



AP European History

Basic Facts

WHAT IS AP EURO?

- The study of significant events, individuals, developments and processes of European History from approximately 1450 to the present, that is divided into four major historical periods.
- Goal is to get students to develop and use the skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time.
- The AP European History Exam requires students to apply the historical practices and skills.
- The exam employs multiple-choice questions and free-response questions based on components of the four historical periods.

WHAT DO WE COVER?

• FIRST SEMESTER

• PERIOD 1 (c.1450-c.1648)

- CHAPTER 12 - RENAISSANCE
- CHAPTER 13 - PREFORMATION AND RELIGIOUS WARS
- CHAPTER 14 - AGE OF EXPLORATION

• PERIOD 2 (c.1648-c.1815)

- CHAPTER 15 - AGE OF ABSOLUTISM
- CHAPTER 16 - SCIENTIFIC REVOLUTION AND ENLIGHTENMENT
- CHAPTER 17 - LIFE IN 17TH CENTURY EUROPE
- CHAPTER 18 - EXPANSION OF EUROPE
- CHAPTER 19 - FRENCH REVOLUTION

• SECOND SEMESTER

• PERIOD 3 (1815-1914)

- CHAPTER 20 - INDUSTRIAL REVOLUTION
- CHAPTER 21 - POLITICAL "ISMS"
- CHAPTER 22 - LIFE IN 19TH CENTURY EUROPE
- CHAPTER 23 - RISE OF NATIONALISM AND UNIFICATION
- CHAPTER 24 - AGE OF IMPERIALISM

• PERIOD 4 (1914-PRESENT)

- CHAPTER 25 - WORLD WAR I AND RUSSIAN REVOLUTION
- CHAPTER 26 - INTERWAR YEARS
- CHAPTER 27 - WORLD WAR II
- CHAPTER 28 - EARLY COLD WAR
- CHAPTER 29 - ENDING THE COLD WAR
- CHAPTER 30 - POST COLD WAR

Class Structure

- Intensive reading
- Lecture
- Group Work
 - Analysis of primary and secondary sources
- Daily Reading quizzes
 - Timed SAQ Quizzes
 - Essay Writing - timed in class and at home practice
- Unit Exams - online using albert.io
- Projects
- A No Late Work Policy
- **EXAM DAY = MAY 6th 12PM (3 hours, 15 minutes)**
- **Grading**
 - Document Analysis = 30%
 - Chapter Notes = 20%
 - Quizzes = 10%
 - LEQ/DBQ/Projects = 30%
 - Exams = 30%
 - Final = 10%

Section I: Multiple Choice and
Short Answer Questions (SAQ)

- 55 “stimulus” based multiple choice questions
- 55 minutes

Questions 5–8 refer to the passage below.

“Anno Domini 1618, a great comet appeared in November. To see the thing was terrible and strange, and it moved me and changed my disposition so that I started to write, because I thought that it meant something big would occur, as then really did happen. . . . Anno Domini 1619, Ferdinand became the Holy Roman Emperor, under whom a great persecution happened through war, unrest, and the spilling of the blood of Christians. . . . First, he started a big war in Bohemia, which he then oppressed and subjugated under his religion, then almost the whole of Germany was conquered, all of which I can hardly describe and explain.”

Hans Herberle, shoemaker in Ulm, southern Germany,
personal chronicle compiled in the 1630s

5. The conflict that Herberle describes in his chronicle resulted in which of the following?
- (A) The establishment of several religiously pluralistic and tolerant states within the German-speaking regions
 - (B) The weakening of the Holy Roman Empire and the strengthening of smaller sovereign states within its boundaries
 - (C) The virtual extinction of all Christian denominations except Lutheranism and

- There are 4 SAQ Questions and students answer 3
- Time = 40 minutes
- Questions 1 and 2 are REQUIRED
- Questions 3 and 4 students get to select one

Use the passage below to answer all parts of the question that follows.

“It must never be forgotten that, in so far as their voices can be heard at all, the common people of Europe [under Napoleon’s empire] had different priorities and preoccupations from those of the propertied classes. Theirs had not been ‘the empire of the professionals,’ but of the recruiting sergeant and the canceled Holy Day. Napoleonic rule left very deep scars in the body of Europe, all the more profound for being less tangible than the ideological divisions within the educated, propertied elites. . . . The struggle against Napoleon was one of diversity against standardization, of tradition against innovation, of dynastic loyalty against usurpation. It was a popular struggle. . . about preserving the past, a past in which the ‘nation-state’ had no part.”

Michael Broers, *Europe Under Napoleon, 1799–1815*, published in 1996

1. a) Explain how one piece of evidence supports Broers’ argument regarding the effects of Napoleon’s rule on the common people of Europe.
b) Explain how one piece of evidence undermines Broers’ argument regarding the effects of Napoleon’s rule on the common people of Europe
c) Explain one example of a foreign occupation in the twentieth century, that provoked reactions similar to those described by Broers.

Section II: Long Essay Question
(LEQ) and Document Based Question
(DBQ)

- 1 DBQ (7 documents)
- 60 minutes

Question 1. Evaluate whether or not the First World War was a transformative event in European women's history.

Document 1

Source: "Votes for Heroines as well as Heroes," cover illustration, *Votes for Women*, weekly magazine, November 26, 1915.



Document 2

Source: Paul von Hindenburg, Chief of the German General Staff, letter to German Chancellor Bethmann Hollweg, 1916.

It is also my opinion that women's work should not be overestimated. Almost all intellectual work, heavy physical labor, as well as all real manufacturing work will still fall on men—in addition to the entire waging of the war. It would be good if clear, official expression were given to these facts and if a stop were put to women's agitation for parity in all professions, and thereby, of course, for political emancipation. . . . After the war, we will still need the woman as spouse and mother. I thus strongly support those measures, enacted through law, prerogative, material aid, etc., aimed at that effect. In spite of the strong opposition to such measures, it is here that vigorous action needs to be taken in order to extinguish the influence of this female rivalry, which disrupts the family. . . . If I nevertheless urge that the requirement to work be extended to all women who are either unemployed or working in trivial positions, now and for the duration of the war, I do so because, in my opinion, women can be employed in many areas to a still greater degree than previously and men can thereby be freed for other work.

Document 3

Source: Countess de Courson, French author, *The French Woman during the War*, 1916.

The task of the peasant woman is heavy, and for the past eighteen months they have accomplished it admirably, although perhaps today with a little more lassitude. In 1914, some of the field work was completed by the men before they left for war, by the young soldiers of the class of 1915 . . . who were still there to do their fair share of the work. The summer of 1915 was more difficult to get through; the mourning, the deep anxiety pressed on these peasant women, many of them knowing today that the empty places at the hearth will stay that way forever. Despite the crushing weight of physical and emotional fatigue, they continued, with few exceptions, to face up to the necessities of the war.

re Library / The Women's Library @ LSE

king at British Prime Minister H. H. Asquith):

n protect one another in the hour of death.* With the addition of the
ey would be able to protect one another in life as well.*

November 17, 1915, sinking of the British hospital ship *Anglia*, many of whose
l asking that the wounded soldiers onboard be rescued first

- 3 LEQ Options
- Time = 40 minutes
- Students will choose one question to answer

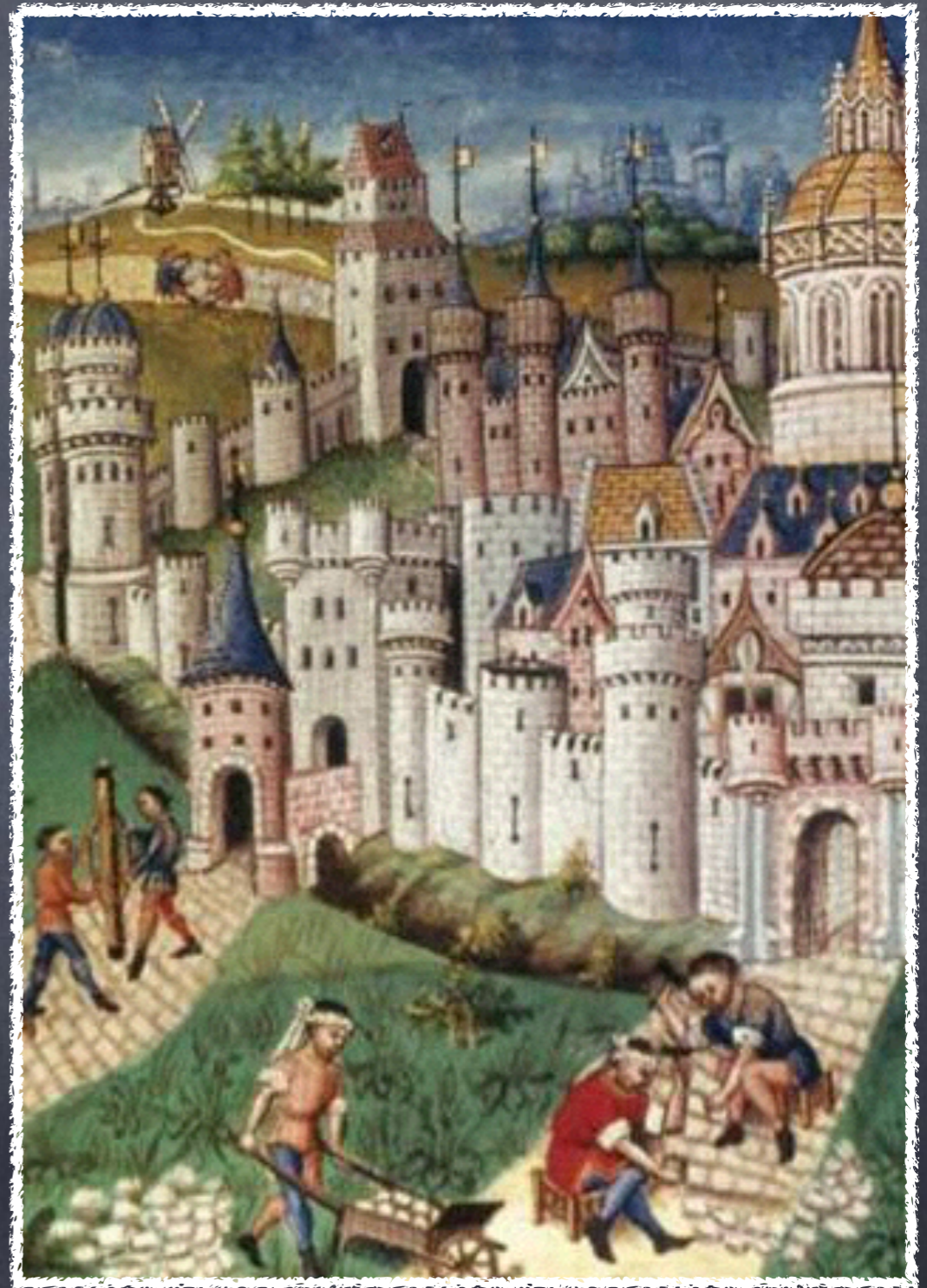
Question 2. Evaluate the most significant difference between the Italian Renaissance and the Northern Renaissance.

Question 3. Evaluate the most significant difference between Enlightenment thinkers' view of reason and Romantic thinkers' view of reason.

Question 4. Evaluate the most significant difference between European governments' responses to nationalism in the period 1815 to 1850 and European governments' responses to nationalism in the period 1945 to 2000.

Summer Reading and Assignment

1. Map work of Medieval and Modern Europe
 1. Physical and Political Map
2. Crash Course Videos and Summaries
3. *A History of Western Society* by John McKay, Chapter 11: The Later Middle Ages
4. Key Terms and Vocabulary



European Quartet

Summer 2020

- Paris, London, Amsterdam, Brussels
- 9 or 11 Days
- EF Tours
- All airfare, transportation, hotels, guided tours, tour director, local guides, breakfast and dinners

