

Course Syllabus

AP European History B Syllabus



Course Description:

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. This course challenges students to read critically, weigh evidence and interpret problems presented by historians. Through assessment and critical analysis of historical documents and interpretations of them, students learn to analyze data, form conclusions, and present well-reasoned, persuasive arguments in written form. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. This course is taught at the college level. Students are frequently required to analyze, synthesize and evaluate primary and secondary historical sources, in addition to comprehending, memorizing and applying facts. Enroll in this course because you wish to be challenged and you wish to learn. The grade you work for, you will earn - both in this course and on the AP exam.

Each unit includes two assignments, two discussion topics and a multiple choice quiz with a thematic essay question. Additionally, two DBQ and two free response essays are included throughout the course. These are comprised of released AP Exams as well as original items and prompts. Throughout the course, students will be provided instruction and feedback on writing assignments, document based essays, and free response essays both before and after the revision of their work.

At the completion of European History B, the student will be able to:

- Understand the conditions and developments that enabled Great Britain to bring about the first Industrial Revolution.
- List and describe the basic features of the new industrial system created by the Industrial Revolution.
- Explain how the Industrial Revolution spread from Great Britain to the Continent and the United States and how industrialization in those areas differed from British industrialization.
- Describe the effects the Industrial Revolution had on urban life, social classes, family life and standards of living.
- Identify the working conditions in the early decades of the Industrial Revolution and the efforts made to improve them.
- Identify the goals of the Congress of Vienna and the Concert of Europe and determine how successful they were in achieving those goals.
- Explain the main tenets of conservatism, liberalism, nationalism and

utopian socialism, and the role each ideology played in Europe in the first half of the 19th Century.

- Identify the forces for change that were present in France and Great Britain between 1830 and 1848 and how each nation responded to them.
- Describe the causes of the revolutions of 1848 and explain why these revolutions failed.
- List the characteristics of Romanticism and explain how they were reflected in literature, art and music.
- List the characteristics of Napoleon the III's government and explain how his foreign policy contributed to the unification of Italy and Germany.
- Explain the actions Cavour and Bismarck took to bring about unification in Italy and German, respectively, and the role that war played in their efforts.
- Describe the reform efforts that occurred in the Austrian Empire and in Russia between 1850 and 1870 and explain how successful they were in alleviating each nation's problems.
- List the main ideas of Karl Marx.
- Draw conclusions about how the belief that the world should be viewed realistically manifested itself in science, art and literature in the second half of the nineteenth century.
- Explain the elements of the Second Industrial Revolution and its effects on European economic and social life.
- Identify the roles that socialist parties and trade unions played in improving conditions for the working class.
- Define what is meant by the term *mass society* and list its main characteristics.
- Describe the role women were expected to play in society and family life in the latter half of the nineteenth century and how closely patterns of family life corresponded to this ideal.
- Draw conclusions about the general political trends evident in the nations of western Europe in the last decades of the nineteenth century and explain how these trends differed from the policies pursued in Germany, Austria-Hungary, and Russia.
- Trace the developments in science, intellectual affairs and the arts in the late nineteenth and twentieth centuries that "opened the way to a modern consciousness" and contrast how this consciousness differed with earlier worldviews.
- Describe the difficulties women, Jews and the working classes faced in the late nineteenth and early twentieth centuries and explain how successful they were in reaching their goals.
- List the causes of the new imperialism that took place after 1880 and explain the effects that the European quest for colonies had on Africa and Asia.
- Explain the Bismarckian system of alliances and describe how successful it was in keeping the peace.
- List the issues that lay behind the international crisis that Europe faced in the late nineteenth and early twentieth centuries.
- List the long-range and immediate causes of World War I.
- Identify the expectations of the belligerents at the beginning of World War I and describe how the course of the war turned out to be so different from their expectations.
- Explain how World War I affected the belligerents' governmental and political institutions, economic affairs, and social life.
- Trace the causes of the Russian Revolution of 1917 and describe why the Bolsheviks prevailed in the civil war and gained control of Russia.

- Identify the objectives of the chief participants at the Paris Peace Conference of 1919 and assess how closely the final settlement reflected those objectives.
- Explain how France, Great Britain and the United States responded to the various crises, including the Great Depression, that they faced in the interwar years.
- Identify the conditions that led to the emergence of Fascists in Italy and Nazis in Germany and explain how each group attained power.
- List the characteristics of totalitarian states and describe to what degree these characteristics were present in Fascist Italy, Nazi Germany and Stalinist Russia.
- Draw conclusions about the spread of mass culture and mass leisure during the interwar years and the role these played in the emergence of totalitarian states.
- Trace the main cultural and intellectual trends in the interwar years.
- Identify Hitler's foreign policy goals and the steps he took to achieve them between 1933 and 1939.
- Trace the main events of World War II in Europe and in Asia and explain why the Allies ultimately were victorious.
- Explain the Holocaust and the role it played in Nazi policy.
- Describe the conditions on the home front for each of the major Western nations involved in World War II.
- Compare and contrast the Allied visions of post war Europe and how their differences contributed to the emergence of the Cold War.
- Assess the reasons the United States and the Soviet Union were suspicious of each other after World War II and explain what events between 1945 and 1949 heightened the tensions between the two nations.
- Draw conclusions about the role of the Cuban Missile Crisis and the Vietnam War in the Cold War.
- Identify the main developments in the Soviet Union and Eastern Europe between 1945 and 1970.
- Describe the main political developments in the nations of Western Europe and North America between 1945 and 1970.
- Identify the important social changes that occurred in Western society between 1945 and 1970.
- Describe how and why the cold war came to an end.
- Identify the reforms Gorbachev instituted in the Soviet Union and assess what role he played in the demise of the Soviet Union.
- Describe the changes that occurred in Eastern Europe as a result of the revolutions of 1989.
- List the major political and social developments in Western Europe and North America since 1970.
- Identify what major cultural and intellectual trends have emerged since 1970.

Content Standards:

This Advanced Placement European History course is written to the content standards outlined by the College Board's [AP European History Course Requirements](#).

Prerequisites:

AP European History A

Required Texts:**Primary Text:**

Title: Western Civilization
 Author(s): Spielvogel
 Publisher: Holt, Rinehart & Winston
 Year published: 2003
 ISBN 00534600069
[Textbook Companion Site](#)

Student Supplements:

Title: Classics of Western Thought – The Modern World, Vol. III (4th edition)
 Author(s): Knoebel
 Publisher: Wadsworth
 Year published: 1998
 ISBN 0155076841

Title: The Other Side of Western Civilization – Readings in Everyday Life, Vol. II (3rd edition)
 Author(s): Stearns
 Publisher: Harcourt College Publishers
 Year published: 1984
 ISBN 0155676520

Course Methodology:

This is an inquiry-based course where you will discover and utilize knowledge of European history via the textbook, videos, and other readings, along with websites, and synchronous and asynchronous discussions with other students and the instructor.

Acting as a facilitator, your instructor will guide you through the process; however, as the learner, you are responsible for actively acquiring and constructing knowledge by completing all assigned readings and activities.

Both formal and informal assessment will be used in evaluating your performance throughout the course. Informal assessment will include an evaluation of the quality and timeliness of your participation in class activities. Formal assessment will involve multiple-choice quizzes, written essays, timed writings, and a final exam.

Unit	Topics	Activities
1	The Industrial Revolution and Its Impact on European Society	Themes: <ul style="list-style-type: none"> • Industrial Revolution in Great Britain • The Spread of Industrialization • The Social Impact of the Industrial Revolution Lecture: The Industrial Revolution and Its Impact on European Society

Study Guide:

- Self-assessment questions
- Glossary of terms/individuals/events
- Additional terms/individuals/events
- Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles)

Required Reading:

- Spielvogel text: Chapter 20

Required Viewing: Western Tradition Video Series

- 41 – The Industrial Revolution
- 42 – The Industrial World

Additional Reading:

- Knoebel text:
 - The Origin of Species *and* The Descent of Man by Charles Darwin
 - The Communist Manifesto by Karl Marx and Friedrich Engels
 - Anarchism by Michael Bakunin
- Stearns' text:
 - Workers in Modern Society: Two Cases
 - I – British Construction Workers by Richard Price
 - II – Rubber and Cable Workers in Bezons, France by Lenard R. Berlanstein
 - Youth and History by John R. Gillis

Assignments:

- The Industrial Revolution: England's Advantage
- Industrial Lifestyles: Middle Class vs. Workers

Threaded Discussion Forum Topics:

- Learning Styles Assessment
- Industrial Revolution & Imperialism
- Importance of the Industrial Revolution

Assessment:

- Quiz (20 multiple choice items and one essay question)
- Timed Writing – Free Response Essay 1

2	Reaction, Revolution and Romanticism, 1815-1850	<p>Themes:</p> <ul style="list-style-type: none"> • The Conservative Order (1815-1830) • The Ideologies of Change • Revolution and Reform (1830-1850) • The Emergence of an Ordered Society • Culture in an Age of Reaction and Revolution: The Mood of Romanticism <p>Lecture: Reaction, Revolution and Romanticism, 1815-1850</p> <p>Study Guide:</p> <ul style="list-style-type: none"> • Self-assessment questions • Glossary of terms/individuals/events • Additional terms/individuals/events • Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles) <p>Required Reading:</p> <ul style="list-style-type: none"> • Spielvogel text: Chapter 21 <p>Required Viewing: Western Tradition Video Series</p> <ul style="list-style-type: none"> • 43 – Revolution and Romantics <p>Additional Reading:</p> <ul style="list-style-type: none"> • Knoebel text: <ul style="list-style-type: none"> ○ Concerning New Things by Pope Leo XIII ○ The Brothers Karamazov: The Grand Inquisitor by Fyodor Dostoevsky ○ The Genealogy of Morals by Friedrich Nietzsche • Stearns' text: <ul style="list-style-type: none"> ○ Part 4 – The Twentieth Century: 1918-Present ○ Nazism and the Lower Middle Class by Heinrich A. Winkler ○ Modern Politics: The French Communists by Annie Kriegel <p>Assignments:</p> <ul style="list-style-type: none"> • What is Romanticism? • The Emerging Political System • Revision Assignment – Free Response Essay 1
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		<p>Threaded Discussion Forum Topics:</p> <ul style="list-style-type: none"> • Effectiveness of Congress of Vienna • Ideology of Conservatism <p>Assessment:</p> <ul style="list-style-type: none"> • Quiz (20 multiple choice items and one essay question)
<p>3</p>	<p>An Age of Nationalism and Realism, 1850-1871</p>	<p>Themes:</p> <ul style="list-style-type: none"> • The France of Napoleon III • National Unification: Italy and Germany • Nation building and Reform: The National State in Mid-Century • Industrialization and the Marxist Response • Science and Culture in an Age of Realism <p>Lecture: An Age of Nationalism and Realism, 1850-1871</p> <p>Study Guide:</p> <ul style="list-style-type: none"> • Self-assessment questions • Glossary of terms/individuals/events • Additional terms/individuals/events • Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles) <p>Required Reading:</p> <ul style="list-style-type: none"> • Spielvogel text: Chapter 22 <p>Required Viewing: Western Tradition Video Series</p> <ul style="list-style-type: none"> • 44 – The Age of the Nations States <p>Additional Reading:</p> <ul style="list-style-type: none"> • Knoebel text: <ul style="list-style-type: none"> ○ Hedda Gabler by Henrik Ibsen ○ My Views by Albert Einstein • Stearns' text: <ul style="list-style-type: none"> ○ Changes in the Situation of Modern Women by Hilary Land ○ Modern Families by Ferdynand Zweig

		<p>Assignments:</p> <ul style="list-style-type: none"> • Emancipation Proclamation vs. Emancipation Edict • From Smith to Marx: In Search of an Economic View of the World <p>Threaded Discussion Forum Topics:</p> <ul style="list-style-type: none"> • Second Age of Scientific Discovery: More Practical? • Unification Comparison: Italy and Germany <p>Assessment:</p> <ul style="list-style-type: none"> • Quiz (20 multiple choice items and one essay question) • Timed Writing – DBQ 1
4	<p>Mass Society in an “Age of Progress” <i>and</i> An Age of Modernity and Anxiety</p>	<p>Themes:</p> <ul style="list-style-type: none"> • The Growth of Industrial Prosperity • The Emergence of Mass Society • The National State • Toward the Modern Consciousness: Intellectual and Cultural Developments • Politics: New Directions and New Uncertainties • The New Imperialism • International Rivalry and the Coming of War <p>Lecture: Mass Society in an “Age of Progress” <i>and</i> An Age of Modernity and Anxiety</p> <p>Study Guide:</p> <ul style="list-style-type: none"> • Self-assessment questions • Glossary of terms/individuals/events • Additional terms/individuals/events • Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles) <p>Required Reading:</p> <ul style="list-style-type: none"> • Spielvogel text: Chapters 23 and 24 <p>Required Viewing: Western Tradition Video Series</p> <ul style="list-style-type: none"> • 45 – A New Public • 46 - Fin de Siécle

		<p>Additional Reading:</p> <ul style="list-style-type: none"> • Knoebel text: <ul style="list-style-type: none"> ○ Why War? by Sigmund Freud ○ Approaching the Unconscious by Carl G. Jung • Stearns' text: <ul style="list-style-type: none"> ○ The Family Besieged by Christopher Lasch ○ Work and Play by John Ardagh ○ The Twentieth Century Way of Death by Philippe Ariés <p>Assignments:</p> <ul style="list-style-type: none"> • New Imperialism • Great Britain: A Case Study in the Evolution of Democracy • Revision Assignment – DBQ 1 <p>Threaded Discussion Forum Topics:</p> <ul style="list-style-type: none"> • The Emergence of Feminism • Social Darwinism vs. Charles Darwin's Theory of Natural Selection <p>Assessment:</p> <ul style="list-style-type: none"> • Quiz (20 multiple choice items and one essay question)
5	The Beginning of the Twentieth-Century Crisis: War and Revolution	<p>Themes:</p> <ul style="list-style-type: none"> • The Road to World War I • The War • War and Revolution • The Peace Settlement <p>Lecture: The Beginning of the Twentieth-Century Crisis: War and Revolution</p> <p>Study Guide:</p> <ul style="list-style-type: none"> • Self-assessment questions • Glossary of terms/individuals/events • Additional terms/individuals/events • Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles)

		<p>Required Reading:</p> <ul style="list-style-type: none"> • Spielvogel text: Chapter 25 <p>Required Viewing: Western Tradition Video Series</p> <ul style="list-style-type: none"> • 47 – The First World War and the Rise of Facism <p>Additional Reading:</p> <ul style="list-style-type: none"> • Knoebel text: <ul style="list-style-type: none"> ○ Imperialism <i>and</i> State and Revolution by V. I. Lenin ○ My Struggle by Adolph Hitler • Stearns' text: <ul style="list-style-type: none"> ○ Part 5 – The Nature of Modern People ○ The Vanishing Peasant by Henri Mendras <p>Assignments:</p> <ul style="list-style-type: none"> • Before, During and After World War I • Revolution in Retrospective <p>Threaded Discussion Forum Topics:</p> <ul style="list-style-type: none"> • German Punishment Too Severe? • Impact of Technology on World War I <p>Assessment:</p> <ul style="list-style-type: none"> • Quiz (20 multiple choice items and one essay question) • Timed Writing – DBQ 2
6	The Futile Search for a New Stability: Europe Between the Wars, 1919-1939	<p>Themes:</p> <ul style="list-style-type: none"> • An Uncertain Peace: The Search for Security • The Democratic States • The Retreat from Democracy: The Authoritarian and Totalitarian States • The Expansion of Mass Culture and Mass Leisure • Cultural and Intellectual Trends in the Interwar Years <p>Lecture: The Futile Search for a New Stability: Europe Between the Wars, 1919-1939</p>

		<p>Study Guide:</p> <ul style="list-style-type: none"> • Self-assessment questions • Glossary of terms/individuals/events • Additional terms/individuals/events • Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles) <p>Required Reading:</p> <ul style="list-style-type: none"> • Spielvogel text: Chapter 26 <p>Required Viewing: Western Tradition Video Series</p> <ul style="list-style-type: none"> • None <p>Additional Reading:</p> <ul style="list-style-type: none"> • Knoebel text: <ul style="list-style-type: none"> ○ Existentialism by Jean Paul Sartre ○ A Room of One's Own by Virginia Woolf • Stearns' text: <ul style="list-style-type: none"> ○ Modern Man at Play by Johan Huizinga ○ Modern Man by Alex Inkeles <p>Assignments:</p> <ul style="list-style-type: none"> • The Soviet Union Between the Wars • The French Search for Security: An Elusive Goal? • Revision Assignment – DBQ 2 <p>Threaded Discussion Forum Topics:</p> <ul style="list-style-type: none"> • Hitler's Rise to Power • Extremist Political Parties <p>Assessment:</p> <ul style="list-style-type: none"> • Quiz (20 multiple choice items and one essay question)
7	The Deepening of the European Crisis: World War II	<p>Themes:</p> <ul style="list-style-type: none"> • Prelude to War (1933-1939) • The Course of World War II • The Nazi New Order • The Home Front • The Aftermath of the War: The Emergence of

the Cold War

Lecture: The Deepening of the European Crisis: World War II

Study Guide:

- Self-assessment questions
- Glossary of terms/individuals/events
- Additional terms/individuals/events
- Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles)

Required Reading:

- Spielvogel text: Chapter 27

Required Viewing: Western Tradition Video Series

- 48 – The Second World War

Additional Reading:

- Knoebel text:
 - Modern Poetry by Robert Frost, John McCrae, Siegfried Sassoon and Wilfred Owen
- Stearns' text:
 - The Horror of Modernization by R. D. Laing
 - New Problems for Contemporary Europeans by Francois Bourricaud

Assignments:

- Civilians in the War Effort: Britain, Russia, Germany and America
- The State of the Nations: 1933-1939

Threaded Discussion Forum Topics:

- First Two Years of WW II
- The Beginnings of the Cold War

Assessment:

- Quiz (60 multiple choice items and one essay question)
- Timed Writing – Free Response Essay 2

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Cold War and a New Western World *and* The Contemporary Western World

Themes:

- The Development of the Cold War
- Recovery and Renewal in Europe
- The United States and Canada: A New Era
- The Emergence of a New Society
- From Cold War to Post-Cold War: Toward a New World Order?
- Toward a New Western Order
- New Directions and New Problems in Western Society
- The World of Western Culture
- Toward a Global Civilization?

Lecture: Cold War and a New Western World *and* The Contemporary Western World

Study Guide:

- Self-assessment questions
- Glossary of terms/individuals/events
- Additional terms/individuals/events
- Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles)

Required Reading:

- Spielvogel text: Chapters 28 and 29

Required Viewing: Western Tradition Video Series

- 49 – The Cold War
- 50 – Europe and the Third World
- 51 – The Technological Revolution
- 51 – Toward the Future

Additional Reading:

- Knoebel text:
 - Modern Poetry by Yvan Goll, William Butler Yeats, Louis Untermeyer and W. H. Auden
- Stearns' text:
 - A Disconnected Europe by Stanley Hoffman

Assignments:

- The Soviet Bloc from 1945 to 1970

		<ul style="list-style-type: none"> • The United Nations and Collective Security • Revision Assignment – Free Response Essay 2 <p>Threaded Discussion Forum Topics:</p> <ul style="list-style-type: none"> • Effects of “Permissive” Society • Increase in Terrorism: Effects on Democracies? <p>Assessment:</p> <ul style="list-style-type: none"> • Quiz (80 multiple choice items and one essay question)
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Assessment:

Activity	Points
Assignments (16)	10 points each
Threaded Discussion Forums (16)	10 points each
Quizzes (8)	Units 1-6 – 25 points each Unit 7 – 65 points Unit 8 – 85 points
Timed Writings – DBQ/FRE (4)	50 points each
Essay Revisions (4)	10 points each
Synchronous Discussions	Instructor determined
Points Possible: 860	

Grading Scale:

Letter Grade	Percentage Earned
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and lower

Student’s Role and Responsibilities in this Course

Expectations:

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student’s responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication:

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects your performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Technical Support is offered through Spectrum Pacific Learning Company (SPLC). Should a student need any technical assistance, he/she should email the Help Desk as soon as possible at helpdesk@myonlinelogin.com or call 1-877-252-7715. SPLC will help resolve technical problems and walk through the solution with students. If a problem persists for more than 48 hours, the student must also notify their teacher and NUVHS.

Time Required For This Course:

To complete this course in eight weeks, students should plan to allocate at least 12-15 hours a week on assigned readings, assignments, discussions (asynchronous and synchronous), quizzes, and exams.

NUVHS wishes every student great success in their online class. Please contact us at 1.866.366.8847 if any questions arise.

NUVHS Expected Schoolwide Learning Results (ESLRs):

It is anticipated that NUVHS students will be:

NUVHS Expected Schoolwide Learning Results (ESLRs)

Engaged Learners

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking



Effective Communicators

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

Global Citizens

1. Appreciate the value of diversity
 2. Understand the range of local and international issues facing today's global community
 3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century
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