

# Villa Victoria Academy

## AP European History Course Curriculum 2014-2015

### “APEH”

#### Course Description

The study of European history from 1450 to 2001 will introduce you to political, economic, socio-cultural, diplomatic, and intellectual developments that have played a fundamental role in shaping the world in which you live and how it has shaped the worldview of the Western tradition. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change throughout the development of Western civilization, and the endurance and adaptation of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of this course are to develop (1) an understanding of some of the principal themes in modern European history, (2) an ability to analyze historical evidence and historical interpretation, and (3) an ability to express historical understanding in oral and written discourse.

#### Themes:

The course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of the discipline of AP European History. **They will be woven throughout each unit of study and students will be prepared to recognize, identify, and analyze the following themes as they relate to the topics of study:**

#### 1. Intellectual and cultural history

- a. Changes in religious thought and institutions
- b. Secularization of learning and culture
- c. Scientific and technological developments and their consequences
- d. Major trends in literature and the arts
- e. Intellectual and cultural developments and their relationship to social values and political events
- f. Developments in social, economic, and political thought, including ideologies characterized as “isms,” such as socialism, liberalism, nationalism
- g. Developments in literacy, education, and communication
- h. The diffusion of new intellectual concepts among different social groups

- i. Changes in elite and popular culture, such as the development of new attitudes towards religion, the family, work, and ritual
- j. Impact of global expansion on European culture

**2. Political and diplomatic history**

- a. The rise and functioning of the modern state in its various forms
- b. Relations between Europe and other parts of the world; colonialism, imperialism, hegemony, decolonization, and global interdependence
- c. The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics
- d. The extension and limitations of rights and liberties (personal, civic, economic, and political) ; majority and minority political persecutions
- e. The growth and changing forms of nationalism
- f. Forms of political protest, reform, and revolution
- g. Relationship between domestic and foreign policies
- h. Efforts to restrain conflict; treaties, balance-of-power diplomacy, and international organizations
- i. War and civil conflict: origins, developments, technology, and their consequences

**3. Social and economic history**

- a. The character of and changes in agricultural production and organization
- b. The role of urbanization in transforming cultural values and social relationships
- c. The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
- d. The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
- e. The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
- f. Changing definitions of and attitudes towards social groups, classes, races, and ethnicities within and outside Europe
- g. The origins, development, and consequences of industrialization
- h. Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
- i. Gender roles and their influence on work, social structure, family structure, and interest group formation
- j. The growth of competition and interdependence in national and world markets
- k. Private and state roles in economic activity

**Historical Thinking Skills:**

While emphasis is placed on mastery of a significant body of factual information, the interpretation of various documents, and writing critical essays in order to synthesize that information are also essential to successful academic achievement in AP history classes. To

accomplish this task, students will work on **nine specific historical skills** as they study each unit. These skills will include:

1. Understanding of **historical causation**
2. Identification of **patterns of continuity and change over time**
3. Recognition of the importance of historical **periodization**
4. Ability to **compare and contrast** historical developments and personalities
5. Ability of **contextualization** in terms of historical events and processes into logical contexts
6. Practice of **historical argumentation**
7. **Appropriate use of relevant historical evidence** in making these evaluations
8. **Historical interpretations** from different fields of inquiry or disciplines
9. **Synthesis** of historical interpretations from different fields of inquiry or disciplines

**Texts:**

**Primary Textbook:**

Kagan, D., Ozment, S., and Turner, F. M. (2007). *The Western Heritage: Since 1300* (9<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

**Primary and Secondary Sources:**

Perry, M. (2014). *Aspects of Western Civilization: Problems and Sources in History, Vols. I & II* (13th Ed.). Boston, MA: Wadsworth: Cengage Learning.

Sherman, D. (2010). *Western Civilization: Sources, Images and Interpretations, Volumes I and II* (8th Ed.). New York, NY: McGraw-Hill Humanities/Social Sciences/Languages.

Books read in their entirety for Book Critique Assignment:

This list will be provided in the AP European History Tool Kit provided during the 1st week:

Any AP European History Exam review book.

## Course Curriculum:

### Period 1: c.1450 - c.1648

#### Unit 1. The Renaissance (2 weeks)

Textbook Reading:

*The Western Heritage*

#### **Chapter 10. “Renaissance and Discovery”**

#### **Primary Sources:**

**from Sherman, Chapters 1 & 4:**

Niccolo Machiavelli, *The Prince*

Baldesar Castiglione, *The Book of the Courtier*

Heinrich Kramer and Jacob Sprenger, *The Hammer of Witches*

**Readings from Perry, Chapter 9:**

“Francesco Guicciardini, *The Greatness of Lorenzo de Médicis*”

#### **Excerpts from other possible sources to include:**

Benedetto Dei, *Florence, 1472*; Anonymous, *The Wealth of the Church*;

Pico della Mirandola, *Oration on the Dignity of Man*; Marsilio Ficino, *The Soul of Man*;

Vespasiano, *The Rule of Cosimo de’ Medici*;

Girolamo Savonarola, *This Will Be Your Final Destruction*;

Leonardo da Vinci, *The Notebooks of a Universal Man*;

Baldassare Castiglione, *On the Nature and Purpose of Women and Men*;

Desiderius Erasmus, *In Praise of Folly*

#### **Secondary Sources:**

**from Sherman, Chapter 1:**

“Jacob Burckhardt, *The Civilization of the Renaissance in Italy*”; “Peter Burke, *The Myth of the Renaissance*”; “Federico Chabod, *Machiavelli and the Renaissance*”

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

**Topic: A revival of classical texts led to new methods of scholarship and new values in both society and religion.**

Italian Renaissance humanists promoted a revival in classical literature and created new philological approaches to ancient texts.

Some Renaissance humanists furthered the values of secularism and individualism.

Humanist revival of Greek and Roman texts, spread by the printing press, challenged the institutional power of universities and the Roman Catholic Church and shifted the focus of education away from theology toward the study of the classical texts.

Admiration for Greek and Roman political institutions supported a revival of civic humanist culture in the Italian city-states and produced secular models for individual and political behavior.

**Topic: The invention of printing promoted the dissemination of new ideas.**

The invention of the printing press in the 1450s aided in spreading the Renaissance beyond Italy and encouraged the growth of vernacular literature, which would eventually contribute to the development of national cultures.

Protestant reformers used the press to disseminate their ideas, which spurred religious reform and helped it to become widely established.

**Topic: The visual arts incorporated the new ideas of the Renaissance and were used to promote personal, political, and religious goals.**

Princes and popes, concerned with enhancing their prestige, commissioned paintings and architectural works based on classical styles and often employing the newly invented technique of geometric perspective.

Examples of painters and architects such as the following:

- Michelangelo
- Donatello
- Raphael
- Andrea Palladio
- Leon Battista Alberti
- Filippo Brunelleschi

A human-centered naturalism that considered individuals and everyday life appropriate objects of artistic representation was encouraged through the patronage of both princes and commercial elites.

- Raphael
- Leonardo da Vinci
- Jan Van Eyck
- Pieter Brueghel the Elder
- Rembrandt

Mannerist and Baroque artists employed distortion, drama, and illusion in works commissioned by monarchies, city-states, and the church for public buildings to promote their stature and power.

- El Greco

- Artemisia Gentileschi
- Gian Bernini
- Peter Paul Rubens

**Topic: New ideas in science based on observation, experimentation, and mathematics challenged classical views of the cosmos, nature, and the human body, though folk traditions of knowledge and the universe persisted.**

New ideas and methods in astronomy led individuals such as Copernicus, Galileo, and Newton to question the authority of the ancients and religion and to develop a heliocentric view of the cosmos.

Anatomical and medical discoveries by physicians, including William Harvey, presented the body as an integrated system, challenging the traditional humoral theory of the body and of disease espoused by Galen.

Francis Bacon and René Descartes defined inductive and deductive reasoning and promoted experimentation and the use of mathematics, which would ultimately shape the “scientific method.”

Alchemy and astrology continued to appeal to elites and to some natural philosophers, in part because they shared with the new science the notion of a predictable and knowable universe. In oral culture of peasants, a belief that the cosmos was governed by divine and demonic forces persisted.

Examples of additional physicians who challenged Galen such as the following:

- Paracelsus
- Andreas Vesalius

Examples of natural philosophers who persisted in holding traditional views of alchemy and astrology such as the following:

- Paracelsus
- Gerolamo Cardano
- Johannes Kepler
- Sir Isaac Newton

## **Unit 2. The Reformation and The Age of Religious Wars (3 weeks)**

### **Textbook Reading:**

*The Western Heritage*

**Chapter 11. “The Age of Reformation”**

**Chapter 12. “The Age of Religious Wars”**

### **Primary Sources:**

**from Sherman, Chapter 2:**

“John Tetzel, The Spark for the Reformation: Indulgences”;

“Martin Luther, Justification by Faith”;

“Martin Luther, Condemnation of Peasant Revolt”;

“John Calvin, Institutes of the Christian Religion: Predestination”;

“Constitution of the Society of Jesus”; “Teresa of Avila, The Way of Perfection”;

“Peter Paul Rubens, Loyola and Catholic Reform”

### **Excerpts from other sources to include:**

Argula von Grumbach, letters and other writings;

various Catholic and Protestant illustrations;

Caravaggio, *The Calling of St. Matthew*; Giovanni Bernini, *The Ecstasy of St. Teresa*;

Catholic and Protestant church architecture

### **Secondary Sources:**

**from Sherman, Chapter 2:**

“John C. Olin, The Catholic Reformation”;

“Steven E. Ozment, The Legacy of the Reformation”;

“Marilyn J. Boxer and Jean H. Quataert, Women in the Reformation”

### **Excerpt from:**

Steven Ozment, *Bürgermeister’s Daughter: Scandal in a Sixteenth-Century German Town*

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

Three trends shaped early modern political development: (1) from decentralized power and authority toward centralization; (2) from a political elite consisting primarily of a hereditary landed nobility toward one open to men distinguished by their education, skills, and wealth; and (3) from religious toward secular norms of law and justice.

Ideals of a universal Christian empire declined along with the power and prestige of the Holy Roman Empire, which was unable to overcome the challenges of political localism and religious

pluralism. By the end of the Thirty Years' War, a new state system had emerged based on sovereign nation-states and the balance of power.

**Topic: The new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions.**

New monarchies laid the foundation for the centralized modern state by establishing a monopoly on tax collection, military force, and the dispensing of justice, and by gaining the right to determine the religion of their subjects.

Examples of monarchical control:

- Ferdinand and Isabella of Spain consolidating control of the military
- Star Chamber
- Concordat of Bologna (1516)
- Peace of Augsburg (1555)
- Edict of Nantes (1598)

The Peace of Westphalia (1648), which marked the effective end of the medieval ideal of universal Christendom, accelerated the decline of the Holy Roman Empire by granting princes, bishops and other local leaders control over religion.

Across Europe, commercial and professional groups gained in power and played a greater role in political affairs.

Examples of commercial and professional groups that gained in power:

- Merchants and financiers in Renaissance Italy and northern Europe
- Nobles of the robe in France
- Gentry in England

Secular political theories, such as those espoused in Machiavelli's *The Prince*, provided a new concept of the state.

Examples of secular political theorists:

- Jean Bodin
- Hugo Grotius

**Topic: The competitive state system led to new patterns of diplomacy and new forms of warfare.**



Following the Peace of Westphalia, religion no longer was a cause for warfare among European states; instead, the concept of the balance of power played an important role in structuring diplomatic and military objectives.

Advances in military technology (i.e., the “military revolution”) led to new forms of warfare, including greater reliance on infantry, firearms, mobile cannon, and more elaborate fortifications, all financed by heavier taxation and requiring a larger bureaucracy.

Technology, tactics, and strategies tipped the balance of power toward states able to marshal sufficient resources for the new military environment.

Examples of states that benefited from the military revolution such as the following:

- Spain under the Habsburgs
- Sweden under Gustavus Adolphus
- France

**Topic: The competition for power between monarchs and corporate groups produced different distributions of governmental authority in European states.**

The English Civil War, a conflict between the monarchy, Parliament, and other elites over their respective roles in the political structure, exemplified this competition.

Examples of competitors for power in the English Civil War such as the following:

- James I
- Charles I
- Oliver Cromwell

Monarchies seeking enhanced power faced challenges from nobles who wished to retain traditional forms of shared governance and regional autonomy.

Examples of the competition between monarchs and nobles such as the following:

- Louis XIII and Cardinal Richelieu
- The Fronde in France
- The Catalan Revolts in Spain

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

**Topic: The Protestant and Catholic Reformations fundamentally changed theology, religious institutions, and culture.**

Christian humanism, embodied in the writings of Erasmus, employed Renaissance learning in the service of religious reform.

Examples of Christian humanists such as the following:

- Sir Thomas More
- Juan Luis Vives
- Reformers Martin Luther and John Calvin, as well as religious radicals such as the Anabaptists, criticized Catholic abuses and established new interpretations of Christian doctrine and practice.

Examples of Catholic abuses such as the following:

- Indulgences
- Nepotism
- Simony
- Pluralism and absenteeism

The Catholic Reformation, exemplified by the Jesuit Order and the Council of Trent, revived the church but cemented the division within Christianity.

Examples of the Catholic Reformation such as the following:

- St. Theresa of Avila
- Ursulines
- Roman Inquisition
- Index of Prohibited Books

**Topic: Religious reform both increased state control of religious institutions and provided justifications for challenging state authority.**

Monarchs and princes, such as the English rulers Henry VIII and Elizabeth I, initiated religious reform from the top down (“magisterial”) in an effort to exercise greater control over religious life and morality.

Examples of state actions to control religion and morality such as the following:

- Spanish Inquisition
- Concordat of Bologna (1516)
- Book of Common Prayer
- Peace of Augsburg

Some Protestants, including Calvin and the Anabaptists, refused to recognize the subordination of the church to the state.

Religious conflicts became a basis for challenging the monarchs’ control of religious institutions.

Examples of religious conflicts caused by groups challenging the monarch's control of religious institutions:

- Huguenots
- Puritans
- Nobles in Poland

**Topic: Conflicts among religious groups overlapped with political and economic competition within and among states.**

Issues of religious reform exacerbated conflicts between the monarchy and the nobility, as in the French Wars of Religion.

Examples of key factors in the French Wars of Religion such as the following:

- Catherine de' Medici
- St. Bartholomew's Day Massacre
- War of the Three Henriess
- Henry IV

The efforts of Habsburg rulers failed to restore Catholic unity across Europe.

Examples of Habsburg rulers such as the following:

- Charles I/V
- Philip II
- Philip III
- Philip IV

States exploited religious conflicts to promote political and economic interests.

Examples of state exploitation of religious conflicts such as the following:

- Catholic Spain and Protestant England
- France, Sweden, and Denmark in the Thirty Years' War

A few states, such as France with the Edict of Nantes, allowed religious pluralism in order to maintain domestic peace.

Examples of states allowing religious pluralism such as the following:

- Poland
- The Netherlands

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

**Topic: European nations were driven by commercial and religious motives to explore overseas territories and establish colonies.**

European states sought direct access to gold and spices and luxury goods as a means to enhance personal wealth and state power.

The rise of mercantilism gave the state a new role in promoting commercial development and the acquisition of colonies overseas.

Christianity served as a stimulus for exploration as governments and religious authorities sought to spread the faith and counter Islam, and as a justification for the physical and cultural subjugation of indigenous civilizations.

**Topic: Advances in navigation, cartography, and military technology allowed Europeans to establish overseas colonies and empires.**

Examples of navigational technology such as the following:

- Compass
- Stern-post rudder
- Portolani
- Quadrant and astrolabe
- Lateen rig

Examples of military technology such as the following:

- Horses
- Guns and gunpowder

**Topic: Europeans established overseas empires and trade networks through coercion and negotiation.**

The Portuguese established a commercial network along the African coast, in South and East Asia, and in South America.

The Spanish established colonies across the Americas, the Caribbean, and the Pacific, which made Spain a dominant state in Europe.

The Atlantic nations of France, England, and the Netherlands followed by establishing their own colonies and trading networks to compete with Portuguese and Spanish dominance.

The competition for trade led to conflicts and rivalries among European powers.

**Topic: Europe's colonial expansion led to a global exchange of goods, flora, fauna, cultural practices, and diseases, resulting in the destruction of some indigenous civilizations, a shift toward European dominance, and the expansion of the slave trade.**

The exchange of goods shifted the center of economic power in Europe from the Mediterranean to the Atlantic states and brought the latter into an expanding world economy.

The exchange of new plants, animals, and diseases — the Columbian Exchange — created economic opportunities for Europeans and facilitated European subjugation and destruction of indigenous peoples, particularly in the Americas.

Examples of new plants, animals, and diseases such as the following:

From Europe to the Americas:

- Wheat • Cattle • Horses • Pigs • Sheep
- Smallpox
- Measles

From the Americas to Europe:

- Tomatoes
- Potatoes
- Squash
- Corn
- Tobacco
- Turkeys
- Syphilis

Europeans expanded the African slave trade in response to the establishment of a plantation economy in the Americas and demographic catastrophes among indigenous peoples.

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

**Topic: Economic change produced new social patterns, while traditions of hierarchy and status persisted.**

Innovations in banking and finance promoted the growth of urban financial centers and of a money economy.

Examples of innovations in banking and finance such as the following:

- Double-entry bookkeeping
- Bank of Amsterdam
- The Dutch East India Company

- The British East India Company

The growth of commerce produced a new economic elite, which related to traditional elites in different ways in Europe's various geographic regions.

Examples of the new economic elites such as the following:

- Gentry in England
- Nobles of the robe in France
- Town elites (bankers and merchants)
- Caballeros and hidalgos in Spain

Hierarchy and status continued to define social power and perceptions in rural and urban settings.

**Topic: Most Europeans derived their livelihood from agriculture and oriented their lives around the seasons, the village, or the manor, although economic changes began to alter rural production and power.**

Subsistence agriculture was the rule in most areas, with three-crop field rotation in the north and two-crop rotation in the Mediterranean; in many cases, farmers paid rent and labor services for their lands.

The price revolution contributed to the accumulation of capital and the expansion of the market economy through the commercialization of agriculture, which benefited large landowners in western Europe.

Examples of the commercialization of agriculture such as the following:

- Enclosure movement
- Restricted use of the village common
- Free-hold tenure

As western Europe moved toward a free peasantry and commercial agriculture, serfdom was codified in the east, where nobles continued to dominate economic life on large estates.

The attempts of landlords to increase their revenues by restricting or abolishing the traditional rights of peasants led to revolt.

**Topic: Population shifts and growing commerce caused the expansion of cities, which often found their traditional political and social structures stressed by the growth.**

Population recovered to its pre-Great Plague level in the 16th century, and continuing population pressures contributed to uneven price increases; agricultural commodities increased more sharply than wages, reducing living standards for some.

Migrants to the cities challenged the ability of merchant elites and craft guilds to govern and strained resources.

Examples of the way new migrants challenged urban elites such as the following:

- Sanitation problems caused by overpopulation • Employment
- Poverty
- Crime

Social dislocation, coupled with the weakening of religious institutions during the Reformation, left city governments with the task of regulating public morals.

Examples of regulating public morals such as the following:

- New secular laws regulating private life
- Stricter codes on prostitution and begging
- Abolishing or restricting Carnival
- Calvin's Geneva

**Topic: The family remained the primary social and economic institution of early modern Europe and took several forms, including the nuclear family.**

Rural and urban households worked as units, with men and women engaged in separate but complementary tasks.

The Renaissance and Reformation movements raised debates about female roles in the family, society, and the church.

Examples of debates about female roles such as the following:

- Women's intellect and education
- Women as preachers
- La Querelle des Femmes

From the late 16th century forward, Europeans responded to economic and environmental challenges, such as the “Little Ice Age,” by delaying marriage and childbearing, which restrained population growth and ultimately improved the economic condition of families

**Topic: Popular culture, leisure activities, and rituals reflecting the persistence of folk ideas reinforced and sometimes challenged communal ties and norms.**

Leisure activities continued to be organized according to the religious calendar and the agricultural cycle and remained communal in nature.

Examples of communal leisure activities such as the following:

- Saint’s day festivities • Carnival • Blood sports

Local and church authorities continued to enforce communal norms through rituals of public humiliation.

Examples of rituals of public humiliation:

- Charivari
- Stocks
- Public whipping and branding

Reflecting folk ideas and social and economic upheaval, accusations of witchcraft peaked between 1580 and 1650.

## **Period 2: c. 1648 to c. 1815**

### **Unit 3. The Age of Constitutionalism and Absolutism (3 Weeks)**

#### **Textbook Reading:**

*The Western Heritage*

**Chapter 13. “European State Consolidation in the Seventeenth and Eighteenth Centuries”**

**Chapter 15. “Society and Economy Under the Old Regime in the Eighteenth Century”**

#### **Primary Sources:**

**from Sherman, Chapter 5:**

“John Locke, *Second Treatise of Civil Government: Legislative Power*”

#### **Excerpts from other sources to include:**

(these vary with individual assignments)

Elizabeth I, Armada speech and Golden speech;

Jacques Benigne Bossuet, *Political Treatise on Kingship*;



Duc d' St. Simon, *Memoirs*;  
James I, *True Law of Free Monarchies and Speech to Parliament*;  
Thomas Hobbes, *Leviathan*;  
John Locke, *An Essay Concerning Human Understanding*;  
Philippe du Plessis-Mornay, *Defense of Liberty Against Tyrants*;  
Jean Domat, "On Social Order and Absolute Monarchy"

**Secondary Sources:**

**from Sherman, Chapter 5:**

"G. Durand, Absolutism: Myth and Reality";

"George Macaulay Trevelyan, The English Revolution, 1688– 1689"

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

**Topic: In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries.**

Absolute monarchies limited the nobility's participation in governance but preserved the aristocracy's social position and legal privileges.

Examples of absolute monarchs such as the following:

- James I of England
- Peter the Great of Russia
- Philip II, III, IV of Spain

Louis XIV and his finance minister Jean-Baptiste Colbert extended the administrative, financial, military, and religious control of the central state over the French population.

In the 18th century, a number of states in eastern and central Europe experimented with "enlightened absolutism."

Examples of enlightened monarchs such as the following:

- Frederick II of Prussia
- Joseph II of Austria

The inability of the Polish monarchy to consolidate its authority over the nobility led to Poland's partition by Prussia, Russia, and Austria, and its disappearance from the map of Europe.

Peter the Great “westernized” the Russian state and society, transforming political, religious, and cultural institutions; Catherine the Great continued this process.

**Topic: Challenges to absolutism resulted in alternative political systems.**

The outcome of the English Civil War and the Glorious Revolution protected the rights of gentry and aristocracy from absolutism through assertions of the rights of Parliament.

Examples of these outcomes such as the following:

- English Bill of Rights
- Parliamentary sovereignty

The Dutch Republic developed an oligarchy of urban gentry and rural landholders to promote trade and protect traditional rights.

**Topic: After 1648, dynastic and state interests, along with Europe’s expanding colonial empires, influenced the diplomacy of European states and frequently led to war.**

As a result of the Holy Roman Empire’s limitation of sovereignty in the Peace of Westphalia, Prussia rose to power and the Habsburgs, centered in Austria, shifted their empire eastward.

Examples of Prussian and Habsburg rulers such as the following:

- Maria Theresa of Austria
- Frederick William I of Prussia
- Frederick II of Prussia

After the Austrian defeat of the Turks in 1683 at the Battle of Vienna, the Ottomans ceased their westward expansion.

Louis XIV’s nearly continuous wars, pursuing both dynastic and state interests, provoked a coalition of European powers opposing him.

Examples of Louis XIV’s nearly continuous wars such as the following:

- Dutch War
- Nine Years’ War
- War of Spanish Succession

Rivalry between Britain and France resulted in world wars fought both in Europe and in the colonies, with Britain supplanting France as the greatest European power.

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

**Topic: Early modern Europe developed a market economy that provided the foundation for its global role.**

Labor and trade in commodities were increasingly freed from traditional restrictions imposed by governments and corporate entities.

Examples of trade freed from traditional restrictions such as the following:

- Market-driven wages and prices
- Le Chapelier laws

The Agricultural Revolution raised productivity and increased the supply of food and other agricultural products.

The putting-out system or cottage industry expanded as increasing numbers of laborers in homes or workshops produced for markets through merchant intermediaries or workshop owners.

The development of the market economy led to new financial practices and institutions.

Examples of new financial practices and institutions such as the following:

- Insurance
- Banking institutions for turning private savings into “venture capital”
- New definitions of property rights and protections against confiscation
- Bank of England

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

**Topic: In the 17th century, small landholdings, low-productivity agricultural practices, poor transportation, and adverse weather limited and disrupted the food supply, causing periodic famines. By the 18th century, Europeans began to escape from the Malthusian imbalance between population and the food supply, resulting in steady population growth.**

By the middle of the 18th century, higher agricultural productivity and improved transportation increased the food supply, allowing populations to grow and reducing the number of demographic crises (a process known as the Agricultural Revolution).

In the 18th century, plague disappeared as a major epidemic disease, and inoculation reduced smallpox mortality.

**Topic: The consumer revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities.**

Examples of a new concern for privacy such as the following:

- Homes were built to include private retreats, such as the boudoir
- Novels encouraged a reflection on private emotions

Examples of new consumer goods for homes such as the following:

- Porcelain dishes
- Cotton and linens for home décor
- Mirrors
- Prints

Examples of new leisure venues such as the following:

- Coffee houses
- Taverns
- Theaters and opera houses

**Topic: By the 18th century, family and private life reflected new demographic patterns and the effects of the Commercial Revolution.**

Though the rate of illegitimate births increased in the 18th century, population growth was limited by the European marriage pattern and, in some areas, by the early practice of birth control.

As infant and child mortality decreased and commercial wealth increased, families dedicated more space and resources to children and child-rearing, as well as private life and comfort.

**Topic: Cities offered economic opportunities, which attracted increasing migration from rural areas, transforming urban life and creating challenges for the new urbanites and their families.**

The Agricultural Revolution produced more food using fewer workers; as a result, people migrated from rural areas to the cities in search of work.

The growth of cities eroded traditional communal values, and city governments strained to provide protection and a healthy environment.

The concentration of the poor in cities led to a greater awareness of poverty, crime, and prostitution as social problems and prompted increased efforts to police marginal groups

#### **Unit 4. Society, Science, and Philosophy in the Sixteenth Through Eighteenth Centuries** **(3 Weeks)**

##### **Textbook Reading:**

*The Western Heritage*

**Chapter 14. “New Directions in Thought & Culture in the Sixteenth & Seventeenth Centuries”**

**Chapter 16. “The Transatlantic Economy, Trade Wars, and Colonial Rebellion”**

**Chapter 17. “The Age of Enlightenment: Eighteenth-Century Thought”**

##### **Primary Sources:**

**from Sherman, Chapters 6 & 8:**

“Rene Descartes, Discourse on Method”;

“Galileo Galilei, Letter to Christina of Tuscany: Science and Scripture”;

“The Papal Inquisition of 1633: Galileo Condemned”;

“Sir Isaac Newton, Mathematical Principles of Natural Philosophy”;

“Immanuel Kant, What Is Enlightenment”;

“Denis Diderot, Prospectus or the Encyclopedia of Arts and Sciences”;

“Voltaire, Philosophical Dictionary: The English Model”;

“Mary Wollstonecraft, A Vindication of the Rights of Woman”;

“Jean Jacques Rousseau, The Social Contract”

##### **Excerpts from other sources to include:**

Arthur Young, *Beggars, Rags, and Misery*; Jean Jacques Rousseau, *Émile*;

Pierre de Beaumarchais, *Marriage of Figaro*;

Joseph II, Catherine II, and Frederick the Great, selected letters; Adam Smith (selections);

Baron d’Holbach, *Common Sense*; Cesare Beccaria, *Essay on Crimes and Punishments*;

Baron de Montesquieu, *The Spirit of Laws*;

David Hume, *An Enquiry Concerning Human Understanding*; De Condorcet (selections)

##### **Secondary Sources:**

**from Sherman, Chapter 8:**

“Bonnie S. Anderson and Judith P. Zinsser, Women in the Salons”

##### **Excerpts from other sources to include:**

Richard Holmes, “Voltaire’s Grin”; H. M. Scott, *Enlightened Absolutism*

Possible Film Excerpts from: *Marriage of Figaro*

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

**Topic: The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.**

European states followed mercantilist policies by exploiting colonies in the New World and elsewhere.

The transatlantic slave-labor system expanded in the 17th and 18th centuries as demand for New World products increased.

Examples of transatlantic slave-labor systems such as the following:

- Middle Passage
- Triangle trade
- Plantation economies in the Americas

Overseas products and influences contributed to the development of a consumer culture in Europe.

Examples of overseas products such as the following:

- Sugar
- Tea
- Silks and other fabrics
- Tobacco
- Rum
- Coffee

The importation and transplantation of agricultural products from the Americas contributed to an increase in the food supply in Europe.

Foreign lands provided raw materials, finished goods, laborers, and markets for the commercial and industrial enterprises in Europe.

**Topic: Commercial rivalries influenced diplomacy and warfare among European states in the early modern era.**

European sea powers vied for Atlantic influence throughout the 18th century.

Portuguese, Dutch, French, and British rivalries in Asia culminated in British domination in India and Dutch control of the East Indies. Topic: Rational and empirical thought challenged traditional values and ideas.

Intellectuals such as Voltaire and Diderot began to apply the principles of the scientific revolution to society and human institutions.

Locke and Rousseau developed new political models based on the concept of natural rights.

Examples of works applying scientific principles to society such as the following:

- Montesquieu's *The Spirit of the Laws*
- Cesare Beccaria's *On Crimes and Punishments*

Despite the principles of equality espoused by the Enlightenment and the French Revolution, intellectuals such as Rousseau offered new arguments for the exclusion of women from political life, which did not go unchallenged.

Examples of individuals who challenged Rousseau's position on women such as the following:

- Mary Wollstonecraft
- Olympe de Gouges
- Marquis de Condorcet

**Topic: New public venues and print media popularized Enlightenment ideas.**

A variety of institutions, such as salons, explored and disseminated Enlightenment culture.

Examples of institutions that broadened the audience for new ideas such as the following:

- Coffeehouses
- Academies
- Lending libraries
- Masonic lodges

Despite censorship, increasingly numerous and varied printed materials served a growing literate public and led to the development of "public opinion."

Examples of such printed materials such as the following:

- Newspapers
- Periodicals
- Books
- Pamphlets
- The Encyclopédie

Natural sciences, literature, and popular culture increasingly exposed Europeans to representations of peoples outside Europe.

**Topic: New political and economic theories challenged absolutism and mercantilism.**

Political theories, such as John Locke's, conceived of society as composed of individuals driven by self-interest and argued that the state originated in the consent of the governed (i.e., a social contract) rather than in divine right or tradition.

Mercantilist theory and practice were challenged by new economic ideas, such as Adam Smith's, espousing free trade and a free market.

Examples of proponents of new economic ideas:

- Physiocrats
- Francois Quesnay
- Anne Robert Jacques Turgot

**Topic: During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.**

Intellectuals, including Voltaire and Diderot, developed new philosophies of deism, skepticism, and atheism.

Examples of intellectuals such as the following:

- David Hume
- Baron d'Holbach

Religion was viewed increasingly as a matter of private rather than public concern.

By 1800 most governments had extended toleration to Christian minorities, and, in some states, civil equality to Jews.



**Topic: The arts moved from the celebration of religious themes and royal power to an emphasis on private life and the public good.**

Until about 1750, Baroque art and music promoted religious feeling and was employed by monarchs to glorify state power.

Examples of Baroque artists and musicians who promoted religion or glorified monarchy such as the following:

- Diego Velázquez
- Gian Bernini
- George Frideric Handel
- J.S. Bach

Artistic movements and literature also reflected the outlook and values of commercial and bourgeois society as well as new Enlightenment ideals of political power and citizenship.

Examples of artistic movements that reflected commercial society or Enlightenment ideals such as the following:

- Dutch painting
- Frans Hals
- Rembrandt
- Jan Vermeer
- Neoclassicism
- Jacques Louis David
- Pantheon in Paris

Examples of literature that reflected commercial society or Enlightenment ideals such as the following:

- Daniel Defoe
- Samuel Richardson
- Henry Fielding
- Johann Wolfgang von Goethe
- Jane Austen

**Topic: While Enlightenment values dominated the world of European ideas, they were challenged by the revival of public sentiment and feeling.**

Rousseau questioned the exclusive reliance on reason and emphasized the role of emotions in the moral improvement of self and society.

Revolution, war, and rebellion demonstrated the emotional power of mass politics and nationalism.

Romanticism emerged as a challenge to Enlightenment rationality

### **Unit 5. French Revolution, Napoleon, and the Congress of Vienna (1 Week)**

#### **Textbook Reading:**

*The Western Heritage*

**Chapter 18. “The French Revolution”**

**Chapter 19. “The Age of Napoleon and the Triumph of Romanticism”**

#### **Primary Sources:**

**from Sherman, Chapters 9 & 10:**

“Arthur Young, Travels in France: Signs of Revolution”;

“The Declaration of the Rights of Man and Citizen”;

“Olympe de Gouges, Declaration of the Rights of Woman”;

“Maximilien Robespierre, Speech to the National Convention, February 5, 1794: The Terror Justified”;

“Joseph Fouche, Memoirs: Napoleon’s Secret Police”

paintings (includes Delacroix’s *Liberty Leading the People* and *Greece on the Ruins of Missolonghi*, Friedrich’s *The Wanderer*, and David’s portraits of Napoleon and Marat)

#### **Excerpts from other possible sources to include:**

Cahiers of various French towns and regions;

Marquis d’Argenson, *Corruption of the French Court*; writings by other nobility;

Abbé Sieyès, *What Is the Third Estate?*; National Convention, various decrees; Madame Jeanne Marie Roland, *Reflections on Louis XVI*;

Edmund Burke, *Reflections on the Revolution in France*;

Committee of Public Safety, various decrees; Napoleon, letters and journal

#### **Secondary Sources:**

**from Sherman, Chapter 9, 10, & 12:**

“Ruth Graham, *Loaves and Liberty: Women in the French Revolution*”; “William Doyle, *An Evaluation of the French Revolution*”; “Louis Bergeron, *France under Napoleon: Napoleon as Enlightened Despot*”; “Martyn Lyons, *Napoleon Bonaparte and the Legacy of the French Revolution*”; “Bonnie G. Smith, *Women and the Napoleonic Code*”; “Hajo Holborn, *The Congress of Vienna*”

#### **Excerpts from various sources, including . . .**

George Rudé, *The Crowd in the French Revolution*;

various graphs, maps, paintings, and political cartoons

**Topic: The French Revolution posed a fundamental challenge to Europe's existing political and social order.**

The French Revolution resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crises.

The first, or liberal, phase of the French Revolution established a constitutional monarchy, increased popular participation, nationalized the Catholic Church, and abolished hereditary privileges.

Examples of actions taken during the moderate phase of the French Revolution such as the following:

- Declaration of the Rights of Man and of the Citizen
- Civil Constitution of the Clergy
- Constitution of 1791
- Abolition of provinces and division of France into departments

After the execution of Louis XVI, the radical Jacobin Republic led by Robespierre responded to opposition at home and war abroad by instituting the Reign of Terror, fixing prices and wages, and pursuing a policy of de-Christianization.

Examples of radical Jacobin leaders and institutions such as the following:

- Georges Danton
- Jean-Paul Marat
- Committee of Public Safety

Revolutionary armies, raised by mass conscription, sought to bring the changes initiated in France to the rest of Europe.

Women enthusiastically participated in the early phases of the revolution; however, while there were brief improvements in the legal status of women, citizenship in the republic was soon restricted to men.

Revolutionary ideals inspired a slave revolt led by Toussaint L'Ouverture in the French colony of Saint Domingue, which became the independent nation of Haiti in 1804.

While many were inspired by the revolution's emphasis on equality and human rights, others condemned its violence and disregard for traditional authority.

**Topic: Claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent that eventually provoked a nationalistic reaction.**

As first consul and emperor, Napoleon undertook a number of enduring domestic reforms while often curtailing some rights and manipulating popular impulses behind a façade of representative institutions.

Examples of domestic reforms under Napoleon such as the following:

- Careers open to talent
- Educational system
- Centralized bureaucracy
- Civil Code
- Concordat of 1801

Examples of curtailment of rights under Napoleon such as the following:

- Secret police
- Censorship
- Limitation of women's rights

Napoleon's new military tactics allowed him to exert direct or indirect control over much of the European continent, spreading the ideals of the French Revolution across Europe.

Napoleon's expanding empire created nationalist responses throughout Europe.

After the defeat of Napoleon by a coalition of European powers, the Congress of Vienna (1814-15) attempted to restore the balance of power in Europe and contain the danger of revolutionary or nationalistic upheavals in the future.

**Topic: The Romantic Movement had its roots in the humanism ideals of the Renaissance and Protestant devotion and piety but was a reaction against the Enlightenment.**

Jean-Jacques Rousseau and Immanuel Kant provide the intellectual foundations by raising questions about the legitimacy of rationalism to explain human nature and therefore, provide foundational principles for civilized society

Rousseau and education

Kant and reason

Romantic Literature

## Period 3: c. 1815 to c. 1914

### Unit 6. Post-Napoleonic Europe to Mid-Century (1815-50) (2 weeks)

#### **Textbook Reading:**

*The Western Heritage*

**Chapter 20. “The Conservative Order and the Challenges of Reform (1815-1832)”**

**Chapter 21. “Economic Advance and Social Unrest (1830-1850)”**

#### **Primary Sources:**

**from Sherman, Chapter 12:**

“Prince Klemens von Metternich, Secret Memorandum to Tsar Alexander I, 1820: Conservative Principals”;

“The Carlsbad Decrees, 1819: Conservative Repression”;

“Jeremy Bentham, English Liberalism”; “The Economist, 1851, Liberalism: Progress and Optimism”;

“The First Chartist Petition: Demands for Change in England”;

“Annual Register, 1848: An Eyewitness Account of the Revolutions of 1848 in Germany”

**Secondary Sources:from Sherman, Chapter 12:**

“Jonathan Sperber, The European Revolutions, 1848– 1851”; “John Weiss, The Revolutions of 1848”

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

**Topic: Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems.**

Britain’s ready supplies of coal, iron ore, and other essential raw materials promoted industrial growth.

Economic institutions and human capital such as engineers, inventors, and capitalists helped Britain lead the process of industrialization, largely through private initiative.

Examples of Britain’s leadership such as the following:

- The Crystal Palace at the Great Exhibition of 1851
- Banks
- Government financial awards to inventors

Britain’s parliamentary government promoted commercial and industrial interests, because those interests were represented in Parliament.

**Topic: Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.**

France moved toward industrialization at a more gradual pace than Great Britain, with government support and with less dislocation of traditional methods of production.

Examples of government support of industrialization such as the following:

- Canals
- Railroads
- Trade agreements

Industrialization in Prussia allowed that state to become the leader of a unified Germany, which subsequently underwent rapid industrialization under government sponsorship.

Examples of industrialization in Prussia such as the following:

- Zollverein
- Investment in transportation network
- Adoption of improved methods of manufacturing • Friedrich List's National System

A combination of factors, including geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship accounted for eastern and southern Europe's lag in industrial development.

Examples of geographic factors in eastern and southern Europe such as the following:

- Lack of resources
- Lack of adequate transportation

**Topic: During the Second Industrial Revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity.**

Mechanization and the factory system became the predominant modes of production by 1914.

New technologies and means of communication and transportation — including railroads — resulted in more fully integrated national economies, a higher level of urbanization, and a truly global economic network.

Examples of new technologies such as the following:

- Bessemer process
- Mass production
- Electricity
- Chemicals

Examples of developments in communication and transportation such as the following:

- Telegraph
- Steamship
- Streetcars or trolley cars
- Telephones
- Internal combustion engine
- Airplane
- Radio

Volatile business cycles in the last quarter of the 19th century led corporations and governments to try to manage the market through monopolies, banking practices, and tariffs.

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

**Topic: Industrialization promoted the development of new classes in the industrial regions of Europe.**

In industrialized areas of Europe (i.e., western and northern Europe), socioeconomic changes created divisions of labor that led to the development of self-conscious classes, such as the proletariat and the bourgeoisie.

In some of the less industrialized areas of Europe, the dominance of agricultural elites persisted into the 20th century.

Class identity developed and was reinforced through participation in philanthropic, political, and social associations among the middle classes, and in mutual aid societies and trade unions among the working classes.

**Topic: Europe experienced rapid population growth and urbanization, leading to social dislocations.**

Along with better harvests caused in part by the commercialization of agriculture, industrialization promoted population growth, longer life expectancy, and lowered infant mortality.

With migration from rural to urban areas in industrialized regions, cities experienced overcrowding, while affected rural areas suffered declines in available labor as well as weakened communities.

**Topic: Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.**

Bourgeois families became focused on the nuclear family and the “cult of domesticity,” with distinct gender roles for men and women.

By the end of the century, wages and the quality of life for the working class improved because of laws restricting the labor of children and women, social welfare programs, improved diet, and the use of birth control.

Examples of laws restricting the labor of children and women such as the following:

- Factory Act of 1833
- Mines Act of 1842
- Ten Hours Act of 1847

Economic motivations for marriage, while still important for all classes, diminished as the middle-class notion of companionate marriage began to be adopted by the working classes.

Leisure time centered increasingly on the family or small groups, concurrent with the development of activities and spaces to use that time.

Examples of leisure time activities and spaces such as the following:

- Parks
- Sports clubs and arenas
- Beaches
- Department stores
- Museums
- Theaters
- Opera houses

### **Topic: A heightened consumerism developed as a result of the Second Industrial Revolution.**

Industrialization and mass marketing increased both the production and demand for a new range of consumer goods — including clothing, processed foods, and labor-saving and leisure.

Examples of mass marketing such as the following:

- Advertising
- Department stores • Catalogs

New efficient methods of transportation and other innovations created new industries, improved the distribution of goods, increased consumerism, and enhanced the quality of life.



Examples of new efficient methods of transportation and other innovations such as the following:

- Steamships
- Railroads
- Refrigerated rail cars
- Ice boxes
- Streetcars
- Bicycles

Examples of new industries during the Second Industrial Revolution such as the following:

- Chemical industry
- Electricity and utilities
- Automobile
- Leisure travel
- Professional and leisure sports

Because of the persistence of primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization, while facing famine, debt, and land shortages.

Examples of primitive agricultural practices and famines such as the following:

- The “Hungry ’40s”
- Irish Potato Famine
- Russian serfdom

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

**Topic: Ideologies developed and took root throughout society as a response to industrial and political revolutions.**

Liberals emphasized popular sovereignty, individual rights, and enlightened self-interest but debated the extent to which all groups in society should actively participate in its governance.

Examples of liberals such as the following:

- Jeremy Bentham
- John Stuart Mill
- Anti-Corn Law League

Radicals in Britain and republicans on the continent demanded universal male suffrage and full citizenship without regard to wealth and property ownership; some argued that such rights should be extended to women.

Examples of advocates of suffrage such as the following:

- Chartists
- Flora Tristan

Conservatives developed a new ideology in support of traditional political and religious authorities, which was based on the idea that human nature was not perfectible.

Examples of conservatives such as the following:

- Edmund Burke
- Joseph de Maistre
- Klemens von Metternich

Socialists called for a fair distribution of society's resources and wealth, and evolved from a utopian to a Marxist "scientific" critique of capitalism.

Examples of utopian socialists such as the following:

- Henri de Saint-Simon
- Charles Fourier
- Robert Owen

Examples of Marxists such as the following:

- Friedrich Engels
- August Bebel
- Clara Zetkin
- Rosa Luxemburg

Anarchists asserted that all forms of governmental authority were unnecessary, and should be overthrown and replaced with a society based on voluntary cooperation.

Examples of anarchists such as the following:

- Mikhail Bakunin
- Georges Sorel

Nationalists encouraged loyalty to the nation in a variety of ways, including romantic idealism, liberal reform, political unification, racialism with a concomitant anti-Semitism, and chauvinism justifying national aggrandizement.

Examples of nationalists such as the following:

- J. G. Fichte
- Grimm Brothers
- Giuseppe Mazzini
- Pan-Slavists

Examples of anti-Semitism such as the following:

- Dreyfus Affair
- Christian Social Party in Germany
- Karl Lueger, mayor of Vienna

A form of Jewish nationalism, Zionism, developed in the late 19th century as a response to growing anti-Semitism in both western and eastern Europe.

Examples of Zionists:           Theodor Herzl

**Topic: Governments responded to the problems created or exacerbated by industrialization by expanding their functions and creating modern bureaucratic states.**

Liberalism shifted from laissez-faire to interventionist economic and social policies on behalf of the less privileged; the policies were based on a rational approach to reform that addressed the impact of the Industrial Revolution on the individual.

Government reforms transformed unhealthy and overcrowded cities by modernizing infrastructure, regulating public health, reforming prisons, and establishing modern police forces.

Examples of modernizing infrastructure such as the following:

- Sewage and water systems
- Public lighting
- Public housing
- Urban redesign
- Parks
- Public transportation

Governments promoted compulsory public education to advance the goals of public order, nationalism, and economic growth.

**Topic: Political movements and social organizations responded to the problems of industrialization.**

Mass-based political parties emerged as sophisticated vehicles for social, economic, and political reform.

Mass-based political parties such as the following:

- Conservatives and Liberals in Great Britain
- Conservatives and Socialists in France
- Social Democratic Party in Germany

Workers established labor unions and movements promoting social and economic reforms that also developed into political parties.

Examples of political parties representing workers such as the following:

- German Social Democratic Party
- British Labour Party
- Russian Social Democratic Party

Feminists pressed for legal, economic, and political rights for women, as well as improved working conditions.

Examples of feminists and feminist movements such as the following:

- Flora Tristan
- British Women's Social and Political Union
- Pankhurst family
- Barbara Smith Bodichon

Various private, nongovernmental reform movements sought to lift up the deserving poor and end serfdom and slavery.

Examples of reform movements and social reformers such as the following:

- The Sunday School Movement
- The Temperance Movement

- British Abolitionist Movement
- Josephine Butler

Examples of the deserving poor such as the following:

- Young prostitutes
- Children
- Women
- Elderly

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

**Topic: The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.**

Metternich, architect of the Concert of Europe, used it to suppress nationalist and liberal revolutions.

Conservatives re-established control in many European states and attempted to suppress movements for change and, in some areas, to strengthen adherence to religious authorities.

In the first half of the 19th century, revolutionaries attempted to destroy the status quo.

Examples of early 19th-century political revolts such as the following:

- Greek War of Independence
- Decembrist Revolt in Russia
- Polish Rebellion
- July Revolution in France

The revolutions of 1848 challenged the conservative order and led to the breakdown of the Concert of Europe.

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End of 2nd Quarter - Midterm

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## **Unit 7. Unification, Industrialism, Imperialism, Society, and Culture Up to WWI (3 weeks)**

### **Textbook Reading:**

*The Western Heritage*

**Chapter 22. “The Age of Nation-States”**

**Chapter 23. “The Building of European Supremacy: Society & Politics to WWI”**

**Chapter 24. “The Birth of Modern European Thought”**

### **Primary Sources:**

**from Sherman, Chapters 13 and 14:**

“Giuseppe Mazzini, The Duties of Man”;

“Rudyard Kipling, The White Man’s Burden”; “Charles Darwin, The Origin of Species and The Descent of Man”;

“Herbert Spencer, Social Statics: Liberalism and Social Darwinism”;

“John Stuart Mill, On Liberty”;

“Karl Marx and Friedrich Engels, The Communist Manifesto”;

“Emmeline Pankhurst, Why We Are Militant”;

“Pope Pius IX, Syllabus of Errors”

### **Excerpts from other possible sources to include:**

Otto von Bismarck, Iron and Blood speech and the Ems Dispatch;

John Stuart Mill, *On the Subjection of Women*;

various writings on women in England;

Gustave Flaubert, *Madame Bovary*;

Anatole France, *Programme*;

Heinrich von Treitschke, *Politics*;

George Bernard Shaw, *The Man of Destiny*;

Wilfrid Scawen Blunt, *My Diaries*;

John Hobson, *Imperialism*;

George Martelli, *Leopold to Lumumba*;

Adam Hochschild, *King Leopold’s Ghost*

### **Secondary Sources:**

**from Sherman, Chapter 13:**

Eric Hobsbawm, “The Age of Empire”; David Blackbourn, “German Unification”

### **Excerpts from various sources:**

Frederic Morton, *Thunder at Twilight: Vienna 1913–1914*;

Alan Palmer, *Twilight of the Habsburgs*

### **Possible Film excerpts:**

*Battleship Potemkin, Strike, Madame Bovary*

**Topic: The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany, as well as liberal reforms elsewhere.**

The Crimean War demonstrated the weakness of the Ottoman Empire and contributed to the breakdown of the Concert of Europe, thereby creating the conditions in which Italy and Germany could be unified after centuries of fragmentation.

A new breed of conservative leaders, including Napoleon III, Cavour, and Bismarck, co-opted the agenda of nationalists for the purposes of creating or strengthening the state.

The creation of the dual monarchy of Austria-Hungary, which recognized the political power of the largest ethnic minority, was an attempt to stabilize the state by reconfiguring national unity.

In Russia, autocratic leaders pushed through a program of reform and modernization, which gave rise to revolutionary movements and eventually the Revolution of 1905.

Examples of reformers in Russia such as the following:

- Alexander II
- Sergei Witte
- Peter Stolypin

**Topic: The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.**

Cavour's Realpolitik strategies, combined with the popular Garibaldi's military campaigns, led to the unification of Italy.

Bismarck employed diplomacy, industrialized warfare and weaponry, and the manipulation of democratic mechanisms to unify Germany.

After 1871 Bismarck attempted to maintain the balance of power through a complex system of alliances directed at isolating France.

Examples of Bismarck's alliances such as the following:

- Three Emperors' League
- Triple Alliance
- Reinsurance Treaty

Bismarck's dismissal in 1890 eventually led to a system of mutually antagonistic alliances and heightened international tensions.

Nationalist tensions in the Balkans drew the Great Powers into a series of crises leading up to World War I.

Examples of nationalist tensions in the Balkans such as the following:

- Congress of Berlin in 1878
- Growing influence of Serbia
- Bosnia-Herzegovina Annexation Crisis, 1908
- First Balkan War
- Second Balkan War

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

**Topic: European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.**

European national rivalries and strategic concerns fostered imperial expansion and competition for colonies.

The search for raw materials and markets for manufactured goods, as well as strategic and nationalistic considerations, drove Europeans to colonize Africa and Asia, even as European colonies in the Americas broke free politically, if not economically.

Europeans justified imperialism through an ideology of cultural and racial superiority.

**Topic: Industrial and technological developments (i.e., the Second Industrial Revolution) facilitated European control of global empires.**

The development of advanced weaponry invariably ensured the military superiority of Europeans over colonized areas.

Examples of advanced weaponry such as the following:

- Minié ball (bullet)
- Breech-loading rifle
- Machine gun

Communication and transportation technologies allowed for the creation of European empires.



Advances in medicine supported European control of Africa and Asia by preserving European lives.

Examples of advances in medicine such as the following:

- Louis Pasteur's germ theory of disease
- Anesthesia and antiseptics
- Public health projects
- Quinine

**Topic: Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.**

Imperialism created diplomatic tensions among European states that strained alliance systems.

Examples of diplomatic tensions such as the following:

- Berlin Conference in 1884-85
- Fashoda crisis (1898)
- Moroccan crises (1905, 1911)

Imperial encounters with non-European peoples influenced the styles and subject matter of artists and writers and provoked debate over the acquisition of colonies.

Examples of artists and writers and works such as the following:

- Jules Verne's literature of exploration
- Paul Gauguin and Pablo Picasso's Primitivism
- Vincent Van Gogh and Japanese prints
- Joseph Conrad's Heart of Darkness

Examples of participants in the imperialism debate such as the following:

- Pan-German League
- J. A. Hobson's and Vladimir Lenin's anti-imperialism

As non-Europeans became educated in Western values, they challenged European imperialism through nationalist movements and/or by modernizing their own economies and societies.

Examples of responses to European imperialism such as the following:

- Indian Congress Party
- Zulu Resistance
- India's Sepoy Mutiny
- China's Boxer Rebellion
- Japan's Meiji Restoration

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

**Topic: Romanticism broke with neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion.**

Romantic artists and composers broke from classical artistic forms to emphasize emotion, nature, individuality, intuition, the supernatural, and national histories in their works.

Examples of romantic artists such as the following:

- Francisco Goya
- Caspar David Friedrich
- J. M. W. Turner
- John Constable
- Eugène Delacroix

Examples of romantic composers such as the following:

- Ludwig van Beethoven
- Frédéric Chopin
- Richard Wagner
- Pyotr Ilich Tchaikovsky

Romantic writers expressed similar themes while responding to the Industrial Revolution and to various political revolutions.

- Johann Wolfgang von Goethe
- William Wordsworth
- Lord Byron
- Percy Shelley
- John Keats
- Mary Shelley
- Victor Hugo

**Topic: Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.**

Positivism, or the philosophy that science alone provides knowledge, emphasized the rational and scientific analysis of nature and human affairs.

Charles Darwin provided a rational and material account of biological change and the development of human beings as a species, and inadvertently a justification for racialist theories known as “Social Darwinism.”

Marx’s “scientific” socialism provided a systematic critique of capitalism and a deterministic analysis of society and historical evolution.

Realist and materialist themes and attitudes influenced art and literature as painters and writers depicted the lives of ordinary people and drew attention to social problems.

Examples of realist artists and authors such as the following:

- Honoré de Balzac
- Honoré Daumier
- Charles Dickens
- George Eliot
- Gustave Courbet
- Fyodor Dostoevsky
- Jean-Francois Millet
- Leo Tolstoy
- Émile Zola
- Thomas Hardy

**Topic: A new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.**

Philosophy largely moved from rational interpretations of nature and human society to an emphasis on irrationality and impulse, a view that contributed to the belief that conflict and struggle led to progress.

Examples of philosophers who emphasized the irrational:

- Friedrich Nietzsche
- Georges Sorel
- Henri Bergeson

Freudian psychology provided a new account of human nature that emphasized the role of the irrational and the struggle between the conscious and subconscious.

Developments in the natural sciences such as quantum mechanics and Einstein's theory of relativity undermined the primacy of Newtonian physics as an objective description of nature.

Examples of scientists who undermined the notion that Newtonian physics provided an objective knowledge of nature such as the following:

- Max Planck
- Marie and Pierre Curie

Modern art, including Impressionism, Post-Impressionism, and Cubism, moved beyond the representational to the subjective, abstract, and expressive and often provoked audiences that believed that art should reflect shared and idealized values such as beauty and patriotism.

Examples of modern artists such as the following:

- Claude Monet
- Paul Cézanne
- Henri Matisse
- Edgar Degas
- Pablo Picasso
- Vincent Van Gogh

#### **Period 4: c. 1914 to the Present**

#### **Unit 8. World War I and the Russian Revolution and the Soviet and Fascist Experiments (2 weeks)**

##### **Textbook Reading:**

*The Western Heritage*

**Chapter 25. "Imperialism, Alliances, and War"**

**Chapter 26. "Political Experiments of the 1920s"**

##### **Primary Sources:**

**from Sherman, Chapter 15**

"V. I. Lenin, April Theses: The Bolshevik Opposition";

"Woodrow Wilson, The Fourteen Points"

**Readings from BYU Web site:**

Willy-Nicky telegrams ([www.lib.byu.edu/~rdh/wwi/1914/willynilly.html](http://www.lib.byu.edu/~rdh/wwi/1914/willynilly.html))

**Excerpts from other sources:**

V. I. Lenin, speeches;

Alexandra Kollontai, *Communism and the Family* (maps);

World War I packet of readings, including poetry, propaganda, diaries, and memoirs

**Secondary Sources:****Excerpts from various sources:**

Charles L. Mee Jr., *The End of Order, Versailles, 1919*; Robert K. Massie, *Castles of Steel*;

Orlando Figes, *People's Tragedy*

**Possible Film excerpts:**

*Grand Illusion, Paths of Glory, October*

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

**Topic: World War I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished.**

A variety of factors — including nationalism, military plans, the alliance system, and imperial competition — turned a regional dispute in the Balkans into World War I.

New technologies confounded traditional military strategies and led to massive troop losses.

Examples of new technologies such as the following:

- Machine gun
- Barbed wire
- Submarine
- Airplane
- Poison Gas
- Tank

The effects of military stalemate and total war led to protest and insurrection in the belligerent nations and eventually to revolutions that changed the international balance of power.

The war in Europe quickly spread to non-European theaters, transforming the war into a global conflict.

Examples of non-European theaters of conflict such as the following:

- Armenian genocide
- Arab revolt against the Turks
- Japanese aggression in the Pacific and on the Chinese mainland

The relationship of Europe to the world shifted significantly with the globalization of the conflict, the emergence of the United States as a world power, and the overthrow of European empires.

**Topic: The conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few.**

Wilsonian idealism clashed with postwar realities in both the victorious and the defeated states. Democratic successor states emerged from former empires and eventually succumbed to significant political, economic, and diplomatic crises.

Examples of democratic successor states such as the following:

- Poland
- Czechoslovakia
- Hungary
- Yugoslavia

The League of Nations, created to prevent future wars, was weakened from the outset by the non-participation of major powers, including the United States, Germany, and the Soviet Union.

The Versailles settlement, particularly its provisions on the assignment of guilt and reparations for the war, hindered the German Weimar Republic's ability to establish a stable and legitimate political and economic system.

### **Unit 9. Interwar Era and World War II (3 weeks)**

#### **Textbook Reading:**

*The Western Heritage*

**Chapter 26. "Political Experiments of the 1920s"**

**Chapter 27. "Europe and the Great Depression of the 1930s"**

**Chapter 28. "World War II"**

#### **Primary Sources:**

**from Sherman, Chapter 17**

“Benito Mussolini, The Doctrine of Fascism”;  
“Adolf Hitler, Mein Kampf”;  
“Guida Diehl, The German Woman and National Socialism [Nazism]”;  
“Joseph Stalin, Problems of Agrarian Policy in the USSR: Soviet Collectivization”

**Possible Excerpts from various sources, including:**

George Orwell, “Looking Back on the Spanish War”;  
Constancia de la Mora, *In Place of Splendor: The Autobiography of a Spanish Woman*;  
F. Scott Fitzgerald, *This Side of Paradise*;  
Evgenia Semyonovna Ginzburg, *Into the Whirlwind*;  
Neville Chamberlain and Winston Churchill, speeches;  
*New York Times* facsimiles of Nazi-era articles

**Possible film excerpts from:**

*Triumph of the Will*

**Topic: In the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization.**

French and British fears of another war, American isolationism, and deep distrust between Western democratic, capitalist nations and the communist Soviet Union allowed fascist states to rearm and expand their territory.

Examples of fascist states’ expansion allowed by European powers such as the following:

- Remilitarization of the Rhineland
- Italian invasion of Ethiopia
- Annexation of Austria
- Munich Agreement and its violation
- Nazi–Soviet Non-Aggression Pact

Germany’s Blitzkrieg warfare in Europe, combined with Japan’s attacks in Asia and the Pacific, brought the Axis powers early victories.

American and British industrial, scientific, and technological power and the all-out military commitment of the USSR contributed critically to the Allied victories.

Fueled by racism and anti-Semitism, German Nazism sought to establish a “new racial order” in Europe, which culminated with the Holocaust.

**Topic: The Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermined Western European democracies and fomented radical political responses throughout Europe.**

World War I debt, nationalistic tariff policies, overproduction, depreciated currencies, disrupted trade patterns, and speculation created weaknesses in economies worldwide.

Dependence on post–World War I American investment capital led to financial collapse when, following the 1929 stock market crash, the United States cut off capital flows to Europe.

Despite attempts to rethink economic theories and policies and forge political alliances, Western democracies failed to overcome the Great Depression and were weakened by extremist movements.

Examples of new economic theories and policies such as the following:

- Keynesianism in Britain
- Cooperative social action in Scandinavia
- Popular Front policies in France

Examples of political alliances such as the following:

- National government in Britain
- Popular Fronts in France and Spain

**Topic: Postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state.**

Marshall Plan funds from the United States financed an extensive reconstruction of industry and infrastructure and stimulated an extended period of growth in Western and Central Europe, often referred to as an “economic miracle,” which increased the economic and cultural importance of consumerism.

The expansion of cradle-to-grave social welfare programs in the aftermath of World War II, accompanied by high taxes, became a contentious domestic political issue as the budgets of European nations came under pressure in the late 20th century.

Examples of Nazi establishment of a “new racial order” such as the following:

- Nuremberg Laws
- Wannsee Conference
- Auschwitz and other death camps



**Topic: The ideology of fascism, with roots in the pre–World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability.**

Fascist dictatorships used modern technology and propaganda that rejected democratic institutions, promoted charismatic leaders, and glorified war and nationalism to lure the disillusioned.

Mussolini and Hitler rose to power by exploiting postwar bitterness and economic instability, using terror and manipulating the fledgling and unpopular democracies in their countries.

Franco’s alliance with Italian and German fascists in the Spanish Civil War — in which the Western democracies did not intervene — represented a testing ground for World War II and resulted in authoritarian rule in Spain from 1936 to the mid-1970s.

After failures to establish functioning democracies, authoritarian dictatorships took power in Central and Eastern Europe during the interwar period.

Examples of authoritarian dictatorships in Central and Eastern Europe such as the following:

- Poland
- Hungary
- Romania

## **Unit 10. Aftermath of World War II, the Cold War, and Post-Cold War Europe to Present (1 week)**

### **Textbook Reading:**

*The Western Heritage*

**Chapter 28. “World War II”**

**Chapter 29. “The Cold War Era and the Emergence of a New Europe”**

**Chapter 30. “The West at the Dawn of the Twenty-First Century”**

### **Primary Sources:**

**from Sherman, Chapter 18:**

“B. N. Ponomarev, *The Cold War: A Soviet Perspective*”;

“Jens Reich, *The Berlin Wall*”;

“Simone de Beauvoir, *The Second Sex*”;

“George F. Kennan, *Appeasement at Munich Attacked*”;

“A. J. P. Taylor, *The Origins of the Second World War: Appeasement Defended*”

### **Possible Excerpts from various sources, including:**

Newspaper articles and newsreel items; concentration camp survivor accounts;

Winston Churchill, Iron Curtain speech at Fulton, Missouri;  
Joseph Stalin, reply to Churchill, 1946;  
Nikita Khrushchev, The Secret Speech: The Cult of Personality and other speeches;  
Imre Nagy, Last Message (November 4, 1956);  
Mikhail Gorbachev, *Restructuring the Party's Personnel Policy*; Lyubov Sirota, *Chernobyl Poem*

**Secondary Sources:**

**from Sherman, Chapter 19:**

“John Lukacs, The Short Century—It’s Over”; “Raymond L. Garthoff, The End of the Cold War”; “Carol Skalnik Leff, The Collapse of Communism in Eastern Europe”; “Robert J. Donia, War in Bosnia and Ethnic Cleansing”

**Excerpts from various sources, including . . .**

Jean-Yves Potel, The Promise of Solidarity; Nigel Harris, The New Untouchables: Immigration and the New World Worker

**Possible film excerpts from:**

News footage, *Dr. Strangelove*

**Topic: As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century.**

Despite efforts to maintain international cooperation through the newly created United Nations, deep-seated tensions between the USSR and the West led to the division of Europe, which was referred to in the West as the “Iron Curtain.”

The Cold War played out on a global stage and involved propaganda campaigns; covert actions; limited “hot wars” in Asia, Africa, Latin America, and the Caribbean; and an arms race, with the threat of a nuclear war.

Examples of “hot wars” outside of Europe in which the U.S. and the USSR supported opposite sides such as the following:

- Korean War
- Vietnam War
- The Yom Kippur War
- The Afghanistan War

The United States exerted a strong military, political, and economic influence in Western Europe, leading to the creation of world monetary and trade systems and geopolitical alliances such as the North Atlantic Treaty Organization (NATO).

Examples of the world monetary and trade system such as the following:

- International Monetary Fund (IMF)
- World Bank
- General Agreement on Tariffs and Trade (GATT)
- World Trade Organization (WTO)

Countries east of the “Iron Curtain” came under the military, political, and economic domination of the Soviet Union within the Council for Mutual Economic Assistance (COMECON) and the Warsaw Pact.

The collapse of the USSR in 1991 ended the Cold War, and led to the establishment of capitalist economies throughout Eastern Europe. Germany was reunited, the Czechs and the Slovaks parted, Yugoslavia dissolved, and the European Union was enlarged through admission of former Eastern-bloc countries.

**Topic: In response to the destructive impact of two world wars, European nations began to set aside nationalism in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century.**

As the economic alliance known as the European Coal and Steel Community, envisioned as a means to spur postwar economic recovery, developed into the European Economic Community (EEC or Common Market) and the European Union (EU), Europe experienced increasing economic and political integration and efforts to establish a shared European identity.

One of the major continuing challenges to countries in the EU is balancing national sovereignty with the responsibilities of membership in an economic and political union.

Examples of challenges to national sovereignty within the EU such as the following:

- The creation of the euro
- The creation of a European parliament
- Free movement across borders

**Topic: Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post–World War II peace.**

Examples of nationalist violence such as the following:

- Ireland
- Chechnya

Examples of separatist movements such as the following:

- Basque (ETA) • Flemish

Examples of ethnic cleansing such as the following:

- Bosnian Muslims
- Albanian Muslims of Kosovo

**Topic: The process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.**

At the end of World War I, President Woodrow Wilson's principle of national self-determination raised expectations in the non-European world for freedom from colonial domination, expectations that led to international instability.

The League of Nations distributed former German and Ottoman possessions to France and Great Britain through the mandate system, thereby altering the imperial balance of power, and creating a strategic interest in the Middle East and its oil.

Examples of mandate territories such as the following:

- Lebanon and Syria
- Iraq
- Palestine
- 

Despite indigenous nationalist movements, independence for many African and Asian territories was delayed until the mid- and even late 20th century by the imperial powers' reluctance to relinquish control, threats of interference from other nations, unstable economic and political systems, and Cold War strategic alignments.

Examples of indigenous nationalist movements such as the following:

- Indian National Congress
- Algeria's National Liberation Front (FLN)
- Ho Chi Minh's Viet Minh
- Sukarno in Indonesia
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**Key Concept 4.2 The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle among liberal democracy, communism, and fascism.**

**Topic: The Russian Revolution created a regime based on Marxist–Leninist theory.**

In Russia, World War I exacerbated long-term problems of political stagnation, social inequality, incomplete industrialization, and food and land distribution, all while creating support for revolutionary change.

Examples of revolutionary change in Russia such as the following:

- February/March Revolution
- Petrograd Soviet

Military and worker insurrections, aided by the revived soviets, undermined the Provisional Government and set the stage for Lenin's long-planned Bolshevik revolution and establishment of a communist state.

The Bolshevik takeover prompted a protracted civil war between communist forces and their opponents, who were aided by foreign powers.

In order to improve economic performance, Lenin compromised with free-market principles under the New Economic Policy, but after his death Stalin undertook a centralized program of rapid economic modernization.

Examples of the Soviet Union's rapid economic modernization such as the following:

- Collectivization
- Five-Year Plans

Stalin's economic modernization of the Soviet Union came at a high price, including the liquidation of the kulaks, famine in the Ukraine, purges of political rivals, unequal burdens placed on women, and the establishment of an oppressive political system.

Examples of the Soviet Union's oppressive political system such as the following:

- Great Purges
- Gulags
- Secret police

**Topic: Eastern European nations were defined by their relationship with the Soviet Union, which oscillated between repression and limited reform, until Mikhail Gorbachev's policies led to the collapse of communist governments in Eastern Europe and the fall of the Soviet Union.**

Central and Eastern European nations within the Soviet bloc followed an economic model based on central planning, extensive social welfare, and specialized production among bloc members.

After 1956, Soviet leader Nikita Khrushchev's de-Stalinization policies failed to meet their economic goals within the Soviet Union and prompted revolts in Eastern Europe.

Following a long period of economic stagnation, Mikhail Gorbachev's internal reforms of perestroika and glasnost, designed to make the Soviet system more flexible, failed to stave off the collapse of the Soviet Union and the end of its hegemonic control over Eastern and Central European satellites.

The rise of new nationalisms in Central and Eastern Europe brought peaceful revolution in most countries, but resulted in war and genocide in the Balkans and instability in some former Soviet republics.

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

**Topic: The widely held belief in progress characteristic of much of 19th-century thought began to break down before World War I; the experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks.**

When World War I began, Europeans were generally confident in the ability of science and technology to address human needs and problems despite the uncertainty created by the new scientific theories and psychology.

The effects of world war and economic depression undermined this confidence in science and human reason, giving impetus to existentialism and producing postmodernism in the post-1945 period.

**Topic: Science and technology yielded impressive material benefits but also caused immense destruction and posed challenges to objective knowledge.**

The challenge to the certainties of the Newtonian universe in physics opened the door to uncertainty in other fields by undermining faith in objective knowledge, while also providing the knowledge necessary for the development of nuclear weapons and power.

Examples of physicists such as the following:

- Werner Heisenberg
- Erwin Schrödinger
- Enrico Fermi

- Niels Bohr

Medical theories and technologies extended life but posed social and moral questions that eluded consensus and crossed religious, political, and philosophical perspectives.

Examples of medical theories and technologies such as the following:

- Eugenics
- Birth control
- Abortion
- Fertility treatments
- Genetic engineering

Military technologies made possible industrialized warfare, genocide, nuclear proliferation, and the risk of global nuclear war.

**Topic: Organized religion continued to play a role in European social and cultural life, despite the challenges of military and ideological conflict, modern secularism, and rapid social changes.**

The challenges of totalitarianism and communism in Central and Eastern Europe brought mixed responses from the Christian churches.

Examples of Christian responses to totalitarianism such as the following:

- Dietrich Bonhoeffer
- Martin Niemöller
- Pope John Paul II
- Solidarity

Reform in the Catholic Church found expression in the Second Vatican Council, which redefined the Church's dogma and practices and started to redefine its relations with other religious communities.

Increased immigration into Europe altered Europe's religious makeup, causing debate and conflict over the role of religion in social and political life.

**Topic: During the 20th century, the arts were defined by experimentation, self-expression, subjectivity, and the increasing influence of the United States in both elite and popular culture.**

New movements in the visual arts, architecture and music demolished existing aesthetic standards, explored subconscious and subjective states, and satirized Western society and its values.

Examples of new movements in the visual arts such as the following:

- Cubism
- Futurism
- Dadaism
- Surrealism
- Abstract expressionism
- Pop Art

Examples of new architectural movements such as the following:

- Bauhaus
- Modernism
- Postmodernism

Examples of new movements in music such as the following:

- Compositions of Igor Stravinsky
- Compositions of Arnold Schoenberg
- Compositions of Richard Strauss

Throughout the century, a number of writers challenged traditional literary conventions, questioned Western values, and addressed controversial social and political issues.

Examples of writers such as the following:

- Franz Kafka
- James Joyce
- Erich Maria Remarque
- Virginia Woolf
- Jean-Paul Sartre

Increased imports of United States technology and popular culture after World War II generated both enthusiasm and criticism.



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

**Topic: The 20th century was characterized by large-scale suffering brought on by warfare and genocide as well as tremendous improvements in the standard of living.**

World War I created a “lost generation,” fostered disillusionment and cynicism, transformed the lives of women, and democratized societies.

World War II decimated a generation of Russian and German men, virtually destroyed European Jewry, forced large-scale ethnic migrations, and undermined prewar class hierarchies.

Mass production, new food technologies, and industrial efficiency increased disposable income and created a consumer culture in which greater domestic comforts, such as electricity, indoor plumbing, plastics, and synthetic fibers became available.

New communication and transportation technologies multiplied the connections across space and time, transforming daily life and contributing to the proliferation of ideas and to globalization.

Examples of new communication technologies such as the following:

- Telephone
- Radio
- Television
- Computer
- Cell phone
- Internet

**Topic: The lives of women were defined by family and work responsibilities, economic changes, and feminism.**

During the world wars, women became increasingly involved in military and political mobilization, as well as in economic production.

In Western Europe through the efforts of feminists, and in Eastern Europe and the Soviet Union through government policy, women finally gained the vote, greater educational opportunities, and access to professional careers, even while continuing to face social inequalities.

Examples of feminists and feminism such as the following:

- Simone de Beauvoir
- Second Wave Feminism

With economic recovery after World War II, the birth rate increased dramatically (the Baby Boom), often promoted by government policies.

Examples of government policies promoting population growth such as the following:

- Neonatalism
- Subsidies for large families
- Child-care facilities

New modes of marriage, partnership, motherhood, divorce, and reproduction gave women more options in their personal lives.

Examples of new modes of managing reproduction such as the following:

- The pill
- Scientific means of fertilization

Women attained high political office and increased their representation in legislative bodies in many nations.

Examples of women who attained high political office such as the following:

**Topic: New voices gained prominence in political, intellectual, and social discourse.**

Green parties in Western and Central Europe challenged consumerism, urged sustainable development, and, by the late 20th century, cautioned against globalization.

Gay and lesbian movements worked for expanded civil rights, obtaining in some nations the right to form civil partnerships with full legal benefits or to marry.

Intellectuals and youth reacted against perceived bourgeois materialism and decadence, most significantly with the revolts of 1968.

Because of the economic growth of the 1950s and 1960s, numerous “guest workers” from southern Europe, Asia, and Africa immigrated to Western and Central Europe; however, after the economic downturn of the 1970s, these workers and their families often became targets of anti-immigrant agitation and extreme nationalist political parties.

Examples of anti-immigration, right-wing parties such as the following:

- French National Front & Austrian Freedom Party

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***Review and Preparation for AP Examination (3 Weeks)***

Review will consist of practice exercises which address each of the sections of the new examination. The actual choice of review options is determined by the teacher and the students to address their specific areas of concern. In addition to the time in class, students are encouraged to develop study groups. Various ways of forming study groups will be discussed in class in the first week of school.

***AP European History Examination on May 8, 2015***

***From May 11th until June 3rd, students will be given time in class to prepare the final cumulative research paper, which will serve as the final exam. Topic TBD***

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