

Advanced Placement European History

Curriculum Guide

Revised 7/30/08

Mid-Term and Final Exams revised 5/08

Grade: 10-12

Course Number: 230.01

Prerequisites: 9th grade World Studies and selection into the Honors level.

AP European History is a detailed survey of Western Civilization from the Middle Ages to the Present with a balance of political and social materials. The course examines the important political, economic, religious, social, intellectual, and artistic themes and events.

"Students who enroll in AP courses are required to take the appropriate AP exam and must pay all AP fees due to the College Board prior to taking the exam. Students not in compliance will be referred to the school principal for appropriate disciplinary action."

Core Content Curriculum Standards Addressed:

Standard 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of Civics, History, Geography, and Economics.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Standard 6.3 (World History) all students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.

Proficiencies (Measurable Objectives) are listed for each section (unit of study) of the course in the syllabus section of this curriculum guide.

Required Areas of Instruction

- Unit 1: The Crisis of the Later Medieval Period
- Unit 2: European Society in the Age of the Renaissance
- Unit 3: Reform and Renewal in the Christian Church
- Unit 4: The Age of Religious Wars and European Expansion
- Unit 5: Absolutism and Constitutionalism in Western Europe c.1589-1715
- Unit 6: Absolutism in Eastern Europe to 1740
- Unit 7: Toward a New World View
- Unit 8: The Expansion of Europe in the Eighteenth Century
- Unit 9: The Changing Life of the People

Unit 10:	The Revolution in Politics, 1775-1815
Unit 11:	The Revolution in Energy and Industry
Unit 12:	Ideologies and Upheavals
Unit 13:	Life in the Emerging Urban Society
Unit 14:	The Age of Nationalism, 1850-1914
Unit 15:	The West and the World
Unit 16:	The Great Break: War and Revolution
Unit 17:	The Age of Anxiety
Unit 18:	Dictatorships and the Second World War
Unit 19:	Cold War Conflicts and Social Transformations, 1945-1985
Unit 20:	Revolution, Rebuilding, and the New Challenges: 1985 to the Present

Additional Curricular Requirements:

Analyze various interpretations of historical writing:
 The course will be taught thematically so that students will be able to understand events in their wider scope across historical eras; also so that they will be able to consider the causative connection between historical eras. The course will provide, but not be limited to, a comprehensive examination of the following themes:

- *The role of education in the progress of the human condition from the invention of the printing press to the present.
- *The paradigm shift from Medieval Scholasticism and religion as the central worldview to science and reason.
- *The struggle for liberal reform for all levels of society.
- *The power struggle between the aristocracies and monarchies (i.e. England and France in the 16th through 18th centuries) and their corresponding results.
- *The political, economic and social impact of enfranchising larger portions of the population.
- *The cataclysm of change through the various revolutions in modern European history.
- *The impact of the dual Revolutions (French, Industrial) on modern Europe.
- *The modern use of technology and machines to crush human individualism.

I. Historiography:

As a part of the course each student, or small group of students, will be assigned an historical theme to consider and evaluate. They are to analyze the textbooks interpretation of the events or themes in light of other documents. They are then to present their evaluation to the class at large.

Also, the students will write several essays evaluating and comparing the lectures given in class with the way in which the textbook evaluates historical themes and events.

The students will also examine and consider, in writing, the role of women, various ethnic and religious minorities, and political outsiders in each historical era.

II. Primary Sources:

The course is heavily weighted with primary source documents, which will be read and evaluated. Most often will read excerpts of these documents in order to familiarize the students with the essential political, cultural and literary works. I will utilize power point presentations to teach art history from the Renaissance to modern abstract expressionism.

III. Writing Requirements:

This is a course in which ones ability to communicate in written form will be essential. We will write a DBQ each marking period as well as other essays already indicated. My exams will challenge the students' ability to organize and write coherent and accurate essays in a short period of time.

Resource Requirements

Textbook:

McKay, John P., Bennett D. Hill, and John Buckler. *A History of Western Society since 1400*. Boston: Houghton Mifflin.

Primary Source Documents

The students will read and evaluate several primary source documents throughout the year, most of which can be found at the following website: http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm
We will also examine maps, artwork, music, etc.

Support Materials

Various support materials will be provided from the school and public library, with the majority of the materials from the Internet.

Additional Teacher Resources

Europe, A History, Norman Davies. Harper Perennial, New York, 1996.

Arts & Ideas, 9th edition, William Fleming. Harcourt Brace College Publishers, New York, 1995.

From Dawn to Decadence, 500 Years of Western Cultural Life, 1500 to the Present, Jacques Barzun. Harper Collings Publishers, New York, 2000.

History in Quotations, M.J. Cohen and John Major. Cassell, Orion Publishing Group, London, 2006.

Sophie's World, a novel about the history of philosophy, Jostein Gaardner, trans. Paulette Moeller. Berkely Books, NY, 1996.

Syllabus

Revised 7/08
(Mid-Term and Final Exams last revised 2007)

Advanced Placement European History

Summary of Contents

- * Course synopsis (p.3)
- * List of course materials (p.2)
- * Calendar outline: guide to daily planning for course (pp. 3-126)
- * Final exam project (p.126)

Advance Placement European History

Advanced Placement European History has been designed as a third or fourth year Social Studies elective. AP European History is a detailed survey of Western Civilization from the Middle Ages to the Present with a balance of political and social materials. AP European History closely follows the ETS Guidelines by providing approximately equal coverage of events before and after the French Revolution. AP European History examines important political, economic, religious, social, intellectual, artistic and diplomatic themes and events. The course is taught thematically; primary source documents and literature will be examined, as well as supplemental readings to provide a thorough analysis of cause and effect. In order to complete the wealth of information required in this course and to prepare the students to excel on the AP exam, much of the course will be taught in a lecture/discussion format. The course outline/ syllabus will provide the particular lecture topics.

Resources

Textbook

McKay, John P., Bennett D. Hill, and John Buckler. *A History of Western Society Since 1400*. Boston: Houghton Mifflin.

Historiography readings from various sources include the following:

Europe, A History, Norman Davies. Harper Perennial, New York, 1996.

Arts & Ideas, 9th edition, William Fleming. Harcourt Brace College Publishers, New York, 1995.

From Dawn to Decadence, 500 Years of Western Cultural Life, 1500 to the Present, Jacques Barzun. Harper Collings Publishers, New York, 2000.

History in Quotations, M.J. Cohen and John Major. Cassell, Orion Publishing Group, London, 2006.

Sophie's World, a novel about the history of philosophy, Jostein Gaardner, trans. Paulette Moeller. Berkely Books, NY, 1996.

Primary Sources from various historical eras will be taken from the following website:

http://www.historyteacher.net/APEuroCourse/APEuro_Main_Weblinks_Page.htm

Sample Schedule for AP European History

AP European History 2008-09

Revised 7/30/08

Mid-Term and Final Exams revised 5/08

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The course will be broken up into daily or weekly increments

Days 1-6

Introduction of class, explanation of grading policy, distribute texts and various course materials etc.

*The Medieval Synthesis

*Why Europe rose to world hegemony beginning in c.1500.

*The rise of rudimentary capitalism in Italian City States in the 14th century.

*Analysis of Scholasticism and Church centered worldview.

*Hundred Years War

Objectives

1. To discuss how medieval European men and women coped with the destruction wrought by the Black Death, peasant rebellions and war.
2. To investigate the nature of medieval piety in the fourteenth century; to discuss the primary characteristics of the Age of Faith.
3. To outline the effect that the intellectual revival of the twelfth century had on the thought and culture of the fourteenth century.
4. To investigate the outburst of religious vitality during the High Middle Ages.
5. To discuss the challenges faced by the Church.
6. To examine the impact of changing world views on thought, commerce and nationhood began the paradigm shift that would usher in the Renaissance.

Primary Source Document analysis:

1215: Magna Carta

1313-1375: Decameron

1340-1353: Petrarch's Letter Criticizing the Avignon Papacy

1348-1350: The Black Death and the Jews - Jacob von Königshofen

1425: Imitation of Christ - Thomas à Kempis

Days 7-13

Humanism and the Renaissance: Northern Humanism and Italian

*Renaissance art as compared to Medieval art

*Florentine politics and culture

*Humanism and Scholasticism

*Machiavelli

*Northern Humanists

Objectives

1. To present humanist values and discuss why Renaissance thinkers revered the past.
2. To compare the Italian Renaissance with the northern Renaissance.
3. To consider whether the Renaissance represented a sharp break with the medieval past.

Textbook: McKay 414-453

Quiz on Renaissance Humanism

Primary Source Documents:

15th century: Mirandola "Oration on the Dignity of Man "

1499: "The Pietà" - sculpture by Michelangelo

1504: "David" - sculpture by Michelangelo

1508-12: "The Sistine Chapel" - frescoes by Michelangelo - "Last Judgment"
"The Creation of Man" "The Creation of the Heavens"

Days 14-20

The Reformations

*Babylonian Captivity

*Counciliar Movement

*Schism

*Wycliffe, Hus, Luther, Calvin, Henry VIII, Knox, Zwingli

*Counter-Reformation

*Calvin's TULIP

Objectives

1. To establish who Martin Luther was and why he and the Lutheran revolt were able to gather so much support in such a short period of time.
2. To compare the differences between the faith of Martin Luther and that of John Calvin.
3. To discuss the ways in which the church reformed itself in the wake of the Protestant Reformation.

Textbook McKay: 454-487

Primary Source Documents:

1486: *The Malleus Maleficarum*

1520: Martin Luther - On Christian Liberty

1525: *Against the Murderous and Thieving Hordes of Peasants* - Martin Luther

1543: "The Jews and Their Lives" - Martin Luther

Days 21-33

Expansion and the Wars of Religion

- *Exploration
- *Spanish/ Hapsburg Hegemony
- *War of the Three Henry's
- *80 Years War/ War for Dutch Independence
- *Charles V, the last of the Burgundians
- *30 Years War
- *Baroque Art
- *Misogyny and Racism
- *Baroque Art, Literature and Music

Objectives

1. To explain the practical and idealistic reasons that motivated Europeans to leave the world of the Mediterranean and venture out onto the oceans.
2. To distinguish the differences between Portuguese and Spanish maritime ambitions.
3. To compare the profits of European discovery and conquest with its costs.
4. To examine why Europe's religious divisions intensified into war and to look at the political ramifications of the conflicts.
5. To explore the uniqueness of the forms of government developed by France and Britain.
6. To analyze why this period has been described as one of doubt and uncertainty and to look at how this doubt and uncertainty were reflected in Western thought and literature.

Textbook: McKay: 487-528

Primary Source Documents:

1437-1486: Witchcraft Documents (including an excerpt from the *Malleus Maleficarum*)

1664: The Tryal of Amy Duny - Witch

1519: An Aztec Account of the Spanish Conquest of America

1700: An Eyewitness Describes the Slave Trade in Guinea

Days 34-39

Absolutism and Constitutionalism

*Absolutism in France

*Henry IV, Elizabeth I (Politiques)

*Richelieu, Louis XIV

*Decline of Absolutist Spain

*Aristocracy v. Monarchy

*British Constitutionalism, Parliament v. the Stuarts

*English Civil War, Restoration, Glorious Revolution

*Analysis of the political philosophies of Thomas Hobbes (*Leviathan*) and John Locke (*Two Treatises on Government* and *Essay Concerning Human Understanding*)

Objectives:

1. To explore the uniqueness of the forms of government developed by France and Britain.
2. To present the shape of absolute monarchy taken by Louis XIV.
3. To explain why England adopted a limited, constitutional monarchy.
4. To explain how colonization led to the creation of empire.

Textbook: McKay 530-563

Mock Trial

A Mock Debate between representatives of the political philosophy of Thomas Hobbes and that of John Locke. The students will each be given a role to play in the mock trial of the two seminal political philosophies of the early modern era.

Primary Source Documents

1605: Primary Sources Pertaining to the Gunpowder Plot

1624: Political Testament - Cardinal Richelieu

1660: *Leviathan* - Thomas Hobbes (excerpts)

1685: The Treaty of Fontainebleau-Revocation of the Edict of Nantes
1690: "An Essay Concerning Human Understanding" - John Locke
1690: Two Treatises on Government - John Locke (excerpts)

Days 40-45

Absolutism in Eastern Europe to 1740

- *Lords and Peasants in Eastern Europe
- *The Rise of Austria and Prussia
- *The Development of Russia
- *Peter the Great
- *Hohenzollerns, Hapsburgs, Romanovs
- *Absolutism and Baroque Architecture

Objectives:

1. To examine the role of Feudalism in the early modern east.
2. To compare the three great dynastic families and how they fostered absolutism in their imperial realms.
3. To consider the impact of Peter the Great on Russian history.
4. To demonstrate the relevance of the Baroque movement as a reflection of central and eastern absolutism.

Textbook: McKay 564-592

Primary Source Documents

1722: Peter the Great's "Table of Ranks"
1752: Frederick II - Political Testament
late 18c: Frederick II - Essay on Forms of Government

Days 46-54

Scientific Revolution and the Enlightenment

- *Copernicus, Brahe, Kepler, Galileo, Newton
- *Bacon and Descartes
- *The Encyclopedia Century
- *Age of Reason and the Reading Revolution
- *Voltaire, Diderot, Rousseau, Montesquieu
- *Catherine the Great
- *Enlightened Despotism

Objectives:

1. To explain how modern science was a reflection of the humanistic worldview and that belief in the primacy in human reason was at the core of both movements.

2. To show that the essence of the Scientific Revolution was a transformation in human knowledge.
3. To highlight the achievements of each of the seminal individual scientists and how their discoveries were a paradigm shift in modernism from medieval scholasticism.
4. To explore the foundations of Enlightenment thinking in general.
5. To show how the *Philosophes* used reason as a starting point for the general reform of society.
6. To show how Enlightenment ideas are a reflection of the modern age.

Textbook: McKay: 594-627

Primary Source Documents

1633: The Crime of Galileo: Indictment and Abjuration of 1633

1637: Discourse on Method - René Descartes

1721: The Persian Letters (No. 13)- Charles De Secondant Montesquieu

1759: Candide- Voltaire

1778: Mary Wollstonecraft's Early Views on Education

1784: What is Enlightenment? - Immanuel Kant

late 18c:

The Salon (excerpts from several observers of the period on the women)

Independent Work for chapter 19 McKay: 628-659, to be completed by the student concurrent to beginning chapter 21.

The Expansion of Europe in the Eighteenth Century

*Agriculture and the Land

*The Beginning of the Population Explosion

*The Growth of Cottage Industry

*Building the Atlantic Economy

*Mercantilism to Capitalism

*Adam Smith, *Inquiry Into the Nature and Causes of the Wealth of Nations*

Objectives:

1. To investigate the growth of small-scale industry and the impact of agricultural innovation.
2. To examine mercantilism as an economic reflection of expansion and empire-building.
3. To consider the revolution of Smith's ideas on economics and free-enterprise.

Primary Source Documents

1776: "Of Colonies" - from Adam Smith's *The Wealth of Nations*

1756: Edmund Burke - *On Taste*

1722: British Poor Relief Act

Independent work for Chapter 20; McKay 660-688

The Changing Life of the People

*Marriage and the Family

*Children and Education

*Food and Medical Practice

*Religion and Popular Culture

Objectives:

1. To investigate the lives of peasants from the perspective of social history within the context of the 17th and 18th centuries.
2. To understand the changing lives of peasants in relation to diet, life-expectancy, religion and the increasing role that leisure played in shaping those lives.

Primary Source Documents:

1726: *Gulliver's Travels* - Jonathan Swift

1776: "Of Colonies" - from Adam Smith's *The Wealth of Nations*

Days 55-74

The Revolution in Politics, 1775-1815

*The *Ancien* Regime

*Liberty, Equality and Fraternity

*The American Revolutionary Era, 1775-1789

*The French Revolution, 1789-1791

*World War and Republican France, 1791-1799

*The Napoleonic Era

Objectives:

1. To grasp the social origins of the French Revolution.
2. To understand the narrative chronology of the Revolution.

3. To understand the differences between the aims of the “men of 1789” and the aims of the radical stage of the Revolution.
4. To examine the role of Terror: its causes, impact and achievement.
5. To consider the impact of the “great man” as a paradigm in revolution and how Napoleon completed the Revolution in France.
6. To investigate the Napoleonic Age and its relevance in modern Europe.

Textbook: McKay: 690-723

Evaluate Historical Interpretations:

The students will read several articles of interpretation of several aspects of the French Revolution taken from the following book:

Primary Source Documents

1789: "What is the Third Estate?" - Abbé Sieyes

1789: *The Declaration of the Rights of Man and Citizen*

1789: The Storming of the Bastille - an eyewitness account

1791: *Declaration on the Rights of Women* - Olympe de Gouges

1792: *Vindication on the Rights of Woman*- Mary Wollstonecraft

1793: *The Cult of the Supreme Being*- Maximilien Robespierre

1794: *Justification of the Use of Terror*- Maximilien Robespierre

1804: The Napoleonic Civil Code

1807-14: Goya's Sketches of the Disasters of the Peninsular War

1814: A Farewell to the Old Guard - Napoleon

Days 75-96 (includes mid-term days)

The Revolution in Energy and Industry

*The Industrial Revolution in England

*Sexual Division of Labor and Early Labor Movement

*Industrialization in Continental Europe

*Capital and Labor

Objectives:

1. To situate the Industrial Revolution within its intellectual and cultural context.
2. To suggest various reasons why this revolution occurred in Britain first.
3. To demonstrate how the Industrial Revolution contributed to the 19th century faith in human progress.
4. To consider the social impact of the Revolution on each social class: proletariat, bourgeoisie and gentry.
5. To evaluate the social implications of such a profound disruption in the fabric of British and later continental social structure.
6. To evaluate the political movements that were inspired by the Industrial Revolution.

**VIDEO: *The Day The Universe Changed: A Personal View* by James Burke
*Program 6—The Factory and Marketplace Revolution***

Churchill Media, 1986

www.SVEmedia.com

Textbook: McKay 722-753

DBQ

Primary Source Documents

1798: *An Essay on the Principle of Population*- Thomas Malthus

1812: A Luddite attack on a Yorkshire mill

1816: Robert Owen and Robert Peel - Testimony regarding Child Labor

1817: The Iron Law of Wages

1830: Wages of Factory Workers in Leeds - statistical chart

1835: "The Philosophy of the Manufacturers" - Andrew Ure

1844: Industrial Manchester - Friedrich Engels

Days 97-110

Ideologies and Upheavals, 1815-1850

*The Peace Settlement (Congress of Vienna)

*The Age of Metternich and the role of the Reactionaries in quelling progress

*Radical Ideas and Early Socialism

*The Romantic Movement

*Reforms and Revolutions

*Revolutions of 1848

*Analysis of Communism and whether it is still relevant in the 21st century

Objectives:

1. To examine the various ideologies that flourished in the early 19th century.
2. To understand the impact of the battle between conservatism and liberalism.
3. To establish the context in which the 1848 Revolution in France took place; and to survey some of the causes of the Revolutions of 1848 throughout Europe.
4. To address the emergence, relevance and ideology of communism as introduced by Marx and Engles.
5. To introduce Romanticism as a reaction to Enlightenment thinking.

Textbook: McKay 754-785

Power Point Presentation on Art from the Rococo through Modernism

(The power point is almost 200 slides long; I created it myself, but it would take up far too much memory and space to print it within this document)

Primary Source Documents

1798: *Essay on Population*- Thomas Malthus

1808: *On Censorship* - Prinz Klemens von Metternich

1819: *Eyewitness Accounts of the Peterloo Massacre*

1847: *The Misery That Was Ireland- The Potato Famine* - W. Stewart Trench

1847: *Principles of Communism* - Engels

Days 111-119

Independent Work for chapter 24 McKay: 786-821, to be completed by the student concurrent with chapter 25.

Life in the Emerging Urban Society

*Taming the City

*Rich and Poor and Those in Between

* The Changing Family

*Science and Thought

Objectives:

1. To examine the shift from rural to urban living and its impact on the populace.
2. To investigate the results of urbanization on the proletariat.
3. To understand the changing philosophical and psychological landscape of the 19th century urban culture.

Primary Source Documents

1820:

Four Letters on Liberty of the Press and Public Discussion - Jeremy Bentham

1820: Theory of Social Organization - Charles Fourier

1825:

DisplayText cannot span more than one line!

DAYS 119- 126

The Age of Nationalism, 1850-1914

- *Napoleon III in France
- *Nation building in Italy and Germany
- *Nation building in the United States
- *The Modernization of Russia
- *The Responsive National State, 1871-1914
- * Marxism and the Socialist Movement

Objectives:

1. To examine the policies of Napoleon III.
2. To understand the causes and effects of the unification of both Italy and Germany.
3. To investigate 19th century Russia as a catalyst for change and as a regime of oppression.
4. To analyze how Bismarck's German state became an example of early socialist progress.

Textbook: McKay: 823-853

Primary Source Documents

1844-1858: Giuseppe Mazzini - *The Duties of Man*

1848: National Song of Hungary - lyrics

mid-19c:

Peter Kropotkin's Description of Nobles and Serfs in Pre-Emancipation Russia

1871: *The Paris Commune and the Idea of the State*- Mikhail Bakunin

1890: "Fall From Power" - Otto von Bismarck

Test #10 Chapter 25

Days 127-136

Independent work for chapter 26 McKay 854-885, to be completed by the student concurrent with the teachings on chapter 27.

The West and the World; Imperialism

*Industrialization and the World Economy

*The Great Migration

*Western Imperialism

*Responses to Western Imperialism

Objectives:

1. To show how the second industrial revolution helped make the new imperialism possible.
2. To suggest several causes of the new imperialism.
3. To examine the social impact of imperialism on European society and on native populations.

Textbook: McKay 854-885

Primary Source Documents

1810-1811: Attempts to Control the Opium Trade

1840: Mountstuart Elphinstone - Indian Customs and Manners

1851: Survival of the Fittest Applied to Human Kind - Herbert Spenser

1899: "The White Man's Burden" - poem by Rudyard Kipling

1901: A Place in the Sun - Kaiser Wilhelm II of Germany

Answer the Following essay and multiple-choice questions

Classroom Role Play:

The students will be broken up into thirds so that each group can research the actions and goals of the one of the geo-political leaders of the 19th century. The students will then present their arguments for the success and failures of the following seminal 19th century figures: Napoleon, Metternich, and Bismarck.

Days 137-142

The Great Break: War and Revolution

*The First World War

*The Home Front

*The Russian Revolution

*The Peace Settlement

Objectives:

1. To understand the complicated causes of the Great War.
2. To show how the Great War served as a watershed in the history of the modern world.
3. To show how the Great War led to the death of the idea of progress and the creation of a "lost generation."
4. To examine the various permutations of the course of the war.
5. To investigate the causes, course and effects of the Russian Revolution.
6. To evaluate the Treaty of Versailles.

Textbook: McKay: 886-919

Primary Source Documents

1908: Interview of the Kaiser by *The London Daily Telegraph* (Oct. 28)

1914: Germany's "Blank Check" to Austria

1914: The Willy-Nicky Telegrams (July 29 - Aug. 1)

1917: Balfour Declaration

1916: Rosa Luxemburg - the Junius Pamphlet

Days 142-147

Independent work for chapter 28 McKay 921-951, to be completed by the student concurrent with the teachings on chapter 29.

The Age of Anxiety

*Uncertainty in Modern Thought

*Modern Art and Music

*Movies and Radio

*The Search for Peace and Political Stability

*The Great Depression, 1929-1939

Objectives:

1. To understand the various manifestations of the Age of Anxiety on the arts.
2. To examine the impact of the Great War on modern philosophy and metaphysics.
3. To investigate the implications of the peace on economics and the geopolitical landscape of the 1920's.
4. To understand the causes of the economic collapse of the 1930's.

Primary Source Documents

1920: "The Economic Consequences of the Peace" - John Maynard Keynes

1922: The Decline of the West - Oswald Spengler

1922: "The Wasteland" - T. S. Eliot

1925: A Surrealist Manifesto

1933: "The Structure of the Unconscious" - Sigmund Freud

Dictatorships and the Second World War

*Authoritarian States

- *Stalin's Soviet Union
- *Mussolini and Fascism and Italy
- *Hitler and Nazism in Germany
- *Nazi Expansion and the Second World War

Objectives:

1. To examine the conditions under which Stalin implemented his "revolution from above."
2. To understand the rise of Hitler and the Nazi Party in the 1930's: radicalism as a reflection of instability and the destruction of the middle class.
3. To examine the appearance of fascist and totalitarian regimes in the interwar years.
4. To address the causes and course of the war.
5. To investigate the challenge of democracy by opposing political perspectives.
6. To consider the question of evil: its existence, relevance and manifestations on the human condition.

Textbook McKay: 952-987

Primary Source Documents

1939: Order Authorizing "Euthanasia" - Adolf Hitler

1940: "Blood, Toil, Tears, and Sweat" speech - Winston Churchill

1941: Reaction to the German Invasion - Molotov

1945:

1945: The Fire Bombing of Dresden - a personal account by Lothar Metzger

Days 148-150

Independent work for Chapter 30-31 McKay: 988-1063, to be completed while we continue lectures.

Cold War Conflicts and Social Transformations, 1945-1985

- *The Division of Europe
- *The Western Renaissance, 1945-1968
- *Soviet Eastern Europe, 1945-1968
- *Postwar Social Transformations, 1945-1968
- *Conflict and Challenge in the Late Cold War, 1968-1985

Objectives:

1. To understand how wartime decisions affected postwar Europe.
2. To highlight the origins of the Cold War in the immediate postwar world.
3. To examine how Moscow attempted to create a buffer state between itself and the west.
4. To examine the role of oppressive regimes: what are their goals, achievements and manifestations?
5. To investigate the tensions between NATO and the Warsaw Pact and the incidents which brought them to the brink of war.

Primary Source Documents

1946:

Churchill's "Sinews" Speech, Westminster College (Fulton, MO) - "Iron Curtain"

1946: Stalin's Response to Churchill's "Iron Curtain" Speech

1947: Truman Doctrine

1957: EU Charter of Rome

1959: The Nixon-Khrushchev "Kitchen Debate" (7/24)

1960: Soviet Statement to U.S. on U-2 Incident (5/10)

1960:

DisplayText cannot span more than one line!

1978: Camp David Accords

1983: President Reagan's "Star Wars" Speech (3/23)

1987: Time Magazine's "Man of the Year" - Mikhail Gorbachev

Days 151-156

Independent work for chapter 31, McKay: 1026-1063, to be completed by the student concurrent to the lectures on the following:

Revolution, Rebuilding, and the New Challenges: 1985 to the Present

*The Decline of Communism in Eastern Europe

*The Revolutions of 1989

*Building a New Europe in the 1990's

*New Challenges in the 21st century

*The Future in Perspective

*The Collapse of Communism and the New World Order

Objectives:

1. To outline the collapse of Soviet-style communism.
2. To understand the creation of a new European Union and its relationships to the global community in the 21st century.
3. To examine the events behind the terrorist bombings of the past decade.
4. To evaluate the role of a united Europe in the future global geo-political landscape.

Primary Source Documents

1992: Maastricht Treaty

1995: The Dayton Accords

1997: Gorbachev Interview by CNN on the End of the Cold War (Sept.)

1999: *The Perils of Indifference*- Elie Wiesel

Days 151-160

Prepare for Advance Placement Exam

Extra Help review sessions will also be held on two Saturday mornings and on several after-school sessions.

Following the Exam which will be held on May 4, we will work on our Final Exam project which will be as follows:

Choose one topic on which to write a 10-12 page research paper. You are to follow appropriate MLA format, with font 12 and double spaced.

