

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**AP European History**  
**Ms. Jennis \* 2008 - 2009**  
**2008 - 2009**

**Linden Hall**

### **Course Syllabus and Contract**

**Course Objectives:** AP European History is designed to meet two objectives: one, to offer the students a challenging, college-level European history course primarily focusing on the period from 1450 to the present; and two, to offer the students an opportunity to prepare for an examination that will allow them to gain college credit for a college-level history course. In addition to textbook work, we will examine various primary and secondary sources for both their historical importance and their underlying biases and points of view, work on timed document-based question and thematic question essays, and practice multiple choice standardized test taking. Please note, in order to focus on those tasks more directly linked to success in the external exam, AP European History will not include a major research assignment. **Students enrolled in AP European History are expected to sit for the AP European History exam in May as requirements for receiving credit in the class. Students not interested in sitting for this test SHOULD NOT enroll in AP European History.**

**Texts:** A History of Western Society since 1300, Ninth Edition.

Barron's AP European History, 2008 Edition

Cracking the AP European History Exam, 2008 Edition, Princeton Review

Best Test Prep AP European History Exam, 9<sup>th</sup> Edition, Cambell, Holt, Walker, & Link

Released Exams from Previous Years and Other Materials from College Board

Assorted Photocopied, Printed, or Downloaded Readings

**Sources of Historical Scholarship/Historiography (excerpts from, partial list; some sources might be used both for primary and for historiographical purposes; N.B. Historiography is the writing about history. It asks scholars to examine how history is written and what role the historians' assumptions/biases/beliefs play in history.):**

*Areopagitica*

Sculpture and Architecture from Greece and Rome

Pericles' *Funeral Oration*, *The Cave* or *The Republic*

*The Twelve Tables* and *Hammurabi's Code*, Plutarch's *Parallel Lives*

Tacitus' *Germania*, *The Conversion of Clovis*, *Beowulf*

*Treaty of Verdun*, Gregory VII's *Dictatus Papae*, *The Doomesday Book*, *The Magna Carta*

Letters of the Crusaders, Usmah Ibn Munqidh's *Autobiography* (on the Crusades)

Paintings from Hieronymus Bosch, The Bayeux Tapestry, Medieval Architecture

Thomas Aquinas' *On Theology and the Existence of God*  
*The Song of Roland*, Gothic Architecture  
*The Decameron: On the Black Death*  
*The Prince*, Sonnets (Petrarch, Shakespeare), The Sistine Chapel, *David*  
*95 Theses*, *Canterbury Tales (The Pardoner's Tale)*  
Letters of Exploration (Columbus, Cortes, others), *Treaty of Tordesillas*  
Milton's *Areopagitica*, Speech from Cromwell  
Baroque Art and Architecture  
Texts from Newton, Descartes, Voltaire, Locke, Smith (Invisible Hand)  
Constitutions (French *Of the Clergy*, Dutch, US, English *Bill of Rights*)  
Excerpts from 19<sup>th</sup> Century Novels (*Frankenstein*, *Persuasion*, *Hard Times*)  
Romantic Poetry and Art (Coleridge, Turner, Constable, Delacroix)  
*Origin of the Species*, *The Communist Manifesto*  
*White Man's Burden*, Texts of the Scramble for Africa  
*All Quiet on the Western Front*, *Dulce Et Decorem Est*, *Treaty of Versailles* (WWI)  
*The Stranger*, Art of Dadaism  
*Mein Kampf*, Geneva Conventions, WWII Propaganda and Posters  
Speeches from Churchill, Gandhi, Khrushchev, others

**Course Themes:**

Public Perceptions vs. Historical Perceptions (How History is Written)  
Geographic Determinism (Geo-Political History)  
Evolution of Economic Systems (Economic History)  
Economic Bases of Conflict and Co-Existence (Economic History and Peace Studies)  
Parallel Emergence of Market Capitalism and Other Models (Economic and Social Histories)  
Role of the Individual (Biographical History)  
Group Dynamics (Social History)  
Military History (Geo-Political & Diplomatic Histories)  
Art History

**Materials:**

Notebook and Folder Just For AP European History College Rule Loose Leaf Paper  
Blue and Black Ink Pens for Quizzes, Tests, In-Class Essays, Turned in Assignments

**Readings:** All students must complete assignments given in the Study Guide as well as any additional assignments given orally in class. Class discussion generally will focus on a consideration of the implications and significance of the material studied and not a review of the facts of the material themselves. To prepare for class discussion, students will complete Textbook Chapter Summary Outlines and bring them to class for the first day of discussion (usually Mondays). I will generally start class (after collecting formal assignments) by asking if there were any questions from the reading. Speak up! The only foolish question is the one left unasked.

**Assignment Format:** All Textbook Chapter Summary Outlines must be typed in a 10-12 point font formal outlines and then single-spaced on a single-sided, standard page with a proper Heading and 1-inch top, bottom, and side margins. All formal assignments (presentation handouts and others) must be typed in a 10-12 point font and then double-spaced on a single-sided, standard page with a proper Heading and 1-inch top, bottom, and side margins.

**Due Dates:** Also unless otherwise noted, all assignments are due at the beginning of the class noted on the syllabus. Extensions must be arranged in advance with me. Excluding pre-arranged extensions, there will be a penalty for turning in an assignment after the class period starts and then a higher penalty (10 points) for each school day the assignment is late. Each school day the assignment is late, a letter grade will be deducted until the assignment reaches an F (50). If the assignment is never handed in, it is worth zero (0) points.

**Writing Policy:** We will re-enforce the process of writing through in-class and timed essays. It is especially important that students become used to timed (handwritten) essays as they figure mightily in the total AP score. Because of this, students will complete written tests in conditions that mimic AP administration conditions.

**Ink Policy:** Okay, without stepping on your constitutional rights to use gel pens, for AP US History please observe:

1. Anything you hand in must be in blue or black ink. I am too young to go blind by the flickering light of my lamp and the faint scratch of lightly applied and dutifully smeared number two lead.
2. And, most importantly, do not use red ink. I will scrawl out my comments to you in red ink and, if we all follow these rules I will keep my eyesight and you will not fear red ink. Remember, sometimes supportive, constructive, and congratulatory messages come in red ink.

**Quizzes, Tests, and Exams:** Quizzes can be announced or unannounced. Unit Tests will include both Multiple Choice and Essay questions, some in DBQ style and some in thematic style. Periodically, you will also have actual Practice AP Tests. Additionally, there may be an Exam at the end of the first trimester; dates for the Exam are determined by the Upper School. **It is assumed that AP students will prepare sufficiently to sit for the AP Exam in May; occasionally, however, a student is not prepared for external examination. If I determine (based on grades, practice exam performance, and student input) that a student is not prepared, the student will not sit for the exam in May. Students who do not sit for the AP Exam in May will take an internal exam and complete additional work or will be removed from the class.**

**Textbook Chapter Summary Outlines:** AP students must create and use outlines to help them prepare for the AP Exam in May. These outlines combine textbook summaries with classroom discussion notes. The first step of that process is for you to come into class with Textbook Chapter Summary Outlines. I would highly recommend simply adding handwritten class notes (which you can then update in your file as a means of review. Periodically, I may collect these for in-depth grading if it appears as if students are not working consistently. Please, let's all avoid this.

**Practice Tests:** I just cannot over-emphasize how helpful and important Practice Tests are to the AP process. But here is the hitch, they are most effective when taken under conditions closest to the AP. No, I will not check via satellite if you are actually timing your AP sections; you will simply find that the AP time restrictions are a real limitation unless you are used to writing under pressure and answering multiple choice questions under pressure.

**Active Reading and Listening:** One of the most important goals of this class is to help each student become a more engaged scholar. To this end, students will be asked to actively engage in each reading and lecture. This means that they must be prepared to ask questions of the material and must go into each reading and lecture with several important questions in the back of their minds:

1. How does information fit with previous readings/lectures; does it add to any existing trends or begin a new trend? (This is mostly about organizing information, but also is a building block to analysis.)

2. What is the point of view or underlying assumption of how this information is presented? (Some questions contained in this are: What rhetorical appeals is the writer/teacher using? What thesis is the writer/teacher trying to prove and is there an alternative explanation? Who benefits from this explanation? Who benefits from the alternative explanation?)

Now, no scholar can do this one hundred percent of the time for every possible angle and trend, but with practice, these questions can become ingrained and automatic so that the student is more able to interpret trends as well as biases of scholarship. To help students actively engage, they will frequently be asked to examine contrasting interpretations of the same event.

Examples of this include readings/lecture material using political cartoons concerning WWI and WWII; the history of the freedom of the press; the rise of Rome and descriptions of its neighbors/predecessors; the Crusades from Western, Eastern Orthodox, and Muslim perspectives; the Reconquista from Christian, Jewish, and Muslim perspectives; the multiple possible causes of the Reformation; the Age of Exploration from the perspectives of the colonizer and colonized; the English Inter-Regnum, the rise of Russia and the power or limitations of the personality of particular czars (ongoing through several weeks), the causes and effects of enclosure, what is social history (Industrial Revolution); what is intellectual history (Enlightenment); the causes of the rise of communism and socialism; the effects of German and Italian unification; the Scramble for Africa and the effects of colonization; American and European explanations for World War One; the causes of fascism and totalitarianism; explanations of the Cold War; why did the Soviet Union crumble; what is a global crisis; what is the third world; is the world moving back to hegemonies. Basically, every week has its own mini historiography component.

**Presentations and Topic Outlines:** At least once each semester, each student will be responsible for presenting a subject to the rest of class. These Presentations should include a Note-Taking Handout for each class member (and me). Students will also produce frequent (as in weekly) outlines of important dates, events, people, discoveries, wars, etc to help them prepare for the examination. These timelines will also serve as study guides for later review.

**Attendance:** As per the school's attendance policy, "students who miss more than five classes, whether excused or unexcused, in any course during a trimester will have their trimester grade in that course reduced by two points per class missed in excess of five. Students who miss more than fifteen total classes in a given course may be required to repeat that course. Please note that three tardies or early dismissals count as an absence. These absences do not include religious holidays, school sponsored events, college visits, or snow days." (Student Handbook, 15)

**Plagiarism and Academic Honesty:** At the end of the day, all an academic has are her ideas and her reputation. To protect both, academic communities count plagiarism as one of the highest crimes imaginable; even the hint of it has ruined otherwise impressive academic careers and cast into suspicion works of otherwise inspiring diligence and worth. That is a very high brow way of saying "take credit for your work and only your work." If you use someone else's ideas or research (and most of you will because that is what we do at the earlier stages of learning), admit it and give that person credit. This is true for your use of evidence in essays (where doing so only makes you look more well-read and more thoughtful) and for your weekly assignments. I would MUCH prefer that you honestly admit that you simply could not complete an assignment than to see you attempt to pony off someone else's work as your own. For the former, there will be a small penalty for time management; with the latter, you and I will meet with higher academic administrators to discuss whether or not you can continue in and pass the class for the year.

**Trimester Grading Rubric** To take some of the sting/terror out of the dreaded practice tests, I weight class performance differently as the year progresses. At first, participation and preparation are more important than

testing. By the end, let's be frank, you care most about predicting your performance on the external exam in May so the class also weighs that more heavily. It is my goal that an A in the class corresponds with my estimation that you can earn a 5 on the AP Exam. Similarly, a B predicts a 4; a C predicts a 3... The closer we get to the Exam itself, the more the trimester grade should mirror that prediction. This isn't a guarantee, but it has worked in the past.

**Grading Standards:** AP Essays are graded on a 0-9 scale. The following descriptions are based upon the advice from Kaplan's *AP European History* 2004 Edition, pgs 20-21. (I took the advice verbatim except when I generalized portions that previously applied to only one essay topic.) I will use them as I grade your essays. (Multiple Choice formatted assessments will be a simple Number Correct divided by Total Number computation.)

#### The 8-9 Essay

- contains a clear, well-developed thesis that analyzes the specific elements of the question.
- supports the thesis with substantial, specific, relevant information.
- presents a reasonably balanced treatment of the topic.
- is well organized.
- may contain minor errors.

#### The 5-7 Essay

- presents a thesis, which may be partially developed, that analyzes the specific elements of the question.
- supports the thesis with some relevant and specific information.
- has some analysis of the impact of the topic of the question.
- may be unbalanced in the treatment of the topic.
- has acceptable organization.
- may contain errors that do not seriously detract from the quality of the essay.

#### The 2-4 Essay

- simply restates the question or lacks a thesis or contains a confused or unfocused thesis.
- provides few relevant fact or lists facts with little application to the thesis.
- has little or no analysis; may contain only generalizations.
- may deal with only one portion of the question or all of the question in a limited manner.
- may be poorly organized.
- may contain major errors that detract from the essay.

#### The 0-1 Essay

- Contains no thesis or a thesis that does not address the question.
- Exhibits inadequate or inaccurate understanding of the question.
- Contains no analysis.
- Is poorly organized and/or poorly written.

I have read and understand this AP European History Course Syllabus and Contract. I agree to abide by its terms and work to make this a great year and a thought provoking class!

---

Student Signature

---

Guardian Signature Student Name

## **Week Chapters Topics**

Trimester One:

1 Intro Our First DBQ!!! (Political Cartoons on War and Politics)

The 3 Rhetorical Appeals & John Milton's *Areopagitica*

Subtopics: What is History? How do you organize ideas for DBQ? What is rhetoric?

How do you frame arguments?

Themes: Public Perceptions vs. Historical Perceptions, Military History, Art History

Skills: Timed Writing, Formal Writing, Critical Reading, Active Reading, Active

Listening, Uses of Evidence

2 Review The Ancient World and Early Middle Ages

Subtopics: Egypt, Greece, and Rome, Alexander, Julius Caesar, Augustus Caesar,

Marcus Aurelius, Plato, Socrates, Aristotle, Cicero, Tacitus, Homer, Virgil,

Pharaohs, City-States, Hellenism, The Republic, *Pax Romana*, The Fall of the

Western Roman Empire, Fall of Rome and Dark Ages, Feudalism, Frankish

Kingdoms and the Carolingians, Charlemagne, Great Invasions, Battle of Tours

Themes: Public Perceptions vs. Historical Perceptions, Military History, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and

Co-Existence, Role of the Individual, Art History, Group Dynamics

Skills: Active Reading, Active Listening, Organizing Information, Test Preparation,

Team & Individual Study Methods

3 Review The High Middle Ages and Renaissance

Subtopics: Rise of the Nation State, France, England, Germany & Italy, "The Truce of

God," Monasticism, Gregorian Revolution, Rise of the Church, The Crusades, Expansion of Latin Christendom, al-Andalus & Dar al Islam, Life in the West, Chivalry and Social Structures, Norman Invasion, *Ile de France*, Rise of Guilds and Guild Towns, Universities and Learning, Art & Poetry

Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism,

Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History

Skills: Active Reading, Active Listening, Organizing Information

4 12 Review Unit Test, Crisis of the Later Middle Ages

Subtopics: Black Death, Hundred Years' War, Great Schism & Babylonian Captivity,

Peasant Revolts, Arts and Literature

Themes: Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence,

Role of the Individual, Group Dynamics, Military History, Art History

Skills: Active Reading, Active Listening, Organizing Information, Test Preparation,

Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, Short Answer Testing, 5 Part Essay Writing

5 13 Europe in the Renaissance; Mid-Term Progress Reports

Subtopics: Italian Renaissance, Individualism, Humanism, Secularism, Art, Politics,

Gutenberg, Clocks, Northern Renaissance, Centralization of Power, *The Prince*, The Reconquista

Themes: Geographic Determinism, Evolution of Economic Systems, Economic Bases of

Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information

#### 6 14 Reform and Renewal

Subtopics: The Reformation, Martin Luther, Protestantism, Hapsburg Dynasty, Calvinism, Anabaptism, English Reformation, Church of Scotland, Lutheranism in Scandinavia, Reformation in Eastern Europe, Catholic Reformation and Counter Reformation  
Themes: Geographic Determinism, Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Art History  
Skills: Active Reading, Active Listening, Organizing Information

#### 7 15 The Age of Religious Wars and Expansion; Unit Test (12 - 15)

Subtopics: Religious Riots in France, Charles V in the Netherlands, Philip II, The Spanish Armada, Thirty Years' War, Age of Exploration, Christopher Columbus, Explorers, Portugal and Spain Expand, The Columbian Exchange, Witch Hunts, Slavery, Literature and Art  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information, Test Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, Short Answer Testing, 5 Part Essay Writing

#### 8 16 Absolutism in Western Europe

Subtopics: Absolute Monarchs, Henry IV, Richelieu, Louis XIV, Edict of Nantes, French Classicism, Constitutionalism, English Inter-Regnum, Dutch Republic  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information

#### 9 17 Absolutism in Eastern Europe

Subtopics: Serfdom in Eastern Europe, Austria and the Ottoman Turks, Prussian Absolutism, Russia from the Rise of Moscow to Peter the Great, Baroque Architecture and Arts  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information

#### 10/11 NA Review and Exams (Review – Chp 17)

Subtopics: Review of First Trimester  
Themes: Review of First Trimester  
Skills: Active Reading, Active Listening, Organizing Information, Exam Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, Short Answer Testing, 5 Part Essay Writing

---

Trimester Two:

1 18 Toward a New World View

Subtopics: The Scientific Revolution, Copernicus, Galileo, Newton, Descartes, Bacon, The Enlightenment, Locke, Montesquieu, Voltaire, Skepticism, Enlightened Absolutism, Frederick the Great, Catherine the Great, Austrian Hapsburg, Absolutism in France, English Restoration  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information

2 Thanksgiving Break

3 19 18<sup>th</sup> Century European Expansion

Subtopics: The Open Field System, The Agricultural Revolution, The Low Countries and England, Enclosure, Cottage Industries, The Textile Revolution, The Atlantic Economy, Mercantilism, The Atlantic Slave Trade, War of Spanish Succession, War of Austrian Succession, Navigation Acts, The Seven Years' War, Colonial Latin America, Adam Smith, Economic Liberalism  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information

4 20 Changes in Social Structures

Subtopics: Social History of the Seventeenth and Eighteenth Centuries  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information

5 21 First AP Practice Test or Unit Test (16 - 20); Revolutions in Politics

Subtopics: Revolutionary Philosophies, The American Revolution, The French Revolution, Louis XVI, The National Assembly, The Estates General, Limited Monarchy, Republican France, Edmund Burke, Mary Wollstonecraft, *Sans Culottes*, The Reign of Terror, Thermidorian Reaction, The Directory, Napoleon  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information, Test Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, Short Answer Testing (Unless Practice AP), 5 Part Essay Writing, Reading the DBQ & Free Response Questions (if Practice AP)

6 21 Continued from Above; Winter Break Starts Mid Week

Subtopics: Same as Above  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism,

Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History

Skills: Active Reading, Active Listening, Organizing Information

7 22 Revolutions in Energy and Industry

Subtopics: The Industrial Revolution in England and France, The European Industrial Revolution, The Steam Engine, The Factory, The Railroad, New Classes, New Workers, Work Conditions, Population Booms, New Divisions of Labor, The British Labor Movement

Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History

Skills: Active Reading, Active Listening, Organizing Information

8 23 Ideologies and Upheavals; Mid-Term Progress Reports

Subtopics: The Congress of Vienna, Metternich, The Holy Alliances, The Quadruple Alliance, Liberalism, Nationalism, French Utopianism, Romanticism, William Wordsworth, Sir Walter Scott, The Novel, Joseph Turner, John Constable, Eugene Delacroix, Joseph Litz, Ludwig Beethoven, Greek Nationalism, Liberal Reform in Britain, Great Famine, Revolution of 1830, Constitutional Charter of 1814, Louis XVIII, Charles V, Louis Phillipe, French Democratic Republic, Francis Joseph, Prussia, Frankfurt Assembly, Frederick William, Johan Sebastian Bach, William Coleridge, Edmund Burke, Victor Hugo, George Sand

Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History

Skills: Active Reading, Active Listening, Organizing Information

9 24 Life in the New Urban Areas

Subtopics: The Growth of Cities, New Class Structures and Divisions, Changing Family Roles, Social Sciences and Evolution, Emergence of Scientific Method, Realism, Charles Darwin

Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History

Skills: Active Reading, Active Listening, Organizing Information

10 25 Age of Nationalism; AP Practice Test

Subtopics: Napoleon III, Mazzini, Gioberti, Cavour, Italian Unification, Bismarck, German Unification, Austro-Prussian War, Franco-Prussian War, The United States, Modernization of Russia, Crimean War, Russian Industrialization, Revolution of 1905, Germany's Empire, Republican France, The Austro-Hungarian Empire, Jewish Emancipation and Anti-Semitism, Marxism, Dreyfus Affair, Socialism

Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History

Skills: Active Reading, Active Listening, Organizing Information, Test Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, 5 Part Essay Writing, Reading the DBQ & Free Response Questions

### 11 26 The West in the World

Subtopics: Rise of Global Inequality, World Market, Opening China and Japan, The West in Egypt, Great Migration, Western Imperialism, Scramble for Africa, New Imperialism, Responses to New Imperialism, Ismail, Empire in India, National Congress in 1885, Sino-Japanese War, Boxer Rebellion  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information

### 12 27 War and Revolution

Subtopics: First World War, Three Emperors' League, Russian-German Reinsurance Treaty, Triple Entente, Total War, Allies, Ottoman Empire, Duma, Lenin, Bolshevik Revolution, Trotsky, White Revolution, Big Three, Treaty of Versailles, League of Nations  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information

### 13 NA Review and Exams (AP Students **will** complete a T2 Exam in class.)

Subtopics: Review of Second Trimester  
Themes: Review of Second Trimester  
Skills: Active Reading, Active Listening, Organizing Information, Exam Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, Short Answer Testing, 5 Part Essay Writing

---

### Trimester Three:

#### 1 28 The Age of Anxiety; AP Practice Test

Subtopics: Modernism, Frederick Nietzsche, Ludwig Wittgenstein, Existentialism, Henri Bergson, Albert Camus, Sartre, Martin Heidegger, Revival of Christianity, Karl Barth, T.S. Eliot, Evelyn Waugh, Aldous Huxley, Max Planck, Science, Albert Einstein, Marie Curie, Werner Heisenberg, Freudian Psychology, Modern Art, Movies, Radio, Weimar Republic, Great Depression, Reparations  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information

#### 2 29 Dictatorships and WWII

Subtopics: Authoritarianism, Totalitarian Dictatorships, Stalinism, Five-Year Plans, Collectivization, Gulags, Great Purges, Mussolini, Hitler, Nazism, *Mein Kampf*, Appeasement, Lightning Attacks, The Blitz, Final Solution, Grand Alliance, Pacific Campaign, European Campaign, African Campaign, D-Day, VJ Day, VE Day, Hiroshima, Nagasaki, Yalta, Tehran, Potsdam  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information

### 3 30 The Cold War and Societal Change; AP Practice Test

Subtopics: Cold War, Big Four, Truman Doctrine, Blockades, Common Market, Decolonization, Middle East, End of Stalinism, End of Reform, Science and Technology, Warsaw Pact, NATO, UN, Wars in Korea and Vietnam, Detente, Women's Movement, Economic Uncertainty  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information, Test Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, 5 Part Essay Writing, Reading the DBQ & Free Response Questions

### 4 Spring Break

### 5 30/31 Cold War Continued; 1985 – Present

Subtopics: Fall of Communism in Eastern Europe, Solidarity, Glasnost and Perestroika, Revolutions of 1989, German Unification, New Europe, New Russia, Chaos in Yugoslavia, Serbia, Croatia, Albania, European Union, Population Changes, Immigration, Human Rights, Al-Quaeda, Iraq, Issues for the UN  
Themes: Public Perceptions vs. Historical Perceptions, Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information

### 6 NA Synthesis of Information: Politics & Leaders; AP Practice Test

Subtopics: Political Ideas & Leaders from Renaissance to Today  
Themes: Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Parallel Emergence of Market Capitalism and Other Models, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information, Test Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, 5 Part Essay Writing, Reading the DBQ & Free Response Questions

### 7 NA Synthesis of Information: Philosophy & Art

Subtopics: Philosophy & Art from Renaissance to Today  
Themes: Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Parallel Emergence of Market Capitalism and Other Models, Role of the Individual, Art History  
Skills: Active Reading, Active Listening, Organizing Information, Test Preparation, Team & Individual Study Methods

### 8 NA Synthesis of Information: Religion; Mid-Term Progress Reports 4/16/8

Subtopics: Religious Issues from Renaissance to Today  
Themes: Geographic Determinism, Economic Bases of Conflict and Co-Existence, Role of the Individual, Group Dynamics, Military History, Art History  
Skills: Active Reading, Active Listening, Organizing Information, Test Preparation, Team & Individual Study Methods

9 NA Synthesis of Information: Technology; AP Practice Test

Subtopics: Inventions and Innovations from Renaissance to Today

Themes: Geographic Determinism, Evolution of Economic Systems, Parallel Emergence of Market Capitalism and Other Models, Role of the Individual, Group Dynamics

Skills: Active Reading, Active Listening, Organizing Information, Test Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, 5 Part Essay Writing, Reading the DBQ & Free Response Questions

10 NA Synthesis of Information: Wars & Leaders

Subtopics: Conflicts and Leaders from Renaissance to Today

Themes: Geographic Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Parallel Emergence of Market Capitalism and Other Models, Role of the Individual, Group Dynamics, Military History

Skills: Active Reading, Active Listening, Organizing Information

11 NA AP Review Presentations; AP Exam Friday (if schedule is like 2007)

Subtopics: Review of Year's Topics

Themes: Determined by Presentations

Skills: Active Reading, Active Listening, Organizing Information, Guided Independent Research, Presentations, Creating Useful Handouts/Study Guides, Exam Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, 5 Part Essay Writing

12 Presentations

Subtopics: Determined by Presentations

Themes: Determined by Presentations

Skills: Active Reading, Active Listening, Organizing Information, Guided Independent Research, Presentations, Creating Useful Handouts/Study Guides

13 Presentations & Internal Exams; Last Week of School

Subtopics: Determined by Presentations

Themes: Determined by Presentations

Skills: Active Reading, Active Listening, Organizing Information, Guided Independent Research, Presentations, Creating Useful Handouts/Study Guides, Exam Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, Short Answer Testing, 5 Part Essay Writing