

AP European History Course Syllabus  
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[mrgeoffrion.com](http://mrgeoffrion.com)

Sign up for text reminders by texting @ehsape1819 to 81010  
 2018-2019

## **Course Description:**

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance – interaction of Europe, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

## **Historical Thinking Skills - Chronological Reasoning**

### *Historical Causation*

Compare causes and/or effects, including between short term and long term effects

- Analyze and evaluate the interaction of multiple causes and/or effects
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critique existing interpretations of cause and effect

### *Patterns of Continuity and Change over Time*

- Analyze and evaluate historical patterns of continuity and change over time
- Connect patterns of continuity and change over time to larger historical processes or themes

### *Periodization*

- Explain ways that historical events and processes can be organized within blocks of time
- Analyze and evaluate competing models of periodization of European history

## **Historical Thinking Skills - Comparison and Contextualization**

### *Comparison*

- Compare related historical developments and processes across place, time, and/or different societies, or within one society
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon

### *Contextualization*

- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time
- Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place

## **Historical Thinking Skills - Crafting Historical Arguments from Historical Evidence**

### *Historical Argumentation*

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence
- Construct convincing interpretations through analysis of disparate, relevant historical evidence
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments

### *Appropriate Use of Relevant Historical Evidence*

- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions

## **Historical Thinking Skills - Historical Interpretation and Synthesis**

### *Interpretation*

- Analyze diverse historical interpretations
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time

### *Synthesis*

- Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past
- Apply insights about the past to other historical contexts or circumstances, including the present

Content covered will proceed chronologically from c. 1450 to the present, as the class explores the five themes of European History as delineated by College Board:

## **Interaction of Europe and the World**

1. Why have Europeans sought contact and interaction with other parts of the world?
2. What political, technological, and intellectual developments enabled European contact and interaction with other parts of the world?
3. How have encounters between Europe and the world shaped European culture, politics, and society?
4. What impact has contact with Europe had on non-European societies?

## **Poverty and Prosperity**

1. How has capitalism developed as an economic system?
2. How has the organization of society changed as a response to the development and spread of capitalism?
3. What were the causes and consequences of economic and social inequality?
4. How did individuals, groups, and the state respond to economic and social inequality?

## **Objective Knowledge and Subjective Visions**

1. What roles have traditional sources of authority (church and classical antiquity) played in the creation and transmission of knowledge?
2. How and why did Europeans come to rely on the scientific method and reason in place of traditional authorities?
3. How and why did Europeans come to value subjective interpretations of reality?

## **States and Other Institutions of Power**

1. What forms have European governments taken, and how have these changed over time?
2. In what ways and why have European governments moved toward or reacted against representative and democratic principles and practices?
3. How did civil institutions develop apart from governments, and what impact have they had upon European states?
4. How and why did changes in warfare affect diplomacy, the European state system, and the balance of power?
5. How did the concept of balance of power emerge, develop, and eventually become institutionalized?

## **Individual and Society**

1. What forms have families, class, and social groups taken in European history, and how have they changed over time?
2. How and why have tensions arisen between the individual and society over the course of history?
3. How and why has the status of specific groups within society changed over time?

5. Development and transformation of social structures
  - Gender roles and relations
  - Family and kinship
  - Racial and ethnic constructions
  - Social and economic classes

Students should expect to spend 5-7 hours per week preparing for the course. This will mostly consist of a reading load that averages 35 pages per week. Students will be evaluated primarily through chapter quizzes, unit exams, in-class essays, and skill based assignments.

### **Communication**

[Mrgeoffrion.com](http://Mrgeoffrion.com) is the source for all course developments and free supplemental materials. There will be regular blog posts throughout the year designed to keep parents and students “in the loop,” new course tools will be added as they are discovered and/or created, and the calendar will reflect any necessary adjustments to the schedule. But what are the best ways to keep informed about changes to the site? It is recommended that everyone sign up for text alerts from Remind.com by texting **@ehsape1819** to 81010.

### **Textbook:**

J. Spielvogel. Western Civilization, 9th ed. (2015)

Supplemental Readings will include a variety of primary and secondary sources as selected by the instructor.

### **Materials**

1 Binder (1 1/2" inch or larger) with 5 tabs labeled as follows

- Course Materials
- c. 1450 – c.1648
- c.1648 – c.1815
- c.1815 – c.1914
- c.1914 - Present

### **Assigned Reading and Quizzes**

As previously mentioned, students are responsible for assigned readings. While reading, students are expected to take notes (we will go over several methods) that will be graded for completion. Reading quizzes covering one chapter occur weekly. These quizzes only cover material in the reading. If a student does not do the assigned reading, it is unlikely that he or she will earn a satisfactory grade on the quiz or in the course overall. Only after the reading quiz is complete, will we discuss the chapters in a Socratic seminar. If a student does not do the reading, it is unlikely that they will have much to say in said seminar, and once again, this will be reflected in the student’s overall grade. This course has two goals: college readiness, and success on the national AP European History exam. To accomplish this, students are asked to take greater ownership in their education, similar to a college class.

### **Important Dates**

**All important dates, quizzes and tests are listed on the calendar of the AP European History site found at [mrgeoffrion.com](http://mrgeoffrion.com)**

**\*Notes from assigned reading and related formative assessments are due on quiz days**

## AP European History Course Key Concepts by Historical Period:

### Period 1: 1450-1648

Key Concept 1.1: The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world.

- I. A revival of classical texts led to new methods of scholarship and new values in both society and religion.
- II. The invention of printing promoted the dissemination of new ideas.
- III. The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.
- IV. New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, though folk traditions of knowledge and the universe persisted.

Key Concept 1.2: The struggle for sovereignty within and among states resulted in varying degrees of political centralization.

- I. The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.
- II. The competitive state system led to new patterns of diplomacy and new forms of warfare.
- III. The competition for power between monarchs and corporate groups produced different distributions of governmental authority in European states.

Key Concept 1.3: Religious pluralism challenged the concept of a unified Europe.

- I. The Protestant and Catholic Reformations fundamentally changed theology, religious institutions, and culture.
- II. Religious reform both increased state control of religious institutions and provided justifications for challenging state authority.
- III. Conflicts among religious groups overlapped with political and economic competition within and among states.

Key Concept 1.4: Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.

- I. European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.
- II. Advances in navigation, cartography, and military technology allowed Europeans to establish overseas colonies and empires.
- III. Europeans established overseas empires and trade networks through coercion and negotiation.
- IV. Europe's colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade.

Key Concept 1.5: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.

- I. Economic change produced new social patterns, while traditions of hierarchy and status persisted.
- II. Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.
- III. Population shifts and growing commerce caused the expansion of cities, which often found their traditional political and social structures stressed by the growth.
- IV. The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family.

## Period 2: 1648-1815

Key Concept 2.1: Different models of political sovereignty affected the relationship among states and between states and individuals

- I. In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries.
- II. Challenges to absolutism resulted in alternative political systems.
- III. After 1648, dynastic and state interests, along with Europe's expanding colonial empires, influenced the diplomacy of European states and frequently led to war.
- IV. The French Revolution posed a fundamental challenge to Europe's existing political and social order.
- V. Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent that eventually provoked a nationalistic reaction.

Key Concept 2.2: The expansion of European commerce accelerated the growth of a worldwide economic network.

- I. Early modern Europe developed a market economy that provided the foundation for its global role.
- II. The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.
- III. Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.

Key Concept 2.3: The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture.

- I. Rational and empirical thought challenged traditional values and ideas.
- II. New public venues and print media popularized Enlightenment ideas.
- III. New political and economic theories challenged absolutism and mercantilism.
- IV. During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.
- V. The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good.
- VI. While Enlightenment values dominated the world of European ideas, they were challenged by the revival of public sentiment and feeling.

Key Concept 2.4: The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

- I. In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, Europeans began to escape from the Malthusian imbalance between population and the food supply, resulting in steady population growth.
- II. The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities.
- III. By the 18th century, family and private life reflected new demographic patterns and the effects of the commercial revolution.
- IV. Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families.

### Period 3: 1815-1914

Key Concept 3.1: The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.

- I. Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems.
- II. Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.
- III. During the second industrial revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity.

Key Concept 3.2: The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

- I. Industrialization promoted the development of new classes in the industrial regions of Europe.
- II. Europe experienced rapid population growth and urbanization, leading to social dislocations.
- III. Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.
- IV. A heightened consumerism developed as a result of the second industrial revolution.
- V. Because of the persistence of primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization while facing famine, debt, and land shortages.

Key Concept 3.3: The problems of industrialization provoked a range of ideological, governmental, and collective responses.

- I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.
- II. Governments responded to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states.
- III. Political movements and social organizations responded to the problems of industrialization.

Key Concept 3.4: European states struggled to maintain international stability in an age of nationalism and revolutions.

- I. The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.
- II. The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere.
- III. The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.

Key Concept 3.5: A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

- I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.
- II. Industrial and technological developments (i.e., the second industrial revolution) facilitated European control of global empires.
- III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.

Key Concept 3.6: European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

- I. Romanticism broke with neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion.
- II. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.

- III. A new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.

#### **Period 4: 1914-present**

Key Concept 4.1: Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union

- I. World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.
- II. The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.
- III. In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.
- IV. As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century.
- V. In response to the destructive impact of two world wars, European nations began to set aside nationalism in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century.
- VI. Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace.
- VII. The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.

Key Concept 4.2: The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between liberal democracy, communism, and fascism.

- I. The Russian Revolution created a regime based on Marxist-Leninist theory.
- II. The ideology of fascism, with roots in the pre-World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability.
- III. The Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermined Western European democracies and fomented radical political responses throughout Europe.
- IV. Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state.
- V. Eastern European nations were defined by their relationship with the Soviet Union, which oscillated between repression and limited reform, until Mikhail Gorbachev's policies led to the collapse of communist governments in Eastern Europe and the fall of the Soviet Union.

Key Concept 4.3: During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.

- I. The widely held belief in progress characteristic of much of 19th-century thought began to break down before World War I; the experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks.
- II. Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.
- III. Organized religion continued to play a role in European social and cultural life despite the challenges of military and ideological conflict, modern secularism, and rapid social changes.
- IV. During the 20th century, the arts were defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture.

Key Concept 4.4: Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

- I. The 20th century was characterized by large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living.
- II. The lives of women were defined by family and work responsibilities, economic changes, and feminism.
- III. New voices gained prominence in political, intellectual, and social discourse.

### **Essay Writing**

Throughout the course students will participate in weekly writing workshops with special focus on structure of the AP European History essays. All essays should include the following:

#### **Introductory Paragraph—3 to 4 sentences, ending with thesis statement**

*Thesis Statement—what does it need to include?*

- time period
- region(s)
- the answer to the prompt

#### **Organization of Body Paragraphs—**

- Topic Sentence—this can be general since the thesis contains specificity
- General Assertion—identifies one aspect of thesis (i.e. a change, difference, cause, etc.)
- Support/evidence/examples—Be specific!
- Analysis-explain cause and/or effect
- General Assertion—identifies one aspect of thesis (i.e. a change, difference, cause, etc.)
- Support/evidence/examples—Be specific!
- Analysis-explain cause and/or effect
- Repeat format as necessary
- Concluding Sentence

#### **Concluding Paragraph**

- 3-4 sentences
- Start by restating (a rephrased) thesis in its entirety

Essay writing workshops will include group discussion utilizing example essay, self evaluation, and peer evaluation

### **A Final Note**

As the instructor, Mr. Geoffrion reserves the right to alter this syllabus to best meet the needs of the course, its students, and the demands of the schedule. In some cases this can mean additional assignments. Indeed, some of the assignments students have found most helpful began as ideas in the middle of the school year and were immediately implemented.

**Mr Geoffrion's AP European History Acknowledgement**

By signing the following you are stating that you have read the syllabus and understand the requirements of AP European History. You understand that this is a college level class will therefore require a little extra effort and ownership on the part of the student. You recognize that AP European History students are responsible for assigned reading, essays, quizzes, and exams, as well as additional projects and assignments at Mr. Geoffrion's discretion.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_