the responses to the peasants’ revolts in the German states, 1524 – 1526. **[CR7]**
- Map quiz of Europe, 1648.

[CR7]—The course provides opportunities for students to examine relationships between causes and effects of events or processes. – Historical causation

Unit IV: Expansion of Europe **[CR2]**

[CR2]—Each of the course historical periods receives explicit attention.

1. The Scientific Revolution

- Chapter 6 in *A History of the Modern World*.
- “Leviathan: Political Order and Political Theory;” “The Discourse on Method;” “Letter to Christina of

- Tuscany: Science and Scripture;” “The Papal Inquisition of 1633: Galileo Condemned;” “Mathematical Principles of Natural Philosophy;” “No Scientific Revolution of Women;” “Why was Science Backward in the Middle Ages?;” and “Early Modern Europe: Motives for the Scientific Revolution” from *Western Civilization: Sources, Images, and Interpretations*.
 - “The Rise of Science” from *The Science of Liberty* by Timothy Ferris. [CR1c]
 - FRQ: Analyze how Galileo, Descartes, and Newton altered traditional interpretations of nature and challenged traditional sources of knowledge.
 - FRQ: Compare and contrast the political ideas of Hobbes and Locke.
- [CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

2. The Age of Encounter, Discovery, and Expansion

- Chapters 2 and 3 from *A History of the Modern World*.
- “Collision at Cajamarca” from *Guns, Germs, and Steel: The Fates of Human Societies* by Jared Diamond.
- “The Chronicle of the Discovery and Conquest of Guinea;” “Letter to Lord Sanchez;” “Memoirs: The Aztecs;” “The Expansion of Europe;” “The Effects of Expansion on the Non-Western World;” and “Red, White, and Black: The Peoples of Early America” from *Western Civilization: Sources, Images, and Interpretations*.
- Image Study: “The Conquest of Mexico as Seen by the Aztecs.” (INT-1) [CR3]
- Map Study: “Exploration, Expansions, and Politics.” [CR1b]
- Map quiz on the exploration of North and South America.
- Video: “The Columbian Exchange: Crash Course World History #23.”

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

3. Mannerist and Baroque Art

- Student presentations on Baroque Art and Architecture: Bernini, Caravaggio, Rubens, Velazquez, Rembrandt, Vermeer, Artemisia Gentileschi, etc.

4. The Development of Skepticism

- Selections from Montaigne’s *Essays*.

5. Peasant Culture

Unit V: The Age of Absolutism [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

1. The Era of Louis XIV, Britain: 1603 – 1689, and The Rise of the Dutch Republic

- Chapter 4 in *A History of the Modern World*.
- “The Powers of Monarch in England;” “The Powers of Parliament in England;” “The Causes of the English Civil War;” “Second Treatise of Civil Government;” “The English Revolution: 1688-1689;” “Civil War in France;” “Political Will and Testament;” “War and Peace in the Old Regime;” “Memoirs: The Aristocracy

- “Undermined in France;” and “Absolutism: Myth and Reality” from *Western Civilization: Sources, Images, and Interpretations*.
- Image Study: “The Early Modern Chateau.” [CR1b]
- Student Writing Assignment: Explain the events that led to the outbreak of the English Civil War in 1642 (Start with the arrival of James I in 1603).
- Student Writing Assignment: Explain the events that led to the Glorious Revolution of 1688 (Start with the Restoration in 1660).
- Student Writing Assignment: How did Louis XIV attempt to make France a nation under one king, one law, and one faith during the 17th century?
- Student Writing Assignment: How did the Dutch use the Balance of Power to check the power of France in the 17th and early 18th centuries?
- 2007 Form B DBQ: Describe and analyze the concept of nobility in France over the period from the late 16th century to the late 18th century. [CR4]

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR4]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

2. European Art and Music of the Age of Absolutism

3. The Transformation of Eastern Europe

- Chapter 5 in *A History of the Modern World*.
- “Austria Over All If She Only Will;” “A Secret Letter: Monarchical Authority in Prussia;” and “Political Testament” from *Western Civilization: Sources, Images, and Interpretations*. [CR1b]

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

4. European Interactions with India, China, Africa, and the Americas

Unit VI: The Age of Enlightenment [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

1. Thinkers of the Enlightenment

- Chapter 8 in *A History of the Modern World*.
- “Letter to Lady R.,” “The Ancient Regime: Ideals and Realities;” “The Resurgent Aristocracy;” “Lords and Peasants;” “What is Enlightenment?;” “The System of Nature;” “Prospectus for the Encyclopedia of Arts and Sciences;” “The Philosophe;” “Philosophical Dictionary: The English Model;” “A Vindication of the Rights of Women;” “The Age of Reason: Deism;” “The Social Contract;” “The Age of Enlightenment;” “The Heavenly City of the Eighteenth-Century Philosophers;” and “Women in the Salons” from *Western Civilization: Sources, Images, and Interpretations*.
- “The Science of Enlightenment” from *The Science of Liberty* by Timothy Ferris.
- FRQ: Analyze the ways in which the ideas of seventeenth-century thinkers John Locke and Isaac Newton contributed to the ideas of eighteenth-century Enlightenment thinkers. [CR11]

- Student presentations on the thinkers of the Enlightenment: Voltaire, Diderot, Rousseau, Beccaria, Émilie du Châtelet, Kant, Montesquieu, Condorcet, etc.
- Student Writing Assignment: How did the Enlightenment impact the European approach to government, economics, religion, education, and gender equality? (OS-7) [CR3]

[CR11]—The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

2. “Enlightened” Government

- “The Problem of Enlightened Absolutism” from *Western Civilization: Sources, Images, and Interpretations*. [CR1c]

- FRQ: Analyze the extent to which Frederick the Great of Prussia and Joseph II of Austria advanced and did not advance Enlightenment ideals during their reigns.

[CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

3. The Global Economy/Worldwide wars of the 18th century

- Chapter 7 in *A History of the Modern World*.

4. Religious Movements of the 18th Century

Unit VII: The Age of Rebellion and Change [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

1. 18th Century Art and Literature

- Student presentations on Rococo and Neoclassical Art: Fragonard, Boucher, Watteau, David, Ingres, Piranesi, etc.

2. Background to the French Revolution – French Culture and Literary Achievements

- “Travels in France: Signs of Revolution;” “The Cahiers: Discontent of the Third Estate;” and “What is the Third Estate?” from *Western Civilization: Sources, Images, and Interpretations*.

3. The French Revolution

- Chapter 9 in *A History of the Modern World*.
- “Revolutionary Legislation: Abolition of the Feudal System;” “The Declaration of the Rights of Man and Citizen;” “Declaration of the Rights of Women and the Female Citizen;” “The Declaration of Independence;” “Speech to the National Convention – February 5, 1794;” “A Soldier’s Letters to His Mother;” and “Loaves and Liberty: Women in the French Revolution” from *Western Civilization: Sources, Images, and Interpretations*.
- Contrast the arguments presented in George Lefebvre’s “The Coming of the French Revolution” with those made in Donald M.G. Sutherland’s “The Revolution of the Notables.” (SP-4) [CR3]
- Map Study: “Internal Disturbances and the Reign of Terror.”
- FRQ: Compare and contrast the ways in which women participated in and influenced two of the following: The Renaissance, the Reformation, and/or the French Revolution. [CR10]

- Video: “The French Revolution: Crash Course World History #29” and “Haitian Revolutions: Crash Course World History #30.”

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

Unit VIII: The Napoleonic Era [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

1. The Career of Napoleon

- Chapter 10 in *A History of the Modern World*.
 - Image Study: “Napoleon Crossing the Alps” and “Bonaparte Visiting the Plague Victims at Jaffa.”
 - “Memoirs: Napoleon’s Appeal;” “Memoirs: Napoleon’s Secret Police;” “Napoleon’s Diary;” and “Women and the Napoleonic Code” from *Western Civilization: Sources, Images, and Interpretations*.
 - Contrast the arguments presented in Louis Bergeron’s “France Under Napoleon: Napoleon as Enlightened Despot” with those in Martyn Lyons’s “Napoleon Bonaparte and the Legacy of the French Revolution.”
- [CR1c]
- FRQ: Analyze the ways in which the events of the French Revolutionary and Napoleonic period (1789 – 1815) led people to challenge Enlightenment views of society, politics, and human nature. [CR8]
 - Student Writing Assignment: Defend the assertion that Napoleon was a “Child of the French Revolution” who spread its ideals throughout Europe.
 - Student Writing Assignment: Explain the development of Nationalism throughout Europe, as a result of Napoleon and the French Empire.
 - Map Quiz on Napoleonic Europe.

[CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR8]—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

2. The Rise of the Pax Britannica

3. The Congress of Vienna

- Chapter 11 in *A History of the Modern World*.
- “Secret Memorandum to Tsar Alexander I;” “The Carlsbad Decrees: 1819;” “English Liberalism;” “Liberalism: Progress and Optimism;” “The First Chartist Petition;” “An Eyewitness Account of the Revolutions of 1848 in Germany;” “The Tables Turned: The Glories of Nature;” “The Congress of Vienna;” and “Western Liberalism” from *Western Civilization: Sources, Images, and Interpretations*.
- Image Study: “Abbey Graveyard in the Snow” and “The Genius of Christianity” vs. “Liberty Leading the People” and “Working Class Disappointments: Rue Transnonian.”

4. The Romantic Movement in Art and Literature

- Student presentations on Romantic Art: Gainsborough, Constable, Gericault, Millet, Delacroix, Goya, Turner, etc.

Unit IX: Industrialism and Social Change [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

1. Spread of the Industrial Revolution/Eastern vs. Western Europe

- Chapter 11 in *A History of the Modern World*.
- “Sybil, or the Two Nations;” “Self-Help: Middle-Class Attitudes;” “Father Goriot: Money and the Middle Class;” “Woman in Her Social and Domestic Character;” “Women and the Working Class;” “The Making of Economic Society: England, the First to Industrialize;” “The Industrial Revolution in Russia;” “Early Industrial Progress: Progress or Decline;” and “The Family and Industrialization in Western Europe” from *Western Civilization: Sources, Images, and Interpretations*.
- Map Study: “Industrialism and Demographic Change.”
- Image Study: “Lunch Hour: The Working Class” and “The Stages of a Worker’s Life.”
- FRQ: Discuss how the Arch of Triumph and the Crystal Palace reflect the societies and cultures that produced them. (PP-4) [CR3]

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.

2. The Revolutions of 1848

- Chapter 12 in *A History of the Modern World*.
- “The European Revolutions, 1848 – 1851” and “The Revolutions of 1848” from *Western Civilization: Sources, Images, and Interpretations*.
- Map quiz on Europe, 1848.

3. Reactions to Industrialization: Classical Liberalism, Socialism, Humanitarianism, Romanticism

- “Testimony for the Factory Act 1833;” “The Conditions of the Working Class in England;” “On Liberty;” “The Communist Manifesto;” and “Socialist Women: Becoming a Socialist” from *Western Civilization: Sources, Images, and Interpretations*.
- “What the Luddites Really Fought Against.”
- Excerpt from *Rerum Novarum*.
- Student Writing Assignment: Identify the philosophies and the major figures involved with each that developed in the wake of, and in contrast to, the Industrial Revolution and Classical Liberalism.

4. The World of the 18th and 19th Centuries – Decline of China and India/Turbulence in Africa/The Ottoman Empire/The Rise of the United States

Unit X: Nationalism [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

1. The National Movements: Italy, Germany, Austria-Hungary, Russia

- Chapter 13 in *A History of the Modern World*.
- “Speeches on Pragmatism and State Socialism;” “The Duties of Man;” “Militant Nationalism;” “A Sterner Plan for Italian Unity: Nationalism, Liberalism, and Conservatism;” “German Unification;” and “Syllabus of Errors” from *Western Civilization: Sources, Images, and Interpretations*.
- Student Writing Assignment: What events led up to the return of Louis Napoleon Bonaparte to France and

what missteps led, ultimately, to the end of his reign?

- Student Writing Assignment: What steps did Otto Von Bismarck take to unite the German states under Prussian rule?

2. Art: Realism/Impressionism/Post-Impressionism

- Student presentations on Realist, Impressionist, and Post-Impressionist artists: Monet, Manet, Rodin, Renoir, Cezanne, Van Gogh, Matisse, Gauguin, Degas, etc.

3. Ethnicity/Rise of Japan/Russia in the 19th Century

- FRQ: In the period 1815 – 1900, political liberalization progressed much further in Western Europe than in Russia. Analyze the social and economic reasons for this difference. **[CR10]**

[CR10]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

Unit XI: Imperialism [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

1. Imperialism, Social Darwinism, and the White Man’s Burden

- Chapter 16 in *A History of the Modern World*.
- “Does Germany Need Colonies?,” “The White Man’s Burden;” “Controlling Africa: The Standard Contract;” “The Tools of Empire;” and “Gender and Empire” from *Western Civilization: Sources, Images, and Interpretations*.
- Contrast the arguments presented in Eric Hobsbawm’s “The Age of Empire” with those in Carlton J. H. Hayes’s “Imperialism as a Nationalistic Phenomenon.” **[CR5]**
- Image Study: “Imperialism Glorified” vs. “American Imperialism in Asia.”
- Map Study: “Imperialism in Africa.”
- Students write a comparison essay, analyzing the distinctiveness of the African way of life before and after the European acquisition from 1880 to 1914. **[CR9]**
- Map quiz on Africa during European imperialism.
- Student Writing Assignment: What were the factors that led to the outbreak of the “New” Imperialism? **[CR11]**
- Student Writing Assignment: What made the Ottoman Empire the “Sick Man of Europe?” How successful were the Ottomans in curing themselves?
- Student Writing Assignment: Trace Japanese modernization, 1853 – 1905. What was the impact of the Russo-Japanese War?
- Student Writing Assignment: What circumstances led up to the Fashoda Crisis and the Boer War? What lesson did these crises teach the UK?

[CR5]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

[CR9]—The course provides opportunities for students to explain and analyze different models of historical periodization. – Periodization

[CR11]—The course provides opportunities for students to evaluate ways in which specific historical circumstances of time and place connect to broader regional, national, or global processes. – Contextualization

2. The 2nd Industrial Revolution
 - Chapter 14 in *A History of the Modern World*.
3. European Culture/Mass Migrations
4. African History Overview
5. De-Colonization and Modern Results of European Imperialism

Unit XII: Progress and the Belle Époque [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

1. Middle Class Culture
 - Chapter 14 in *A History of the Modern World*.
 - “The Origin of Species and the Descent of Man;” “Social Statics: Liberalism and Social Darwinism;” “Women as Chemists;” “Foundations of the Nineteenth Century: Racism;” and “Judaism in Music: Anti-Semitism” from *Western Civilization: Sources, Images, and Interpretations*.
 - Image Study: “The Hatch Family: The Upper Middle Class,” “The Ages of Women,” and “The City.”
2. Cubism/Expressionism/Surrealism
 - Student Presentations on the art of Kandinsky, Braque, Kahlo, Rivera, Grosz, Ernst, Picasso, Munch, Dalí, Magritte, etc.
3. European Politics 1870 – 1914
 - Chapter 15 in *A History of the Modern World*.
 - “Why We Are Militant;” “The Decline of Political Liberalism;” “The Unfinished Revolution: Marxism Interrupted;” and “European Women” from *Western Civilization: Sources, Images, and Interpretations*.
 - FRQ: Describe and analyze responses to industrialization by the working class between 1850 and 1914. (IS-5) [CR3]

[CR3]—Students are provided opportunities to apply learning objectives in each of the five themes throughout the course.
4. Papacy in the 20th Century

Unit XIII: WW I and the Russian Revolution [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

1. Background/Progress/End of World War I
 - Chapter 17 in *A History of the Modern World*.
 - “Reports from the Front: The Battle for Verdun, 1916;” “Dulce et Decorum Est: Disillusionment;” “The Home Front;” “The Generation of 1914: Disillusionment;” “The Fourteen Points;” “The Origins of World War I: Militant Patriotism;” “Germany and the Coming of War;” “The Revolution in War and Diplomacy;” and “Women, Work, and World War One: Peace and Diplomacy” from *Western Civilization: Sources, Images, and Interpretations*.

- Image Study: “World War I: The Front Lines” and “The Paths of Glory.”
- Chart Study: “Women in the Labor Force, Great Britain 1914 – 1918” from *Western Civilization: Sources, Images, and Interpretations*. [CR1b]
- Student Writing Assignment: In the years leading up to WW I, what were the conditions in Europe that favored a continued peace and what were the conditions that favored the outbreak of war?
- Student Writing Assignment: Evaluate how effectively the Treaty of Versailles dealt with conditions/problems that led Europe into WW I.
- 2003 DBQ: Describe and analyze the changing views toward the concept of a “civil peace” (Burgfrieden) in Germany from 1914 – 1918.

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

2. The Russian Revolution

- Chapter 18 in *A History of the Modern World*.
- “Program of the Provisional Government in Russia;” “April Theses: The Bolshevik Opposition;” “Speech to the Petrograd Soviet – November 8, 1917: The Bolsheviks in Power;” and “The Russian Revolution” from *Western Civilization: Sources, Images, and Interpretations*.
- Image Study: “Revolutionary Propaganda.”
- FRQ: Compare and contrast the extent to which the French Revolution (1789 – 1799) and the Russian Revolution (1917 – 1924) changed the status of women. [CR13]

[CR13]—The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis

3. Lenin and Stalin

- “Problems of Agrarian Policy in the U.S.S.R.: Soviet Collectivization;” “Report to the Congress of Soviets, 1936: Soviet Democracy” and “Dictatorship in Russia” from *Western Civilization: Sources, Images, and Interpretations*.
- Image Study: “Socialist Realism.”

Unit XIV: The Interwar Years and WW II [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

1. The Interwar Years (1919 – 1939): Political and Social Unrest in Europe and Asia, the Rise of Fascism, and Totalitarianism

- Chapters 17, 19, and 20 in *A History of the Modern World*.
- “The Road Back;” “Restless Days;” “With Germany’s Unemployed;” “Program of the Popular Front;” “The Revolt of the Masses;” “Civilization and Its Discontents;” “The Generation of 1914: Disillusionment;” “Government and the Governed: The Interwar Years;” “The Great Depression in Europe;” “The Doctrine of Fascism;” ““Mein Kampf” Nazi Propaganda Pamphlet;” “The German Woman and National Socialism;” “The Theory and Practice of Hell: The Nazi Elite;” “Fascism in Western Europe;” “The Rise of Fascism;” and “Hitler and Nazism” from *Western Civilization: Sources, Images, and Interpretations*.
- Image Study: “Decadence in the Weimar Republic” and “Unemployment and the Appeal to Women.”

- Chart Study: “Elections to the German Reichstag 1924 – 1932” from *Western Civilization: Sources, Images, and Interpretations*.
- Map Study: “Authoritarianism and Totalitarianism, 1919 – 1937.” [CR1b]
- 2010 DBQ: Analyze the factors that contributed to the instability of the Weimar Republic in the period 1918 – 1933. [CR8]

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

[CR8]—The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

2. World War II and Its Aftermath

- Chapter 21 in *A History of the Modern World*.
- “The Informed Heart: Nazi Concentration Camps;” “Witness to the Holocaust;” “Hitler’s Willing Executioners;” [CR1c] “The Battle of Britain;” and “A German Soldier at Stalingrad” from *Western Civilization: Sources, Images, and Interpretations*.
- Map Study: “The Destruction of Europe.”
- Image Study: “Nazi Mythology.” [CR1b]
- FRQ: Considering the period 1933 to 1945, analyze the economic, diplomatic, and military reasons for Germany’s defeat in the Second World War.

[CR1c]—The course includes multiple secondary sources written by historians or scholars interpreting the past.

[CR1b]—The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.