ADVANCED PLACEMENT EUROPEAN HISTORY
COURSE SYLLABUS 2008-2009

Instruction: Daniel Pampalone
School: Roy C. Ketcham High School
          Wappingers Falls, N.Y. 12590

Two textbooks:
   Saddle River, N.Y., Prentice-Hall 2004. with the documents in the included CD-ROM

The course is divided into two semesters, the *Later Middle Ages* through *The Age of Napoleon* and *The Conservative Order* to the present. Syllabus is organized by twenty four topics. Each topic includes: a time frame, assignments, themes of study, vocabulary, people, events, suggested books, films and assessments.

This course is taught at a college level. In order to be successful the student should already possess higher level thinking skills that include the ability to analyze historical documents and synthesize primary and secondary historical sources. There is a greater amount of reading required then a high school level course and the ability to recall important facts is a critical factor for success on the Advanced Placement exam. It is strongly suggested that students actively supplement the required readings with appropriate cross curriculum recommendations in the fields of literature and the arts.

Course Objective:
Reinforce student’s ability to analyze historical documents and further develop critical thinking and writing skills by an examination of European history traced through the themes that include:

1. *Intellectual and Cultural History*: religious thought, secular learning, science and technology, changes in elite and popular culture, trends in literature and arts, cultural diffusion, diffusion of ideas and information, new attitudes
2. *Political and Diplomatic History*: defining the modern “state,” extension or rights and liberties, domestic and foreign policies, growth of nationalism, civil and international wars, Europe and the world, colonialism, imperialism, decolonization, balance-of-power, political protest and reform
3. *Social and Economic History*: changes in agriculture, industrialization and urbanization, shifts and social hierarchical orders, private and public economic activity, sanitation and society, impact of disease, commerce, mass production, demographic shifts, competition and interdependence, gender roles, ethnic and racial identities,
Course Goals:
1. College level knowledge of European history including basic chronology, major political events and intellectual and cultural trends.
2. Ability to analyze evidence and reach conclusions based on evidence
4. Develop essay writing skills
5. Encourage analytical discussions
6. Examination of current events to similar themes in European history

Preparation includes:
1. Pre-course summer research on significant treaties in European History
2. Class instruction including class lectures, discussions and projects.
3. Students will be required to label maps relative to specific time frames
4. Students will prepare time charts with significant leaders of European states placed during the time frames.
5. Reinforcement of writing skills. Writing assignments will be due on the fourth, ninth, fourteenth, nineteenth, twenty-fourth, twenty-ninth and thirty-fourth week. Four thematic FRQs and three DBQ’s will be prepared during this course. The source for the essay questions is the Wizard Edware program. Some sample essays are included in the time frame that follows.

Assessments may include:
1. evaluation of summer work
2. evaluation of maps and time lines and content charts
3. multiple choice tests, DBQ’s and thematic essays
4. lecture notebooks may be collected and graded at anytime
5. analysis of documents and art work
6. after school films may be substituted for one assessment per topic except the multiple choice tests
7. articles on current events that can be related to themes in European history

Student requirements include:
1. All assigned work turned in on time. Late work will be penalized.
2. All tests must be made up the next day the student is in class. Make-up tests will be given after school only. Failure to make up a test promptly will result in a zero.
3. Summer assignments turned in on the first day of school.
4. Arrival to class on time.
5. Prepared for class. This includes a notebook every day and a pen and pencil.
6. Arriving tardy and/or unprepared will be reflected in the participation component of the grade.
7. Respect for school property and each other. This means direct class discussion with a positive exchange of ideas and opinions. Students must at all times be respectful to each other.

Grading policy will be as follows:
1. Multiple choice tests = 60% of grade
2. Essays, other assessments, quizzes = 20% of grade
3. Homework and notebook checks = 20% of grade
4. Late work will only be accepted if pre-approved by instructor
Time frame is based on 40 weeks. 35 Weeks on AP test preparation and 5 weeks on current events and relationship to history.

1. **Week one: Topic 1: Chapter 9: The Late Middle Ages**
   and summer project on treaties
   **Thematic Focus: Intellectual and cultural history**
   a. discuss and collect assignments; treaties & text ?’s
   b. discuss study guides
   c. lecture
   d. quiz on treaties

1. **Week two. Topic 2: Chapter 10: The Age of Renaissance & Discovery**
   **Thematic focus: Social and Economic History**
   a. discuss and collect assignments; text ?’s & labeled maps
   b. multiple choice test on chapters 9 & 10

2. **Weeks 3 and 4. Topic 3 Chapter 11: The Age of Reformation**
   **Thematic focus: All**
   e. discuss and collect assignments, assignments for next 5 weeks
   f. prepare chart on differences in thought with Reformation leaders
   g. essay writing: thematic essays FRQ’s
   h. lecture
   i. thematic essay: choose one from the following list.

   **Theme 1: Intellectual and Cultural History**
   1. Discuss and analyze the style of art during the Renaissance. How did Renaissance art differ from Medieval art?
   2. Compare the ideas of Luther, Zwingli and Calvin.
   3. What were the main problems of the church that contributed to To the Protestant Reformation? Why was the church unable to suppress dissent as it had earlier?

   **Theme 2: Political and Diplomatic History**
   4. Discuss the importance of Niccolo Machiavelli’s *The Prince*. What was the political situation in the period surrounding the work.
   5. What were the causes of centralized monarchies in Spain, France and England in the fifteenth and sixteenth centuries?

   **Theme 3: Social and Economic History**
   6. What were the causes of the Black Death? What were its effects on society
   7. Discuss and analyze family life and the role of woman during the sixteenth century.
   8. What factors led to the voyages of discovery? How did the Spanish establish their empire in the Americas. What was the experience of the native peoples during and after the conquest?
4. **Week 5. Topic 4** Chapter 12: *The Age of Religions Wars*
   *Thematic focus: Intellectual & Cultural/Political & Economic*
   a. review vocabulary study sheet
   b. chart monarchs of the time
   c. lecture & notebook check
   d. multiple choice test on chapters 11 & 12

   *Thematic focus: Political and Diplomatic*
   a. discuss and collect assignments
   b. dialogues between Monarchs
   c. lecture
   d. open note book quiz

6. **Week 8. Topic 6.** Chapter 14: *New Directions in Thought and Culture in the 16th & 17th c.*
   *Thematic focus: Intellectual and Cultural*
   a. discuss and collect assignments
   b. lecture
   c. impact of Scientific Revolution then and now
   d. multiple choice test on chapter 13 & 14

7. **Week 9 & 10. Topic 7.** Chapter 15: *Successful and Unsuccessful Paths to Power*
   *Thematic focus: Political and Diplomatic History*
   a. discuss and collect assignments
   b. lecture
   c. geographic features of Europe
   d. DBQ: Documents are in the Wizard Program. One choice

Theme 1: **Intellectual and Cultural History**
1. Analyze the new revelations of the thinkers of the Scientific Revolution as they reflect to nature and the developments of one another.
2. For the period 1310 – 1605, analyze how the Renaissance revolutionized Europe regarding the concept of humanism, reverence for the Ancient past and new analysis and philosophy which had not been conducted prior.

Theme 2: **Political and Diplomatic History**
3. Describe and analyze the absolute monarchy of King Louis XIV of France.

Theme 3: **Social and Economic History**
4. For the period 1486 to 1560, analyze the connection between Spanish exploration and the conquest in the Americas and the role of religion.
8. **Week 11 & 12. Topic 8 Chapter 16: Society and Economy Under the Old Regime**  
*Thematic focus: Political and Diplomatic History, Intellectual & Cultural History*  
a. discuss and collect assignments  
b. lecture  
c. thematic organization of events to this point  
d. Multiple Choice Test chapters 15 & 16

*Thematic focus: Political and Diplomatic History, Social and Economic History*  
a. discuss and collect assignments  
b. lecture  
c. open notebook quiz

*Thematic focus: Political and Diplomatic History, Intellectual & Cultural History, Social and Economic History*  
a. discuss and collect assignments  
b. lecture  
c. biographical sketches  
d. multiple choice test chapters 17 & 18  
e. writing assignment FRQ Students will have choice. One essay prepared.  
Theme 1: **Intellectual and Cultural History**  
1. Discuss and analyze the limitations on population growth before the eighteenth century.
2. Compare and contrast the political philosophies of Thomas Hobbes and John Locke.

Theme 2: **Political and Diplomatic History**  
3. Compare Peter the Great with Louis XIV of France.  
4. Discuss and analyze the political contributions of three Enlightenment philosophes.

Theme 3: **Social and Economic History**  
5. Explain the concept of Mercantilism and the role it played in the Anglo-Dutch Wars.  
6. Use the economic philosophy of Adam Smith to explain the negative aspects of mercantilism.
11 **Week 16. & 17 Topic 11.** Chapter 19: *The French Revolution*
*Thematic focus: all*
  a. discuss and collect assignments
  b. lecture

12 **Week 18. Topic 12.** Chapter 20: *The Age of Napoleon and the Triumph of Reason*
*Thematic focus: all*
  a. discuss and collect assignments
  b. lecture
  c. new political boarders in Europe/map
  d. multiple choice test on chapters 19 & 20

13. **Week 19 Review first semester**
  a. mid term test
  b. mid term DBQ students will be given a choice of one

  **Theme 1: Intellectual and Cultural History**
  1. For the period 1803-1815, analyze whether Napoleon in his rule over France and other parts of Europe continued to preserve and expand the Developments of the French Revolution and Enlightenment or whether he was a reactionary leader who fought against those values.

  **Theme 2: Political and Diplomatic History**
  2. For the period 1748-1789, analyze the causes of the French Revolution in 1789 and its relationship to the Enlightenment And new developments in thought

  **Theme 3: Social and Economic History**
  3. For the period 1776 to 1842, analyze the impact of the Industrial Revolution on England and how workers and the economy were Affected both positively and negatively.

14 **Week 20. Topic 13.** Chapter 21: *The Conservative Order and the Challenges of Reform*
*Thematic focus: Political and Diplomatic History & Intellectual History*
  a. discuss and collect assignments
  b. lecture
  c. new political boarders in Europe/map
  d. class presentations on “Clash of the Isms”
  e. multiple choice test on chapters 19 & 20

15. **Week 22. Topic 14.** Chapter 22: *Economic Advance and Social Unrest: 1848 The Year of Revolution*
*Thematic focus: Social and Economic History*
  a. discuss and collect assignments
  b. lecture
  c. comparative economic systems
  d. open notebook quiz
16. **Week 23. Topic 15.** *Chapter 23: The Age of Nation States*
   *Thematic focus: Political and Diplomatic History*
   
a. discuss and collect assignments  
b. lecture  
c. maps  
e. multiple choice test on chapters 22 & 23

17. **Week 24. Topic 16.** *Chapter 24: The Building Of European Supremacy*
   *Thematic focus: all*
   
a. discuss and collect assignments  
b. lecture  
c. essay FRQ
   
Theme 1: **Intellectual and Cultural History**
   1. Analyze and discuss how Romantic philosophy and literature reflected a reaction to certain aspects of Enlightenment thought.
   2. Explain the tenets of liberalism, the course of its development in the early 19th c. and how liberalism relates to nationalism.

Theme 2: **Political and Diplomatic History**
   3. Why were Russia and England able to avoid revolutions at this time?
   4. Analyze and discuss why some early 19th c. revolutions such as those in Belgium, France, and Greece succeeded but revolts in Spain and Russia failed.

Theme 3: **Social and Economic History**
   5. Many inventions during the Industrial Revolution changed the way people lived and looked at the world. Identify
   6. Analyze and discuss the changing role and conditions of the worker and his family in the first half of the 19th c. during the Industrial revolution.

18. **Week 25. Topic 17.** *Chapter 25: The Birth of Modern European*
   *Thematic focus: all*
   
a. discuss and collect assignments  
b. lecture  
c. multiple choice test on chapters 24 & 25

19. **Week 26. and 27 Topic 18.** *Chapter 26: Imperialism, Alliances and War*
   *Thematic focus: Political and Diplomatic History*
   
a. discuss and collect assignments  
b. lecture  
c. notebook quiz
20. **Week 28. Topic 19.** Chapter 27: *Political Experiments*
   Thematic focus: Political and Diplomatic History, Social and Economic History.
   a. discuss and collect assignments
   b. lecture
   c. multiple choice test on chapters 26 & 27

22. **Week 29. Topic 20.** Chapter 28: *Europe and the Great Depression*
   Thematic focus: all
   a. discuss and collect assignments
   b. lecture
   c. totalitarian regimes
   d. DBQ- Documents are on the Eduware program

Theme 1: **Intellectual and Cultural History**
1. For the period 1798-1859, analyze the nature of Romanticism and its relation with the other budding political philosophies of the early nineteenth century.

Theme 2: **Political and Diplomatic History**
2. Describe and analyze the leadership styles of Otto von Bismarck and Kaiser Wilhelm II that eventually led to Bismarck’s dismissal as chancellor in 1890.

3. Assess the degree to which social, economic and political pressures in the Period 1900-1917 led to the Russian Revolution. Could the revolution Have been avoided?

4. Describe and analyze the reasons for international tensions leading to the Outbreak of the first World War in the period 1867 -1914

Theme 3: **Social and Economic History**
5. For the period 1836-1849, analyze the impact of the potato famine on Ireland In the years 1846-1849 and the feelings the Irish and English shared toward one another.

   Thematic focus: Political and Diplomatic History, Social and Economic History,
   a. discuss and collect assignments
   b. lecture
   c. total war
   d. multiple choice test on chapters 28 & 29

24. **Week 32 & 33. Topic 22.** Chapter 30. *The Cold War Era and the Emergence of the New Europe*
   Thematic focus: Political and Diplomatic History, Social and Economic History,
   a. discuss and collect assignments
   b. lecture

**Thematic focus:** Political and Diplomatic History, Social and Economic History, Intellectual and Cultural History

a. discuss and collect assignments
b. lecture
c. multiple choice test on chapters 30 & 31

25. **Week 35 REVIEW FOR AP EXAM**

a. writing to learn/ FRQ/ prewriting exercises

**Theme 1: Intellectual and Cultural History**

1. What were the particular characteristics of the Nazi racial Policy? How did this policy affect German Jews?
2. Describe and analyze how the Nazi’s used legal means, Propaganda, and intimidation in their treatment of the German Jews from 1929 to 1941.
3. Discuss the contributions of Nietzsche and Kierkegaard to Existentialism. How was existentialism a response to the various crises of the 20th c.

**Theme 2: Political and Diplomatic History**

4. Assess the Versailles Treaty. What were its benefits and what were its drawbacks? How might it have been improved?
5. Why did Britain and France pursue a policy of appeasement in the 1930’s? Did the Munich conference give the West valuable Time to rearm? Explain
6. What were the causes of European decolonization? How did British decolonization policies differ from France’s? Relate decolonization to current issues

**Theme 3: Social and Economic History**

7. Why did Stalin decide that Russia had to industrialize rapidly? Why did this require the collectivization of agriculture? What Were the repercussions of this decision?
8. Analyze the factors that led to the collapse of European communism And the Soviet Union.

b. practice multiple choice exams

26. **Weeks 36-40 Current Events**

**Thematic focus:** Globalization, Clash of Civilizations

a. newspaper articles
b. current areas of conflict
c. course final exam
Topic #1. The Late Middle Ages: Social and Political Breakdown (1300-1527)

Instruction time: ________

Assignments: Read chapter 9 pg. 290 and answer review questions, document questions & captions and questions on the art works. Documents on text CD.

1. The Flagellants
2. Individual Heretics: Saints and Witches

Excerpt readings are in literature survey texts for class discussion
1. Class reading of the “Poet as Outlaw” by Villon with Comparison to modern day rap
2. A Sonnet by Petrarck
3. The Decameron, Giovanni Boccaccio
4. The Ideal of the Well-Rounded Man, Baldassare Castiglione
5. Divine Comedy, Canto III- The Opportunists

Due:_____

Thematic: - Intellectual and Cultural History/ Developments in social, economic, and Political though.
- Changes in elite and popular culture, such as the development of new

Study Guide

Vocabulary: flagellants, artisans, trade guilds, long bow, Bubonic Plague, Benefices, Clercis Laicos, Unam Sanctum, Sacrosancta, Cardinal, Unam Santam, Donatism,


Events: 100 Years War, Black Death, Battles of Crecy and Poitiers and Agincourt, Peace of Bretigny, Battle of Orleans, Great Schism, Conciliar Movement, Pragmatic Sanction of Burgess, Treaty of Troyes, Avignon Papacy, Babylonian Captivity, Ivan the Great, Sacrosancta


Suggested readings: Located at the end of the chapter

Assessment: 1. Participation in class discussion on readings
2. Categorize events & people by theme, current news with similar themes
3. Multiple choice test
Topic #2.  The Age of Renaissance and Discovery

Instruction time: ________

Assignments: 1. Read chapter 10 pg 316 answer review questions & examine maps. 
Due:____  2. Read text documents & art captions and answer questions.

Thematic: - Intellectual and Cultural History  
- Social and Economic History  
- Political and Diplomatic History

Study Guide
Vocabulary: humanism, secularism, Renaissance, city-states, despotism, diplomacy, Condottieri, Platonism, civic humanism, chiaroscuro, linear perspective, Mannerism, Cortes, gabelle, Hermandad, converses, Moriscos, golden Bull, Riechtag, New World, “Black Legend,” conquistadores, hacienda, Peninsulares, repartimiento, mita, Byzantine, despot, diplomacy, studia humanitatis, virtu, reconquesta, Vulgate,


Events: Ciompi Revolt, fall of Constantinople 1453, Treaty of Lodi, France’s March through Italy, League of Venice, reconquesta, Voyages of Discovery, Printing press, Donation of Constantine,

Suggested Films: Christopher Columbus- “The Discovery,” Artemisia,, 1492- Conquest of Paradise.

Suggested readings:  Located at the end of the chapter

Assessment: Participation in class discussion on readings and chapter questions, & Lecture notebook  
Multiple choice test on topics 1 & 2  
Labeled political map of Europe at this time including Italian city –states  
Labeled map of major explorers and locations of major trading cities
Assignments: 1. Read Chapter 11 pg 352 and answer chapter review questions.  
Documents from text CD.
1. Reformation. Luther’s 95 Thesis  
2. Erasmus: A Diatribe Against the Pope  
3. Act of Supremacy. The Church of England  
4. Catholic Response: The Council of Trent  
Read. World Masterpieces. Excerpts from Dr. Faustus by Marlow

Thematic: - Intellectual and Cultural History  
- Social and Economic History

Study Guide

Vocabulary:
simony, indulgence, temporal, polemic, infallibility, Charismatic, benefice, indigenous, recalcitrant, pluralism, blasphemy, pluralism, irreconcilable, transubstantiation, con-transubstantiation, New Testament, piety, theology, ideologies, patrimony, heresy, laypeople, clergy, diets, proselytizing, absolutism, penitents, ecclesiastical, asylum, cantons, monasteries, nunneries, mercenaries, purgatory, clerical celibacy, sacraments, Eucharist, cuius region, eius religio, laity, saints, relics, veneration, convert, pedagogy, the “elect,” catechism, predestination, idle orders, absenteeism, “justification by faith,” excommunication, adult baptism, pilgrimages, thesis, doctrine, zeal, clerical marriage, dogma, miracles, nepotism, theocracy, sovereignty of God, tenet, clerical corruption, scripture, repentant, grace, consistory, syndics, annulment,

People:

Suggested Films: A Man for All Seasons, Elizabeth, Luther (2003), Six Wives Of Henry VIII, Loyola: Soldier Saint

Suggested readings: Located at the end of the chapter

Assessment: 1. Participation in class discussion on readings and chapter questions With a categorization of events, works and people by theme
2. Multiple Choice Test
3. DBQ from Preparing for the European History 2004
4. chart illustrating differences between Catholicism and three Protestant religions
5. discussion on news related to religious divisions
**Topic #4. The Age of Religious Wars (1562-1648)**

Instruction time: ________

Assignments: 1. **Read Chapter 12 pg. 388** answer review questions in text & **examine maps**
2. Text Documents and art- read and answer questions.

**Due:**____

**Themes:**
- Social and Economic History
- Political and Diplomatic history

**Study Guide**

**Vocabulary:**
baroque, politiques, Huguenots, hegemony, regicide, Bureaucracy, mercenaries, artisans, aristocrats, Stadholder, Extremists, dikes, English wind

**People:**

**Events:**
Spanish Fury, Perpetual Edict, Union of Arras, Union of Utrecht,
Act of Uniformity, Battle of Lepanto, Saint Bartholomew’s Day Massacre, Babington plot, the Armada, Thirty Years War, Treaty Of Westphalia

**Suggested Films:** Elizabeth

**Suggested readings:** Located at the end of the chapter

**Assessment:**
1. Essay discussion on the Thirty Years War with Chronology and conditions of the Peace of Westphalia
2. Biographical charts on: Philip II, Edward VI, Mary I, Elizabeth I
3. Multiple choice test
4. bring in articles on current day religious war for discussion and analysis
Topic #5. Paths to Constitutionalism and Absolutism: England and France in the Seventeenth Century

Instruction time: ________

Assignments: 1. Read Chapter 13 pg. 416 and answer text review questions.
2. Read all documents, examine art work and answer questions.
3. Read. World Masterpieces: Excerpts from Paradise Lost

Due: ________

Themes-
- Social and Economic History
- Political and Diplomatic History

Study Guide

Vocabulary: absolutism, parliamentary monarchy, parlements, impositions, divine right of kings, “one king, one law, one faith”, “L’etat e’est moi” mercantilism,bullionism, Intafinta, ship money, thorough, intendants, generalities, corvee, raison d’état, taille, dauphin, Fronde, Estates General, estates, bourgeoisie, popery, ship money, Court of Star Chamber, impeach, ultraroyalist, Versailles, salons, domestication of the nobility, Gallican, Commonwealth


Suggested readings: Located at the end of the chapter & A Modest Proposal b Jonathan Swift, Tartuffe by Moliere
Excerpts available in World Masterpieces text

Assessment: 1. Charts on the Wars of Louis XIV
2. Time lines of the Glorious Revolution
3. Multiple Choice Test
Topic # 6.  New Directions in Thought and Culture in the 16th & 17th c.

Instruction time: __________

Assignments: 1.  Read text book chapter 14 pg. 417 and answer review questions.
2.  Read all documents and art work and answer questions.

Due:_____

Themes-  
- Intellectual and Cultural History
- Social and Economic History

Study Guide:


People:  Nicholas Copernicus, Tycho Brahe, Galileo Galilei, Isaac Newton, Francis Bacon, Rene Descartes, Thomas Hobbes, John Locke, Blaise Pascal, elliptical, astronomy, Vesalius, Michael Montaigne, Johannes Kepler, William Harvey, Malpighi, deGraaf, Jenner, Galen

Events: Royal Academies, Advances in Medicine


Suggested readings:  Located at the end of the chapter &  
Man and the Universe by Blaise Pascal.  
Excerpts available in World Masterpieces text

Assessment: 1.  chart that summarizes advances in medicine with the scientist
2.  short answer open note book test
3.  essay discussing the relationship to the Scientific Revolution to a concept of natural laws
Topic #7. Successful and Unsuccessful Paths to Power (1686-1740)

Instruction time: ________

Assignments: 1. **Read chapter 15 pg. 480** and answer review questions. Examine maps
   2. Read all documents and art works and answer questions.
   3. Art in the West pg. 511 read and answer questions

Due: _____

**Themes**
- **Social and Economic History**
- **Political and Diplomatic history**
- **Social and Economic History**

**Study Guide:**

**Vocabulary:**
- religious toleration, parlements, cabinet system of government,
- Magyars, Hohenzollerns, Electors, boroughs, prime minister,
- Prussian, westernize, boyars, strelsy, Ottoman Empire, Habsburgs,
- Golden Age, Cossacks, Table of Ranks,

**People:**
- Whigs, Tories, John Law, Louis XV, duke of Orleans, George I,
  Robert Walpole, Charles XII of Sweden, King John Sobieski of Poland,
  Frederick William the Great Elector, Frederick I (Great Elector’s son),
  Ivan the Terrible, Michael Romanov, Peter the Great,
  Cardinal Fleury, Hanoverian Dynasty, Ulama, millets, Dhimmis,
  Devshirme, Janissaries, vizier, caliph, Sejm, liberum veto, Brandenburgs,
  Old Belivers, Aleksei,

**Events:**
- The Dutch Golden Age, Mississippi Bubble, Pragmatic Sanction,
  Expansion of Brandenburg-Prussia, Great Northern War, founding
  Of St. Petersburg, Battle of Poltava, Peace of Nystad,

**Suggested Films:** Peter the Great 1986, Catherine

**Suggested readings:** Located at the end of the chapter

**Assessment:**
1. Describe using geographic features the boundaries between Western,
   Central and Eastern Europe and the Ottoman Empire.
2. Multiple choice test on 13, 14, 15
3. analysis of painting of Peter the Great pg. 482 with regards to:
   Divine right & secular power,
Topic #8.  Society and Economy Under the Old Regime in the Eighteenth Century

Instruction time: ________

Assignments: 1. Read chapter 16 pg. 512 answer review questions, examine maps
2. Read the documents and art works in the chapter, answer the questions.

Due:_____

Themes-  
- Intellectual and Cultural History  
- Social and Economic History  
- Political and Diplomatic history

Study Guide  
Vocabulary:  aristocrats, game laws, bureaucrats, neolocalism, fallow, Enclosure, spinning jenny, water frame, corvee, urbanization, Old Regime(ancient regime), privileges, nobility, nobles of the sword, Nobles of the robe, hobereauz, vingtieme, resurgence, banalities, robot, peasant, serf, family economy, servant, foundlings, economy of expedients, crop rotation, enclosures, open-field, Christian ethics, textiles, domestic system, putting-out system, steam engine, patent rights, artisans, ghetto, 1750’s Jewish naturalization laws, just price,

People:  
House of Lords, House of Commons Catherine the Great, Jethro Tull, Robert Blakewell, Junkers, szachta, Federick the Great, Emelyan Pugachev, Cornelius Vermuyden, Arthur Young, Charles “Turnip”Townsend, James Watt, Henry Cort, Samuel Oppenheimer, court Jews,

Events:  
charter of the Nobility, Revolution in Agriculture, Industrial Revolution, Consumption Revolution, Growth of Cities, bread riots, 1750’s Jewish naturalization laws, urban riots, “crowd,”

Suggested readings: Located at the end of the chapter

Suggested Films:

Assessment: 1. analysis of “woman”s work by examining paintings by Francis Wheatley – Pg. 536, Priscilla Wakefield Demands more Occupations for Woman, Pg. 538 and 18th c. engraving on pg. 531 and the paintings, The Return from the Market and Self-portrait with Her Daughter Julie On page 548
2. categorizing specific people and events by themes
Topic #9. The Transatlantic Economy, Trade Wars, and Colonial Rebellion

Instruction time: ________

Assignments: 1. Read Chapter 17 pg 550 with the documents and art work, answer questions.
2. examine map on page 559
3. CD-ROM Documents
   Thomas Paine: “Common Sense”
   “Declaration of Sentiments”:

Due: _______

Themes-     - Intellectual and Cultural History
            - Social and Economic History
            - Political and Diplomatic history

Study Guide
Vocabulary: Mercantilism, intendent, plantations, West Indies, Indian subcontinent, Economic growth, navigation laws, chartered companies, viceroys, Audiencias, corregidores, peninsulares, creoles, intendant system, Iberia, Atlantic passage, slave market, asciento,

People:      British king Charles III, William Pitt, Frederick II of Prussia, Cardinal Fluery,
             Louis XV, Robert Clive, Spanish Bourbon Monarch- Philip V, Charles III, Maria Theresa,


Suggested readings: Located at the end of the chapter

Suggested Films: Amistad

Assessment: 1. Describe the three pieces of art work related to the American Independence movement.
2. Describe location of colonial empires of France and England
3. Using the documents and pictures describe the slave trade
4 multiple choice test on chapters 16 & 17
Topic # 10. The Age of Enlightenment: Eighteenth-Century Thought

Instruction time: ________

Assignments: 1. Read **chapter 18 pg. 588**. Answer text questions, document questions and art questions. **Examine maps**
2. CD-ROM Documents
   John Locke: *Essay Concerning Human Understanding*

Due:______

**Themes**
- Intellectual and Cultural History
- Social and Economic History
- Political and Diplomatic History

**Study Guide**

Vocabulary: philosophes, Deism, physiocrats, enlightened despotism, Tabula rasa, natural law, toleration, salons, Ullma, Qur’an; satire, pen name, pessimism, salons, coffeehouses, laissez-faire, ecclesiastical policies, pietism,

People: Issac Newton, John Locke, Denis Diderot, Jean le Rond d’Alembert, Voltaire, Adam Smith, Cesare Beccaria, Baron de Montesquieu, Jean-Jacques Rousseau, marquise de Pompadour, Madam de Tencin, Mary Wollstonecraft, Frederick II of Prussia, Joseph II of Austria, Catherine II of Russia, Emmanuel Kant, Baruch Spinoza, Moses Mendelsohn, Hobbes, Decartes, Edward Gibbon, Montesquieu, lady Mary Wortley Montagu, d’Alembert, Gotthold Lessing, David Hume, Edward Gibbon, Baron d’Holbach, Francois Quesnay, Pierre Dupond de Nemours, Marie Geoffrin,

Events: Publication of the Encyclopedia, emergence of print culture, territorial expansion of Catherine the Great, partition of Poland, annexation of the Crimea, Pugachev Rebellion

Suggested Films: Catherine the Great 1995

Suggested readings: Located at the end of the chapter

Assessment: 1. student prepared quiz game with the categories of Authors and writing, quotes and authors
2. DBQ and a thematic essay on the Enlightenment
Topic #11. The French Revolution

Instruction time: ________

Assignments: 1. Read chapter 19. pg. 624 including documents. Answer chapter review Questions and document questions. Be sure to examine maps  
2. CD-ROM Documents  
Robespierre: Justification of Terror

Date Due:______  
Themes-  
- Intellectual and Cultural History  
- Social and Economic History  
- Political and Diplomatic history

Study Guide  
Vocabulary:  

People:  

Events:  

Suggested Films: French Revolution: History Channel, Marie Antoinette

Suggested readings: Located at the end of the chapter

Assessment: 1. statements for or against the positions of Burke and Pitt  
2. multiple choice test on chapters 18 & 19  
3. DBQ on the political and social forces that helped bring About the Paris Commune of 1871, as well as those that led to its downfall.
Topic #12. The Age of Napoleon and the Triumph of Romanticism

Instruction time: ________

Assignments: 1. Read chapter 20 pg. 666 including documents. Answer chapter review questions and document and art questions. MAPS
2. CD-ROM Documents
   Jean-Jacques Rousseau: From Emile
3. Read. World Masterpieces: The Expiation in Russia 1812
   By Victor Hugo, Faust: Prologue in Heaven and
   The First Part of the Tragedy by Johann Wolfgang von Goethe

Date Due: _____
Themes:
- Intellectual and Cultural History
- Social and Economic History
- Political and Diplomatic History

Study Guide
Vocabulary: Consulate, plebiscite, coup d’etat, consuls, Continental System
abdicate, Elba, Romanticism, Methodism, nepotism, scorch and burn, Sturm and Drang, categorical imperative, Gothic, thesis, antithesis,
synthesis, St. Helena, Rosetta stone, Conservative, restoration

People: Napoleon Bonaparte, Admiral Horation Nelson, William Pitt the Younger,
Alexander I, Duke of Wellington, Abbe Sieyes, Frederick William III,
Francisco Goya, guerrilla warfare, Josephine de Beauharnais, Marie Louise,
Grand Army, Prince Klemens von Metternich, Viscount Castlereagh, restoration,

Events: Napoleonic Code, Treaty of Amiens, Concordat of 1801, Napoleonic Code,
The Third Coalition, Battle of Trafalgar, Battle at Austerlitz, Confederation of
the Rhine, Dissolution of the Rhine, Battle of Wagram, Treaty of Tilsit, Wars
of Liberation, Battle of Nations, Treaty of Chaumont, 100 Days, Battle of
Waterloo, Quadruple Alliance, Quadruple Alliance, Romantic movement,

Suggested Films: The History Channel: Napoleon

Suggested readings: Located at the end of the chapter

Assessment: 1. Review maps in text and describe political borders before Napoleon,
during his reign and after the Congress of Vienna.
2. Outline that defines the Romantic period and lists 5 authors and discusses
   their works and 3 painters and discusses their works.
3. Chart the treaties and the conditions of the treaties of the Age of Napoleon.
Topic #13. The Conservative Order and the Challenges of Reform (1815-1832)

Instruction time: __________

Assignments: 1. Read chapter 21 pg.704 including documents and art works. Answer text questions, document questions and art questions. Examine maps. And Eugene Delacroix’s Liberty Leading the People pg. 704

Date Due: ________

Themes: - Intellectual and Cultural History
- Social and Economic History
- Political and Diplomatic History

Study Guide

Vocabulary: Conservatism, pocket boroughs, rotten boroughs, remonstrance, Paternalistic, primogeniture, peerage, oligarchy, tenet, “Irish Problem,” Ultradroyalism, bicameral, nationalism, liberalism, liberal, burschenschaften, Nationhood, economics, censorship, Cortes, Philhellenic, “Eastern Question,” guerria war, periphery, autocracy, “Orthodoxy, Autocracy, and Nationalism,” reactionary policies, indemnify, Carbonari, Concert of Europe,


Suggested Films: Immortal Beloved

Suggested readings: Located at the end of the chapter & CD-ROM Alexis de Tocqueville

Assessment: 1. list actions taken by conservative and liberal forces
2. Read “The Abolition of Slavery in the Transatlantic Economy” and answer the questions.
3. Multiple choice questions test.

**Topic #14. Economic Advance and Social Unrest (1830-1850)**

**1848 THE YEAR OF REVOLUTIONS**

**Instruction time: ________**

**Assignments:**
1. **read chapter 22 pg. 742** MAPS Answer text, document and art work questions. Read chart on page 767 *Voix des femmes*,
2. **read text CD-ROM; The Communist Manifesto and Anarchism**

**Date Due:_____**

**Themes**
- Intellectual and Cultural History
- Social and Economic History
- Political and Diplomatic history

**Study Guide**

**Vocabulary:** proletarianization, textile industry, guild, railroads, cottage industry, Laissez-faire, anarchism, migration, labor force, artisans, confection System, Chartism, Northern Star, child labor, family system, women in factories, sexual exploitation, police force, hulks, penalty of Transportation, prison reform, classical economics, Zollverein, Utilitarianism, William Lovette, Corn laws, Poor Law, surplus labor, Surplus value, class struggle, proletarian revolution, the Second French Republic, Alphonse de Lamartine, revolution or reaction, *Grossdeutsch, kleindutsch,*


**Events:** Six Points, English Factory Act of 1833, Potato Famine, 1848 Revolution France, Vienna Uprising 1848, Magyar Revolt, March Laws, Pan-Slavic Congress, Piedmont-Austrian War of 1848. Giuseppe Mazzini, Giuseppe Garibaldi, Frankfurt Assembly 1848, Frederick William IV of Prussia Refuses crown offered by Frankfurt Parliament,

**Suggested Films:**

**Suggested readings:** Located at the end of the chapter

**Assessment:**
1. Describe Chartism and Utopian Socialism
2. Define Marx’s theories including; class conflict, labor theory of value, surplus value, subsistence theory of labor.
Topic #15. The Age of Nation States

Instruction time: ________

Assignments: 1. read chapter 23 pg.780 Answer text, document and art work questions. Be sure to examine maps.

Date Due:_____

Themes-    - Intellectual and Cultural History
- Social and Economic History
- Political and Diplomatic History

Study Guide

People: Giuseppe Mazzini, Giuseppe Garibaldi, Otto von Bismarck, orthodox Christians, Young Turks, Count Camillo Cavour, King Charles Albert Of Piedmont & son Victor Emmanuel II, Archduke Maximilian of Austria, Adolphe Thiers, Heinrich von Treitschke, Burbons and Orleans, Marshal Mac Mahon, Alfred Dreyfus, Emile Zola, Francis Joseph Hapsburg 1848-1916, Alexander II (Tsar Liberator), zemstvos, Alexander Herzen (populism/Land and Freedom), The People’s Will, Alexander III, last czar is Alexander III’s son Nicholas II .(r.1894-1917), Benjamin Disraeli, William Gladstone, paternalism, Charles Stewart Parnell, Irish Land League,


Suggested Films: Gangs of New York, The Hanging Gale

Suggested readings: Located at the end of the chapter

Assessment: 1. Position statements on Irish Potato Famine or the Great Starvation.
Topic #17. The Building Of European Supremacy: Society and Politics to WWI

Instruction time: ________

Assignments: 1. read chapter 24 pg. 814 Answer text, document and art work questions. Be sure to examine maps.

Date due:_____

Themes-  
- Intellectual and Cultural History
- Social and Economic History
- Political and Diplomatic history

Study Guide
Vocabulary: population growth rates, immigration, steel, chemicals, electricity, Oil, middle classes, upper class, working class, white collar workers, Petite bourgeoisie, urbanization, urban renewal, suburbs, metro, Urban sanitation, cholera, water and sewer systems, public housing, Family law, Napoleonic Code (women minors) rape laws, educational Barriers for woman, “female jobs,” Putting-out system, separate spheres Of employment, prostitution, “cult of domesticity,” female franchise Political feminism, socialism, trade union, combination acts, Fabian society, Opportunism, strike,

People: Gottlieb Daimler, Henry Ford, Napoleon III, Georges Haussmann, Edwin Chadwick, sanitary reformers, Mary Wollstonecraft, Emmeline Pankhurst, suffragettes, Herbert Asquith, Epson Darby, Millicent Fawcett, Karl Marx, German Social Democratic Party SPD), Bolsheviks,


Suggested Films:

Suggested readings: Located at the end of the chapter

Assessment: 1. positions on paternalism vs. socialism
   2. Describe the differences in life styles and interest between middle-Class women and working-class women during the Second Industrial Revolution
   3. multiple choice test
Topic #18.  The Birth of Modern European Thought

Instruction time: ________

Assignments:  
1. **read chapter 25 pg. 852** Answer text, document and art work questions. Be sure to examine portraits. (notice more photos!)

2. **CD-ROM**
   - Friedrich Nietzsche: *The Age of Ideology*
   - Auguste Comte: *The Age of Ideology*
   - George Elliot: *Essay on Margaret Fuller and Mary Wollstonecraft*

3. **World Masterpieces**
   - The Slamming of the Door in A Doll’s House pg. 986
   - biographical sketch of Simone de Beauvoir pg. 1023
   - Guernica pg. 1028 & Paul Valery quote

Date Due:_____

**Themes:**
- Intellectual and Cultural History
- Social and Economic History
- Political and Diplomatic History

**Study Guide**

**Vocabulary:** primary education, positivism, natural selection, science fiction, social Darwinism, Kulturkampf, May Laws, papal infallibility, *Rerum Novarum*, anti-modernist oath, Salafiyya movement, Mahdist movement, Wahhabi movement, relativity, realist, naturalist, Protestant ethic, Zionism, Modernism, economics, doctrine of Creation, anti-Semitism, contraception, biological role for woman

**People:** Auguste Compte, Beatrice Webb, Charles Darwin, Herbert Spencer, Thomas H. Huxley, Wilhelm Roentgen, Henri Becquere, J.J. Thompson, Ernest Rutherford, Marie Curie, Albert Einstein, Charles Dickens, Honore de Balzac, George Sand (Mary Ann Evans), Max Weber, Emile Durkheim, Thedor Herzl, Henrik Ibsen, George Bernard Shaw, Simone de Beavoir, Meynard Keynes, Igor Stravinsky, Pablo Picasso, Friedrich Nietzsche, Marcel Prost, James Joyce, Thomas Mann, T.S.Eliot, Bloomsbury Group, Virginia Wolfe, Sigmund Freud, Carl Jung

**Events:** Revolution in Physics, religions revival, Contagious Diseases Act,

**Suggested Films:** Einstein’s Big Idea & Genius  NOVA films

**Suggested readings:** Located at the end of the chapter

**Assessment:**
1. List the criticisms of Islam that were reinforced by Christian missionaries and compare the modern day criticisms.
2. What modern day African country is experience human rights violations by a group claiming to be part of a Mahdist movement?
3. Prepare chart of the physicists listed in the chapter noting their inventions/innovations and impact in modern times.
4. Student group presentation of documents on CD-ROM brain storm a list of new techniques and themes in music and art
Topic #19.  Imperialism, Alliances, and War and the Russian Revolution

Instruction time: ________

Assignments: 1. read chapter 26 pg. 885  Answer text, document and art work questions.  Be sure to examine maps.
   2.  CD-ROM text
       - Cecil Rhodes Confessions of Faith
       - Black Man’s Burden
   3.  Kipling’s “White Man’s Burden”

Date Due:_____

Themes- 
- Intellectual and Cultural History
- Social and Economic History
- Political and Diplomatic history

Study Guide

Vocabulary: alliances, colonialism, new imperialism, “jewel in the crown,”
Ethnocentrism, Social Darwinism, jingoism, Balkans, blank check,
Kaiser, Eastern Front, Western Front, combatants, Dardanelles,
Lusitania, trench warfare, soviet, provisional government, mandates,
Italia irredenta, war guilt, reparations, tariff, Anatolia, Asia Minor,
Dreadnoughts, “Sick Man of Europe,” Pan Slavism, blank check,
Central powers, allies, total war, Decembrists, “Autocracy, Orthodoxy,
And Nationality,” Slavophilies, Westernizers, Mir, Zemstvos,
Anarchists, Mikhail Bakunin, pogroms, Zionism, Peace, Bread and Land, war communism, Politburo,

People: J.A. Hobson,  Joseph Chamberlin, Disraeli, Otto von Bismarck,
Yong Turks, William III, Boers, Admiral Alfred von Tirpitz, Archduke
Francis Ferdinand, Union or Death/Black Hand, President Woodrow Wilson,
Constitutional Democrats(Cadets), Mensheviks, Bolsheviks, Marxist,
V.I.Lenin, Leon Trotsky, White Russians, David Lloyd George, Georges
Clemenceau, Vittoria Emanuele Orlando, League of Nations, Slavs, Croats,
Czechs, Ruthenians, John Maynard Keynes, Mustafa Ataturk, T.E. Lawrence,
Bertha von Suttner, Kaiser Wilheim II, President Wilson, Tsar Alexander I,
Tsar Alexander II, Mikhail Bakunin, Theodore Herzel, Count Y. Witte,
Vladamir Lenin, Mensheviks, Bolsheviks, Leon Trotsky, Rasputin,
Tsarina Alexandra, Alexander Kerensky, Petrograd Soviet, Red Army,
Cheka, Emelia Earhart,

Events: purchase of Suez canal, German Empire, alliance system, War
In the Balkans, Monroe Doctrine, Congresses of Berlin, Treaty of San Stefano, “Eastern Question” Dual Alliance, Three Emperors League,
Triple Alliance, Reinsurance treaty, Boer Wars, Entente Cordiale,
Russo-Japanese War, First Moroccan Crisis, Bosnian Crisis, Second
Moroccan Crisis, War in the Balkans, Schlieffen Plan, Spanish Civil War
Entente Cordial, Winston Churchill, Provisional Government, Russian
Revolution, Treaty of Brest-Litovsk, Algeciras Conference 1906, Battle of
the Marne, Battle of the Somme, Archangel expedition, Lusitania,
Zimmerman Note, Monroe Doctrine, Settlement at Paris (four treaties), 14

Suggested Films: All Quiet on the Western Front
Lenin: History Channel Biography
Lawrence of Arabia
Dr. Zhivago
Gandhi
Out of Africa
Indochine
Mountains of the Moon

Suggested readings: Located at the end of the chapter

Assessment: 1. List the social, economic and political differences between the colonialism of the 16th c. and the New Imperialism of the late 19th c.
2. List by category of Social, Economic & Political the motives for the New Imperialism
3. List European countries and areas they imperialized in Africa and Asia
4. List the alliances formed prior to WWI and include date, participants, and reason for the alliance
5. List the new weapons and the impact of those weapons
5. Describe the conditions the Treaties of WWI
6. List the changes in woman’s work during the war
8. multiple choice test
Topic #20. Political Experiments of the 1920’s

Instruction time: ________________

Assignments: 1. read chapter 27 pg. 933 Answer text, document and art work questions. Be sure to examine maps.

Date Due: _____

Themes- Social and Economic History
- Political and Diplomatic history

Study Guide


People: Cheka, Leo Trotsky, Joseph Stalin, casualties of war (chart pg. 935) Normalcy, war communism, Nikolai Bukharin, Alexandra Kollontai, Fasci di Combattimento, Benito Mussolini, Black Shirts, King Victor Emmanuel, “Blue Horizon Chamber,” Raymond Poincare, Cartel Des Gauches, Aristide Briand, Stanley Baldwin, Ramsay MacDonald, Mohandas Gandhi, Sinn Fein (Ourselves Alone), Irish Republican Army (IRA), Black and Tan, Marshal Josef Pilsudski, Admiral Miklos Horthy, Social Democrats, Christian Socialists, Serb King Alexander I, Romanian King Carol II, Bulgarian King Boris III, Greek General John Metaxas, Adolf Hitler, Karl Lueger, National Socialist German Workers Party (NAZI), Ernst Roehm, Gustav Stresemann, Charles Dawes, Field Marshall Paul von Hidneburg, Popular Front,


Suggested Films: Triumph of the Will
Suggested readings: Located at the end of the chapter
Assessment:

1. Compare Robespierre’s justification for terror on DC-ROM chapter 19 with Trotsky’s document on pg. 937
2. List differences between Baldwin and MacDonald
Topic #21. Europe and the Great Depression of the 1930’s

Instruction time: ________

Assignments: 1. read chapter 28 pg. 964 Answer text, document and art work questions. Be sure to examine maps.

Date Due: _____

Themes- - Intellectual and Cultural History
- Social and Economic History
- Political and Diplomatic history

Study Guide

Vocabulary: reparations, capitalization, agriculture commodities, chancellor, genocide, anti-Semitism, syndicates, war time economy, New Economic Policy, “Socialism in One Country,” GOSPLAN, Kulaks, collective Labor,

People: Maynard Keynes, Ramsay Mac Donald, King George V, Sir Oswald Mosley, British Union of Facists, Popular Front, Leon Blum, Dalidier, Von Hindenburg, Heinrich Bruning, National Socialists, Schutzzstaffel, Adolph Hitler, Joseph Goebbles, Heinrich Himmler, Leni Riefestal, Gestapo, Lenin, Stalin, Old Bolsheviks, Trotsky,


Suggested Films: “Triumph of the Will”, Stalin and Hitler: History Channel

Suggested readings: Located at the end of the chapter

Assessment: 1. Multiple choice test
           2. Essay comparing the motivation and methods of Stalin and Hitler
           3. outline of paper on the steps to the Final Solution
           4. comparison chart of the economic policies of
           5 Maynard Keynes and Adam Smith
Topic #22. World War II

Instruction time: ________

Assignments: 1. read chapter 29 pg. 996 Answer text, document and art work questions. Be sure to examine maps.

Date Due:____

Themes - Intellectual and Cultural History
- Social and Economic History
- Political and Diplomatic history

Study Guide


People: Hitler, Mussolini, Francisco Franco, Neville Chamberlin, Charles DeGaulle, Gypsies, Erwin Rommel, Big Three,


Suggested Films:

Suggested readings: Located at the end of the chapter

Assessment: 1. Outline essay on diplomacy during the war
2. research reasons for failure of West to intervene in Holocaust
3. list reasons why Germany lost the war
4. multiple choice test
Topic #23. The Cold War Era and the Emergence of the New Europe

Instruction time: ________

Assignments: 1. read chapter 30 pg. 1036 Answer text, document and art work questions. Be sure to examine maps.

Date Due:_____

Themes- - Intellectual and Cultural History
- Social and Economic History
- Political and Diplomatic history

Study Guide


Suggested Films:

Suggested readings: Located at the end of the chapter

Assessment:
1. List factors leading to the Cold War
2. Identify long term causes for the fall of the Soviet Union; analyze and place in order of importance
3. List effects of nationalism in Europe between 1945 and 2001
4. Analyze statement, “western liberalism won the Cold War”
5. Multiple choice test
Topic #24. The West At the Dawn of the Twenty-First Century

Instruction time: ________

Assignments: 1. read chapter 31 pg. 1084 Answer text, document and art work questions. Be sure to examine maps.

Date Due:_____

Themes- 
- Intellectual and Cultural History
- Social and Economic History
- Political and Diplomatic history

Study Guide


People:


Suggested Films:
Suggested readings: Located at the end of the chapter
Assessment: