

**RHINEBECK CENTRAL SCHOOL DISTRICT  
PRIORITIZED CURRICULUM  
AP EUROPEAN HISTORY SYLLABUS**

The AP European History course is extremely demanding. This course will require the complete commitment of students. It will consist of a thorough examination of European History from 1450 to the present with a brief overview of the late Middle-Ages. It examines European History through an economic, social, and political perspective. There will be nightly reading assignments, and a number of writing assignments. There will be weekly quizzes and unit tests that will consist of difficult multiple choice questions, identifications, and essay responses. In each of the four marking periods students will be required to write one DBQ and one free response essay from previously released AP exams.

One of the main goals of the course is to help students to go beyond the study of relevant factual knowledge and begin to think critically of and analyze evidence and interpretations presented in historical scholarship. A variety of approaches will be taken to achieve this goal such as; class discussions, writing assignments (inside & out of class), and cooperative learning group activities. Example: Students will read short excerpts from various authors from a given period (e.g., 19th century Imperialism J.A Hobson, Cecil Rhodes, Rudyard Kipling, and Ernst Junger) in small cooperative learning groups students will answer specific questions about their particular reading and then compare them with the other groups.

Example questions:

- What type of document is it?
- What is the date of the document?
- Who created the document?
- Why was the document created?
- Do students think that outside events could influence the way that they are interpreting the document?
- What questions are left unanswered by the document?
- If you could ask the author of the document a question, what would you ask?
- In addition to reading and analyzing primary source documents students will also examine secondary source documents.

In order to sharpen their writing skills, periodically, students are required to complete in-class impromptu essay questions based on primary and secondary reading assignments.

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Students are required to read *A World Lit Only by Fire*, by William Manchester as a prerequisite summer assignment. Manchester's book serves as a reference throughout the early portion of the course and is often at the center of classroom discussions.

Attendance is crucial. In class activities often include power point presentations which put on display a wide variety of works of art, maps, statistical tables, and political cartoons to develop skills in analyzing visual data. Furthermore, students will also periodically develop their own power point presentations and lead class discussions on their particular topics. Presentations will be included as a significant portion of the student's participation grade.

Each unit will take approximately one and a half to two weeks to complete. All units will be covered in 30 to 31 weeks, which will leave us time for unexpected delays and review for the AP Exam in May. In addition to the assigned text book reading students will be assigned several primary source readings from the *Sources of the West* readers and the A.P. European History Main Page web site.

**TEXT:**

Mark Kishlansky, Patrick Geary, and Patricia O'Brien, *Civilization in the West since 1300*. New York: Pearson Longman, Sixth edition.

**PRIMARY SOURCE READINGS:**

Mark Kishlansky, *Sources of the West: Readings In Western Civilization* Fourth edition Volume II 1600 to present (Longman)

Mark Kishlansky, *Sources of the West readings in Western Civilization* Volume I from the Beginning to 1715 Fifth Edition (Longman)

College Board A.P. European History Main Page: Primary Source Documents Page

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UNIT 1: The Later Middle Ages, 1300 - 1500

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ European civilization at the end of the Middle Ages</li> <li>▪ The struggle for Central Europe, A Hundred years of War, and the Black Death</li> <li>▪ Map Discovery: page 295-Examine holdings of rival dynasties and explain the discontinuous territorial holdings of these great competing families</li> <li>▪ The Crisis of the Papacy, The Great Schism, Heresy and Revolt, Religious persecution in Spain</li> </ul>	<ul style="list-style-type: none"> <li>▪ What social and political forces prevented both the holy roman Emperors and the French Kings from uniting the lands they ruled?</li> <li>▪ How did the vernacular literature of Dante, Chaucer and Christine de Pisan represent a departure from previous literary traditions?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Black Death</li> <li>▪ Conciliarism</li> <li>▪ Golden bull</li> <li>▪ Great Schism</li> <li>▪ Hanseatic League</li> <li>▪ Hundred Years' War</li> <li>▪ Hussites</li> <li>▪ Indulgences</li> <li>▪ Jacquerie</li> <li>▪ Nominalism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Francesco Petracca, <i>Letters</i> (ca. 1372)</li> <li>▪ Leon Battista Alberti, <i>On the Family</i> (1435-1444)</li> <li>▪ Niccolo Machiavelli, <i>The Prince</i> (1513)</li> <li>▪ Desiderius Erasmus, <i>In Praise of Folly</i> (1509)</li> <li>▪ "The Arnolfini Marriage" painting by Jan van Eyck (1434)</li> <li>▪ "The Dutchess of Urbino" and "The Duke of Urbino" painting by Piero della Francesca (146570)</li> <li>▪ "The Birth of Venus" painting by Sandro Boticelli (1480)</li> <li>▪ "The Pietà" sculpture by Michelangelo (1499)</li> <li>▪ "The Sistine Chapel" frescoes by Michelangelo (150812)</li> <li>▪ Leonardo's Notes on the Cosmos (c. 1515)</li> <li>▪ "The School of Athens" painting by Raphael (early 16th cen.)</li> </ul>

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UNIT 1: The Italian Renaissance

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ Production and consumption</li> <li>▪ The Urban environment and the experience and quality of life</li> <li>▪ The "Renaissance Man" Architect, Sculptor and Painter</li> <li>▪ Humanists and the Liberal Arts, Renaissance Science and Machiavelli and Politics</li> <li>▪ Individualism and Humanism</li> <li>▪ The politics of the Italian City-States</li> <li>▪ <b>Map discovery:</b> pg. 325, Examine the locations of Western Europe's largest cities at the beginning of the sixteenth century. What was distinctive about the Holy Roman Empire?</li> <li>▪ Renaissance in the North compared to Renaissance in the South</li> <li>▪ The end of Italian Hegemony, 1450-1527</li> </ul>	<ul style="list-style-type: none"> <li>▪ What social and cultural conditions were peculiar to the Italian peninsula, and how might those conditions have contributed to the Renaissance?</li> <li>▪ What were the principal characteristics of the Renaissance style in the visual arts?</li> <li>▪ In what ways did the ideas of Niccolo Machiavelli reflect the reality of politics in the city-state of Renaissance Italy?</li> </ul>	<ul style="list-style-type: none"> <li>▪ City-states</li> <li>▪ Civic humanism</li> <li>▪ Condottieri</li> <li>▪ Doge</li> <li>▪ Humanist</li> <li>▪ Linear perspective</li> <li>▪ Philology</li> <li>▪ Pieta</li> <li>▪ Rhetoric</li> </ul>	<ul style="list-style-type: none"> <li>▪ Francesco Petracca, <i>Letters</i> (ca. 1372)</li> <li>▪ Leon Battista Alberti, <i>On the Family</i> (1435-1444)</li> <li>▪ Niccolo Machiavelli, <i>The Prince</i> (1513)</li> <li>▪ Desiderius Erasmus, <i>In Praise of Folly</i> (1509)</li> <li>▪ "The Arnolfini Marriage" painting by Jan van Eyck (1434)</li> <li>▪ "The Dutchess of Urbino" and "The Duke of Urbino" painting by Piero della Francesca (1465-70)</li> <li>▪ "The Birth of Venus" painting by Sandro Boticelli (1480)</li> <li>▪ "The Pietà" sculpture by Michelangelo (1499)</li> <li>▪ "The Sistine Chapel" frescoes by Michelangelo (1508-12)</li> <li>▪ Leonardo's Notes on the Cosmos (c. 1515)</li> <li>▪ "The School of Athens" painting by Raphael (early 16th cen.)</li> </ul>

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UNIT 2: Exploration and the Age of Monarchies

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ Africa and a passage to India</li> <li>▪ <b>Map Discovery:</b> pg. 364. How did Spanish and Portuguese exploration differ?</li> <li>▪ What was the effect of the Treaty of Tordesillas on their travel and claims?</li> <li>▪ The Columbian Exchange</li> <li>▪ Commercial Revolution, Mercantilism and The Golden Age of Spain</li> <li>▪ Compare and contrast the New Monarchies in France, Spain and England, and their foreign and domestic policies</li> <li>▪ The formation of states-Eastern configurations, the Western Powers and the Unification of France</li> <li>▪ Ferdinand and Isabella, Dynastic struggles, and The Italian Wars</li> </ul>	<ul style="list-style-type: none"> <li>▪ What impulses in European society were revealed by the global exploration and conquests of the Portuguese and the Spanish?</li> <li>▪ What qualities characterized the "New Monarchies" and what are some of the best examples of such princely states?</li> <li>▪ How did war between the great European monarchies contribute to unity within each?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Caravels</li> <li>▪ Columbian Exchange</li> <li>▪ Conquistadores</li> <li>▪ Encomiendos</li> <li>▪ Reconquista</li> <li>▪ Spanish Inquisition</li> <li>▪ Treaty of Tordesillas</li> <li>▪ New Monarchies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Christopher Columbus, <i>Letter from the First Voyage</i> (1493)</li> <li>▪ An Aztec Account of the Spanish Conquest of America (1519)</li> <li>▪ The New Laws of the Indies (1542)</li> <li>▪ Bartolome de Las Casas, <i>Apologetic History of the Indies</i> (1566)</li> <li>▪ Bernal Diaz, <i>The True History of the Conquest of New Spain</i> (1552-1568)</li> <li>▪ "The Geographer" painting by Johannes Vermeer (1713)</li> <li>▪ Maps from College Board A.P. European History Main Page</li> </ul>

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UNIT 3: The Reform of Religion

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ The Print Revolution, Christian Humanism and the spark of Reform</li> <li>▪ Causes of the Reformation and the spread of Lutheranism</li> <li>▪ The English Reformation and the Reformation of Radicals</li> <li>▪ Political and religious consequences of the Reformation</li> <li>▪ Lutheranism and Calvinism compared to the Roman Catholic Church</li> <li>▪ Loyola's Pilgrimage, Counter Reformation and the Council of Trent, Peace of Augsburg</li> </ul>	<ul style="list-style-type: none"> <li>▪ How did humanism prepare the way for the Protestant Reformation?</li> <li>▪ What motivated Martin Luther?</li> <li>▪ How did the Catholic Church respond to the challenges posed by the Protestant Reformation?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Anabaptists</li> <li>▪ Christian humanism</li> <li>▪ Counter-Reformation</li> <li>▪ Indulgences</li> <li>▪ New Piety</li> <li>▪ Predestination</li> <li>▪ Sola fide</li> <li>▪ Sola scriptura</li> </ul>	<ul style="list-style-type: none"> <li>▪ Martin Luther's Definition of Faith (1522)</li> <li>▪ Martin Luther, <i>The Freedom of a Christian</i> (1520) and <i>Of Marriage and Celibacy</i> (1566)</li> <li>▪ John Calvin, <i>Institutes of the Christian Religion</i> (1534) and <i>Catechism</i> (ca. 1540)</li> <li>▪ Ignatius Loyola, <i>Spiritual Exercises</i> (1548)</li> <li>▪ "Christ Driving the Traders from the Temple" painting by El Greco (1600)</li> <li>▪ Teresa of Avila, <i>The Life of Saint Teresa</i> (1611)</li> <li>▪ "The Ecstasy of St. Theresa of Avila" sculpture by Gianlorenzo Bernini (1645-52)</li> </ul>

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UNIT 4: Europe at War and Life in Early Modern Europe

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ Religious divisions in France and the French wars of Religion:               <ul style="list-style-type: none"> <li>- Catherine deMedici</li> <li>- St. Bartholomew's Day Massacre</li> <li>- Henry IV</li> <li>- Edict of Nantes</li> </ul> </li> <li>▪ <b>Map Discovery:</b> pg. 431 (Burgundian Inheritance)</li> <li>▪ Why do you think Charles V divided his land between his son Phillip II and his brother Ferdinand I?</li> <li>▪ Revolt of the Netherlands and the world of Phillip II</li> <li>▪ Causes and effects of the 30 Years War (The First World War?)</li> <li>▪ Kings and Diets in Poland, struggles in Eastern Europe and the Rise of Sweden</li> <li>▪ Stages of the 30 Years War, population loss and The Peace of Westphalia</li> </ul>	<ul style="list-style-type: none"> <li>▪ What were the political and religious connections between the Armada launched against England by Phillip II and the revolt of the Netherlands?</li> <li>▪ How did Sweden rise to become one of Europe's great powers in the first half of the seventeenth century?</li> <li>▪ What were the effects of the peace of Westphalia on political arrangements in the heart of Europe?</li> <li>▪ What physical forces and social customs shaped the everyday life of Europe's rural population?</li> <li>▪ How are the terms "stratification", "hierarchy", and "status" useful for understanding social relations in early modern Europe?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Edict of Nantes</li> <li>▪ Huguenots</li> <li>▪ Politiques</li> <li>▪ Spanish Armada</li> <li>▪ 30 Years War</li> <li>▪ Carnival</li> <li>▪ Enclosure</li> <li>▪ Great Chain of Being</li> <li>▪ Price Revolution</li> <li>▪ Seigneur</li> </ul>	<ul style="list-style-type: none"> <li>▪ Henry IV, <i>The Edict of Nantes</i> (1598)</li> <li>▪ William of Orange, <i>Apology</i> (1580)</li> <li>▪ "An Assembly of Witches" painting by Franz Francken (1600)</li> <li>▪ Cardinal Richelieu, <i>The Political Testament</i> (1638)</li> <li>▪ "A View of Delft" painting by Jan VerMeer (1660-61)</li> <li>▪ *Hans von Grimmelshausen, <i>Simplicissimus</i> (1669)</li> </ul>

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UNIT 5: The Royal State in the Seventeenth Century: Constitutionalism and Absolutism

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ Divine Kings</li> <li>▪ The drive to centralize government and the taxing demands of war</li> <li>▪ Problems of James I and Charles I</li> <li>▪ The English Civil War</li> <li>▪ Glorious Revolution and the movement towards Constitutionalism</li> <li>▪ War of Spanish Succession</li> <li>▪ William III</li> <li>▪ The Treaty of Utrecht</li> <li>▪ Louis XIV and Absolutism</li> <li>▪ The role of Mazarin</li> <li>▪ The Fronds</li> <li>▪ The Nobles</li> <li>▪ Absolutism in the East</li> <li>▪ <b>Map Discovery:</b> pg. 498</li> <li>▪ Describe the geographical divisions at the beginning of the English Civil War</li> </ul>	<ul style="list-style-type: none"> <li>▪ How did war in the seventeenth century contribute to the creation of more powerful monarchical states?</li> <li>▪ What political and religious problems combined to bring England to civil war?</li> <li>▪ What results did the conflict produce in the English government?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Absolutism</li> <li>▪ Divine Rights of Kings</li> <li>▪ Fronde</li> <li>▪ Glorious Revolution</li> <li>▪ Intendants</li> <li>▪ Long Parliament</li> <li>▪ Puritans</li> <li>▪ Raison d'etat</li> </ul>	<ul style="list-style-type: none"> <li>▪ James I, <i>True Law of a Free Monarchy</i></li> <li>▪ "Cardinal Richelieu" &amp; "Triple Portrait of Richelieu"-paintings by Phillipe de Champagne</li> <li>▪ Sir William Clarke, <i>The Putney Debates</i> (1647)</li> <li>▪ Thomas Hobbes, <i>Leviathan</i> (1651)</li> <li>▪ "Syndics of the Cloth Guild" painting by Rembrandt van Rijn (1662)</li> <li>▪ "<i>The Protecting Brewer</i>" lyrics to a song satirizing Olive Cromwell</li> </ul>



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UNIT 6: Balance of Power in Eighteenth Century Europe

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ Expansion of Western Europe</li> <li>▪ Realignment of Eastern Europe</li> <li>▪ Reforms of Peter the Great (Westernization)</li> <li>▪ Enlightened Empress Catherine</li> <li>▪ The rise of Prussia</li> <li>▪ The Great Elector to Frederick the Great</li> <li>▪ Economic characteristics of Eastern Europe</li> <li>▪ Partition of Poland</li> <li>▪ <b>Map Discovery:</b> pg. 568 - Why was the acquisition of West Prussia strategically important?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What did Peter I and Catherine II of Russia accomplish during their reigns that justify the title "The Great"?</li> <li>▪ How was the tiny state of Brandenburg-Prussia able to make itself into one of Europe's major powers, and what did that mean for the Austrian Empire?</li> <li>▪ How and why did the "balance of power" shift during the eighteenth century?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Declaratory Act</li> <li>▪ Parties</li> <li>▪ Pragmatic Sanction</li> <li>▪ Table of Ranks</li> <li>▪ Tories</li> <li>▪ Whigs</li> </ul>	<ul style="list-style-type: none"> <li>▪ "On Social Order and Absolute Monarchy" Jean Domat (1697)</li> <li>▪ Peter the Great's "Table of Ranks" (1722)</li> <li>▪ A Description of the Empress Maria Theresa Luise Gottsched (1749)</li> <li>▪ The Divisions of Poland (late 18th century)</li> <li>▪ Documents on the Reign of Catherine the Great of Russia</li> </ul>

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UNIT 7: The Scientific Revolution and Commerce in Early Modern Europe

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ Causes of the Scientific Revolution</li> <li>▪ Economic, social and political ramifications of the Scientific Revolution</li> <li>▪ The New Science: The natural world and important people and ideas of the Revolution (Copernicus, Brahe, Kepler, Galileo, Paracelsus, Boyle, Newton)</li> <li>▪ Consumption choices, Dutch Masters and the Mercantile Wars</li> <li>▪ Map Discovery: pg. 526. Describe the extent of Dutch trade.</li> <li>▪ Why did the Dutch not secure major colonial possessions in the East?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What was new about the methods and ideas of Copernicus, Brahe, Kepler and Galileo?</li> <li>▪ Why were they threatening to Roman Catholic doctrine?</li> <li>▪ Why were the Dutch especially well suited to participate in the worldwide expansion of European commerce?</li> <li>▪ How did the governments of the various European nations promote their own commercial interests?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alchemy</li> <li>▪ Cartesianism</li> <li>▪ Entrepot</li> <li>▪ Joint-stock companies</li> <li>▪ Mercantilism</li> <li>▪ Monopoly</li> <li>▪ Navigation Acts</li> <li>▪ Neoplatonism</li> <li>▪ Scientific Revolution</li> <li>▪ Triangular trade</li> </ul>	<ul style="list-style-type: none"> <li>▪ Galileo Galilei, <i>Letter to the Grand Duchess Christina</i> (1615)</li> <li>▪ Letter on Galileo's Theories Robert Bellarmine (1615)</li> <li>▪ Rene Descartes, <i>Discourse on Method</i> (1637)</li> <li>▪ "The Astronomer" painting by Johannes Vermeer (1713)</li> <li>▪ Thomas Mun, <i>England's Treasure by Foreign Trade</i> (1664)</li> <li>▪ Adam Smith, <i>The Wealth of Nations</i> (1776)</li> </ul>

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UNIT 8: Enlightenment

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ The spirit and impact of the Enlightenment</li> <li>▪ Philosophers:               <ul style="list-style-type: none"> <li>- Locke</li> <li>- Hobbes</li> <li>- Rousseau</li> <li>- Montes</li> <li>- Humes</li> </ul> </li> <li>▪ Economic, political and social theory               <ul style="list-style-type: none"> <li>- Deism</li> <li>- New economic theories</li> <li>- End of mercantilism</li> <li>- Laissez-faire</li> <li>- Adam Smith</li> </ul> </li> <li>▪ Enlightened despots:               <ul style="list-style-type: none"> <li>- Catherine the Great</li> <li>- Frederick the Great</li> <li>- Maria Theresa</li> <li>- Joseph II</li> <li>- Louis XV</li> <li>- Louis XVI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ What were the main elements of Enlightenment thought?</li> <li>▪ How did the European nobility maintain its social eminence in the face of a new bourgeois culture created by an expanding middle class?</li> <li>▪ Why did Europe's population begin to grow so dramatically in the eighteenth century?</li> <li>▪ How did society respond to the challenges that posed?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bourgeoisie</li> <li>▪ Deists</li> <li>▪ Enlightenment</li> <li>▪ Fodder crops</li> <li>▪ Laissez-faire</li> <li>▪ Patent of Toleration</li> <li>▪ Philosophes</li> <li>▪ Physiocrats</li> <li>▪ Salons</li> </ul>	<ul style="list-style-type: none"> <li>▪ "An Essay Concerning Human Understanding" John Locke (1690)</li> <li>▪ Maria Theresa, <i>Testament</i> (1749-50)</li> <li>▪ Voltaire, <i>Candide</i> (1759)</li> <li>▪ Jean-Jacques Rousseau, <i>The Social Contract</i> (1762)</li> <li>▪ Montesquieu, <i>Spirit of the Laws</i> (1748)</li> <li>▪ David Hume Idea of a Perfect Commonwealth (1754)</li> <li>▪ <i>What is Enlightenment?</i> Immanuel Kant (1784)</li> </ul>

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UNIT 9: The French Revolution and the Napoleonic Era

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ Political and fiscal crisis of eighteenth-century France</li> <li>▪ Convening the Estates-General and the outbreak of Revolutionary action</li> <li>▪ Revolutionary France: Declaring political rights and the trials of Constitutional Monarchy</li> <li>▪ Experimenting with Democracy:               <ul style="list-style-type: none"> <li>- Revolution of the people</li> <li>- Reign of Terror</li> <li>- End of the Revolution</li> </ul> </li> <li>▪ <b>Map Discovery:</b> pg. 615. Locate the revolutionary centers on the map. What feature is common to all of these centers?               <ul style="list-style-type: none"> <li>- Rise of Napoleon</li> <li>- Napoleon's foreign and domestic policies</li> <li>- Napoleon's Empire: decline and fall</li> <li>- Congress of Vienna</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ To what extent was the French nobility responsible for the crisis that destroyed the Old Regime?</li> <li>▪ Why did the leaders of the revolution resort to a "reign of terror", and what effect did that have on the Revolution?</li> <li>▪ What problems in France and beyond contributed to the rise of Napoleon?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cahiers de doléances</li> <li>▪ Conscription</li> <li>▪ Continental System</li> <li>▪ Estates-General</li> <li>▪ Girondins</li> <li>▪ Jacobins</li> <li>▪ Napoleonic Code</li> <li>▪ Old Regime</li> <li>▪ Reign of Terror</li> <li>▪ Sans-culottes</li> <li>▪ Thermidorian Reaction</li> <li>▪ Third Estate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Abbe de Sieyes, <i>What is the Third Estate?</i> (1789)</li> <li>▪ <i>The Declaration of the Rights of Man</i> (1789); Olympe de Gouges, <i>The Declaration of the Rights of Woman</i> (1791)</li> <li>▪ "The Third Estate Awakens" political cartoon (1789)</li> <li>▪ Edmund Burke, <i>Reflections on the Revolution in France</i> (1790)</li> <li>▪ "The Death of Marat" painting by Jacques-Louis David (1793)</li> <li>▪ "The Execution of Louis XVI" newspaper coverage in <i>The London Times</i> (1/25)</li> <li>▪ "The Zenith of French Glory" political cartoon (1793)</li> <li>▪ <i>Justification of the Use of Terror</i> Maximilien Robespierre (1794)</li> <li>▪ "Napoleon at St. Bernard" painting by Jacques-Louis David (1800)</li> <li>▪ "The Coronation of Napoleon" painting by Jacques-Louis David (1804)</li> <li>▪ "To the Column" a poem by Victor Hugo about Napoleon (1830)</li> <li>▪ Jakob Walter, <i>Memoirs</i> (ca. 1849)</li> </ul>

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UNIT 10: Industrial Europe and Liberalism and Nationalism

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ The Agricultural Revolution</li> <li>▪ Industrial Revolution; why Britain first?</li> <li>▪ Causes and development</li> <li>▪ Inventions and inventors</li> <li>▪ Development of Capitalism</li> <li>▪ The classical economists:               <ul style="list-style-type: none"> <li>- Adam Smith</li> <li>- Riccardo</li> <li>- Malthus</li> </ul> </li> <li>▪ Iron Law of Wages</li> <li>▪ Utopian Socialists:               <ul style="list-style-type: none"> <li>- John Stuart Mill</li> <li>- Jeremy Bentham</li> </ul> </li> <li>▪ Corn Laws</li> <li>▪ Suffrage Reform</li> <li>▪ Chartist Movement</li> <li>▪ Effects of the Industrial Revolution, labor and factory legislation</li> </ul>	<ul style="list-style-type: none"> <li>▪ How did British society address some of the changes in people's lives that were brought about by industrialization?</li> <li>▪ How did industrialization on the Continent differ from industrialization in England?</li> <li>▪ Why did some nations develop little industry at all?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Agricultural Revolution</li> <li>▪ Crystal palace Exhibition</li> <li>▪ Factory Act</li> <li>▪ Industrialization</li> <li>▪ Iron Law of Wages</li> <li>▪ Putting-out system</li> <li>▪ Zollverein</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arthur Young, <i>Political Arithmetic</i> (1774)</li> <li>▪ <i>An Essay on the Principle of Population</i> Thomas Malthus (1798)</li> <li>▪ "A Well Conducted Factory" article in <i>The Penny Magazine</i> (1833)</li> <li>▪ "Capital and Labor" an 1843 English cartoon on the exploitation of children in the mines</li> <li>▪ Samuel Smiles, <i>Self Help</i> (1859)</li> <li>▪ Sir Edwin Chadwick, <i>Inquiry into the Condition of the Poor</i> (1842)</li> <li>▪ Friedrich Engels, <i>The Condition of the Working Class in England</i> (1845)</li> </ul>

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UNIT 11: Political Upheavals and Social Transformation 1815-1850

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ Congress of Vienna</li> <li>▪ Alliance system</li> <li>▪ Age of Metternich</li> <li>▪ New ideologies: Romanticism and Marxism</li> <li>▪ Causes of social instability and the Revolutions of 1830</li> <li>▪ Revolutions across Europe, 1848-1850</li> <li>▪ Map Discovery: pg. 698. What were the centers of revolutionary action in 1848? What was their relationship to the seats of political power?</li> <li>▪ Frankfort Assembly</li> </ul>	<ul style="list-style-type: none"> <li>▪ What problems did European peacemakers confront at the Congress of Vienna and how did they attempt to resolve the problems?</li> <li>▪ In what ways were liberalism and nationalism compatible with each other?</li> <li>▪ How were they in conflict?</li> <li>▪ What are the connections between various ideologies, i.e., liberalism, romanticism or socialism and the revolutions of 1830 and 1848?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chartism</li> <li>▪ The Communist Manifesto</li> <li>▪ Conservatism</li> <li>▪ Holy Alliance</li> <li>▪ Liberalism</li> <li>▪ Peterloo Massacre</li> <li>▪ Proletariat</li> <li>▪ Quadruple Alliance</li> <li>▪ Quintuple Alliance</li> <li>▪ Romanticism</li> <li>▪ Utilitarianism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Robert Owen-A New View of Society (1813-16)</li> <li>▪ "Song of the Luddites" poem by Lord Byron (1816)</li> <li>▪ "Abbey Graveyard in the Snow" painting by Caspar David Friedrich (1817)</li> <li>▪ J.S. Mill, <i>On Liberty</i> (1859)</li> <li>▪ Pierre Proudhon, <i>What is Property?</i> (1840)</li> <li>▪ Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> (1848)</li> </ul>

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UNIT 12: State Building and the Crisis of European Culture

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ The Crimean War</li> <li>▪ The politics of Unification: unifying Italy, Cavour and Garibaldi</li> <li>▪ Unifying Germany: Bismark and Realpolitik "Blood and Iron"</li> <li>▪ <b>Map Discovery:</b> pg. 713. Why was the North German Confederation so important in determining the formation of the New German Empire?</li> <li>▪ The second Empire in France 1852-70</li> <li>▪ Franco-Prussian War</li> <li>▪ Paris Commune</li> <li>▪ The Third Republic</li> <li>▪ Reforming Russia</li> <li>▪ Social and cultural changes in England, France and Germany</li> <li>▪ Feminism and Socialism</li> </ul>	<ul style="list-style-type: none"> <li>▪ How did the process of creating nation-states in Germany and Italy differ?</li> <li>▪ What social and political circumstances explain the different reforms undertaken in France, Britain and Russia?</li> <li>▪ What were the connections between Darwin's ideas about nature and Marx's ideas about society?</li> <li>▪ What forces inspired the creation of the Paris Commune, and what did its fate suggest about the possibility of revolution in the late 19<sup>th</sup> century?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Eastern question</li> <li>▪ Natural selection</li> <li>▪ Paris Commune</li> <li>▪ Proclamation of the German Empire</li> <li>▪ Realism</li> <li>▪ Realpolitik</li> <li>▪ Reichstag</li> <li>▪ Risorgimento</li> <li>▪ Zemstvos</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documents on Italian Unification 1846-61</li> <li>▪ Documents of German Unification 1848-71</li> <li>▪ "The Charge of the Light Brigade" poem by Alfred Lord Tennyson (1854)</li> <li>▪ Alexander II and Prince Kropotkin, <i>The Emancipation of the Serfs</i> (1861)</li> <li>▪ Otto von Bismark, <i>Reflections and Reminiscences</i> (1898) and <i>Speech to the Reichstag</i> (1879)</li> <li>▪ Pope Leo XIII, <i>Rerum Novarum</i> ( <i>The Condition of Labor</i>) (1891)</li> </ul>

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UNIT 13: imperialism, War and Revolution

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ The scramble for Africa and the Boer Wars</li> <li>▪ Imperialism and Asia and Russo Japanese War</li> <li>▪ <b>Map Discovery:</b> pg. 791. What is the meaning of the expression "the sun never sets on the British Empire"?</li> <li>▪ "New Imperialism" vs. "Old Imperialism"</li> <li>▪ Causes of WWI:               <ul style="list-style-type: none"> <li>- Militarism</li> <li>- Alliances</li> <li>- Industrialism</li> <li>- Nationalism</li> </ul> </li> <li>▪ The Schlieffen Plan</li> <li>▪ Technology and the trenches</li> <li>▪ War on the Eastern front</li> <li>▪ Revolution in Russia</li> <li>▪ U.S. entry into the Great War</li> <li>▪ Wilson's fourteen points</li> <li>▪ Versailles Treaty and its consequences</li> </ul>	<ul style="list-style-type: none"> <li>▪ What geopolitical factors made the European balance of power so unstable around the turn of the century?</li> <li>▪ How and why did European imperialism differ in Africa and Asia?</li> <li>▪ How did imperial expansion around the globe transform the lives of Europeans at home?</li> <li>▪ How and why did the Great War differ so much from the expectations of both the generals and the majority of Europeans?</li> <li>▪ In what ways did the Great War contribute to revolution in Russia?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extra-territorialism</li> <li>▪ Geopolitics</li> <li>▪ Jingoism</li> <li>▪ Spheres of influence</li> <li>▪ Triple Alliance</li> <li>▪ Triple Entente</li> <li>▪ April Theses</li> <li>▪ Balfour Declaration</li> <li>▪ Bolsheviks</li> <li>▪ Central powers</li> <li>▪ Fourteen Points</li> <li>▪ Schlieffen Plan</li> <li>▪ Soviets</li> <li>▪ Total War</li> <li>▪ Treaty of Brest-Litovsk</li> </ul>	<ul style="list-style-type: none"> <li>▪ Speech on India in the House of Commons Robert Clive (1772)</li> <li>▪ J.A. Hobson, <i>Imperialism</i> (1902)</li> <li>▪ Cecil Rhodes, <i>Confession of Faith</i> (1877)</li> <li>▪ "The Rhodes Colossus" political cartoon by Linley Sambourne in <i>Punch</i> 12/10 (1892)</li> <li>▪ Rudyard Kipling, "The White Man's Burden" (1899)</li> <li>▪ Images of World War I - French Posters (1914-1920)</li> <li>▪ George Orwell, "Shooting an Elephant" (1936)</li> <li>▪ Ernst Junger, <i>Storm of Steel</i> (1920)</li> <li>▪ V.I. Lenin, <i>What Is To Be Done?</i> (1902)</li> </ul>



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UNIT 14: Search for Stability 1920-1939

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ German recovery and France's search for security</li> <li>▪ Russia: agricultural and industrial conditions</li> <li>▪ Revolution 1905 and 1917</li> <li>▪ The Provisional Government</li> <li>▪ Lenin and the Bolsheviks</li> <li>▪ NEP</li> <li>▪ War Communism</li> <li>▪ Stalin's rise</li> <li>▪ The Purges and Five year plans</li> <li>▪ The rise of Fascist Dictatorship in Italy</li> <li>▪ Hitler and the Third Reich</li> <li>▪ Nazi goals: propaganda, racism and culture</li> <li>▪ The Great Depression - leading up to war</li> </ul>	<ul style="list-style-type: none"> <li>▪ What problems for European stability were created or left unresolved by the armistice ending WWI?</li> <li>▪ What did Stalin's victory over Trotsky mean for economic development in the Soviet Union?</li> <li>▪ How were rearmament, anti-Semitism and autarky all part of Hitler's vision of Lebensraum?</li> <li>▪ Why did Europe's remaining democracies prove to be so frail during the 1930's?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collectivization</li> <li>▪ Fascism</li> <li>▪ Greta Purge</li> <li>▪ Kristallnacht</li> <li>▪ Lebensraum</li> <li>▪ Nazism</li> <li>▪ NEP</li> <li>▪ Popular front</li> <li>▪ Third Republic</li> <li>▪ Weimar Republic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Press Accounts of Bloody Sunday, January 22, 1905</li> <li>▪ Balfour Declaration (1917)</li> <li>▪ "Meet the Five-Year Target Figures for the Production of Coal in Three Years" Soviet political poster (1931)</li> <li>▪ The Constitution of the Weimar Republic (1919)</li> <li>▪ J.M. Keynes, <i>the Economic Consequences of the Peace</i> (1919)</li> <li>▪ <i>Der Führer</i> Joseph Goebbels (1929)</li> <li>▪ "Guernica" painting by Pablo Picasso (1937)</li> <li>▪ Benito Mussolini, <i>Fascist Doctrine</i> (1932)</li> <li>▪ Adolf Hitler, <i>Mein Kampf</i> (1923)</li> </ul>

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UNIT 15: World War II

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ Role of the Versailles Treaty in leading up to WWII</li> <li>▪ Aggression and conquest:               <ul style="list-style-type: none"> <li>- Annexation of Austria</li> <li>- Hitler's Foreign Policy and Appeasement</li> </ul> </li> <li>▪ Racism and Destruction:               <ul style="list-style-type: none"> <li>- Holocaust</li> <li>- The Soviet's Great Patriotic War</li> </ul> </li> <li>▪ <b>Map Discovery:</b> pg. 872. How were the Axis forces able to sustain a multi-front war?</li> <li>▪ How was the war fought and won?</li> <li>▪ Compare and contrast the origins of WWI and WWII, and compare and contrast the peace settlements</li> </ul>	<ul style="list-style-type: none"> <li>▪ What factors made possible Hitler's diplomatic and military successes between 1933 and 1941?</li> <li>▪ How did the Allies coordinate their efforts, and what factors strained relations between them?</li> <li>▪ How did the three Allied victors envision the future of Europe, and what steps did they take to ensure peace?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appeasement</li> <li>▪ Axis powers</li> <li>▪ Big Three</li> <li>▪ Blitzkrieg</li> <li>▪ Final solution</li> <li>▪ Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>▪ Speeches of Joseph Goebbels, 1933-1945</li> <li>▪ British pamphlet excerpts "After the Raid" (1940)</li> <li>▪ Cardinal Clemens von Galen Against Nazi Euthanasia (1941)</li> <li>▪ An Account of Holocaust Mass Shooting Hermann Friedrich Grabbe (1941)</li> <li>▪ <i>Memoirs of the Holocaust</i> (1938-45)</li> <li>▪ Winston Churchill, <i>Speeches</i> (1940)</li> <li>▪ Adolf Eichmann, <i>Testimony</i> (1961)</li> </ul>

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UNIT 16: The Cold War and the Post-war Economy

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ Origins of the Cold War:               <ul style="list-style-type: none"> <li>- United Nations</li> <li>- Truman Doctrine</li> <li>- The Nuclear Club</li> </ul> </li> <li>▪ Economic challenges and solutions:               <ul style="list-style-type: none"> <li>- Marshall Plan</li> <li>- Western European economic integration</li> <li>- The Soviet path to recovery</li> </ul> </li> <li>▪ Map Discovery: pg. 900. What was the Soviet goal in blockading West Berlin? Why did the blockade fail?</li> <li>▪ Social and economic policy in Britain, France and Germany</li> <li>▪ Movement towards EU</li> <li>▪ Compare and contrast the Soviet Union under Khrushchev, Brezhnev and Gorbachev</li> <li>▪ Collapse of Soviet Union and the Eastern bloc "Velvet Revolution"</li> <li>▪ World economy 1945-2000</li> </ul>	<ul style="list-style-type: none"> <li>▪ What factors encouraged decolonization in the decade after WWII?</li> <li>▪ Why did Western Europe's economy recover so rapidly and how did that contribute to a gradual process of European economic integration?</li> <li>▪ How did the Soviet Union's strategy for recovery differ from that of Western Europe?</li> <li>▪ What were some of the concerns that provoked protests from women, students, and others in the 1960's?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Berlin Wall</li> <li>▪ Brezhnev Doctrine</li> <li>▪ Cold War</li> <li>▪ Comecon</li> <li>▪ Containment</li> <li>▪ Decolonization</li> <li>▪ De-Stalinization</li> <li>▪ European Economic Community (EEC)</li> <li>▪ Generation gap</li> <li>▪ Iron Curtain</li> <li>▪ Marshall Plan</li> <li>▪ North Atlantic Treaty Organization (NATO)</li> <li>▪ Prague Spring</li> <li>▪ Warsaw Pact</li> <li>▪ Welfare state</li> </ul>	<ul style="list-style-type: none"> <li>▪ Jean -Paul Sartre, <i>Existentialism</i> (1946)</li> <li>▪ Simone de Beauvoir, <i>The Second Sex</i> (1949)</li> <li>▪ Winston Churchill, " <i>The Iron Curtain</i>" (1946)</li> <li>▪ Universal Declaration on Human Rights (1948)</li> <li>▪ The Nixon-Khrushchev "Kitchen Debate" (7/24) (1959)</li> <li>▪ Lech Walesa, <i>A Way of Hope</i> (1987)</li> <li>▪ Mikhail Gorbachev, <i>Perestroika</i> (1987)</li> </ul>

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UNIT 17: The End of the cold War and the Emergence of a New Europe

Topics	Objectives	Vocabulary	Resources
<ul style="list-style-type: none"> <li>▪ The new direction in Soviet politics</li> <li>▪ Reform in Eastern Europe</li> <li>▪ Re-unification of <i>Germany</i></li> <li>▪ Russia and the new Republics</li> <li>▪ Map Discovery: pg. 943. The Soviet Union broke up into 15 independent nations, which embraced a variety of ethnic groups.               <ul style="list-style-type: none"> <li>- What new republics have only one language?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ What caused the end of the Cold War?</li> <li>▪ How did the ideas of <i>Glasnost</i> and <i>Perestroika</i> help bring about the end of the Soviet Union?</li> <li>▪ In what ways have women's lives in Eastern and Western Europe been similar and in what ways have their experiences differed since the 1960's?</li> <li>▪ What is the difference between the European Community and the European Union?</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Détente</i></li> <li>▪ Ethnic cleansing</li> <li>▪ Euro</li> <li>▪ European Union</li> <li>▪ <i>Glasnost</i></li> <li>▪ Jihad</li> <li>▪ Nationalities problem</li> <li>▪ <i>Perestroika</i></li> <li>▪ <i>Samizdat</i></li> <li>▪ Solidarity</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Charter of the United Nations</i> (1946)</li> <li>▪ <i>The Charter of Economic Rights and Duties of States</i> (1974)</li> <li>▪ Photo of the Chernobyl Nuclear Reactor meltdown (1986)</li> <li>▪ Gorbachev's Address After the Coup (8/22) (1991)</li> <li>▪ Yeltsin Denounces the Coup (8/19)</li> <li>▪ Kofi Annan, <i>Report on the Fall of Srebrenica</i> (1999)</li> <li>▪ Yugoslav President Slobodan Milosevic's address to the nation (6/10) (1999)</li> <li>▪ <i>The Perils of Indifference</i>, Elie Wiesel (1999)</li> </ul>

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**Quarter 1 Writing Assignment #1:** Choose one of the following and write a tree page essay. (12 font, double spaced, minimum three sources)

1. The reformation inaugurated by Martin Luther was primarily a religious protest. At the same time it unleashed or soon gave rise to a number of other diverse protests and calls for change in areas which, while related to social, political and economic issues rather than spiritual matters, were advanced by religious groups. Discuss, giving specific examples of the various protests or calls for change.
2. Describe and compare the major doctrines of the three prominent groups of the Protestant Reformation: Lutheranism, Calvinism, and Anabaptism.
3. At the outset of the Age of Exploration and Discovery, it was the nations of the Iberian Peninsula-Portugal and Spain- that led the way. Why? What particular circumstances, advantages and motives favored these states taking the lead?

**Quarter 1 Writing Assignment #2:** There will be a DBQ (Absolute Monarchy) essay assigned to accompany Unit 5.

**Quarter 2 Writing Assignment #1:** Choose one of the following and write a three page essay. (12 font, double spaced, minimum three sources)

1. Describe and analyze why the debate over a sun-centered versus earth-centered solar system was the primary controversy of the Scientific Revolution.
2. Describe and compare the political beliefs of the 18<sup>th</sup> century French *philosophes* Voltaire and Montesquieu.
3. Describe and compare the origins and proposals of the utopian socialists, the Marxists, the anarchists, and the revisionists during the 19<sup>th</sup> century.

**Quarter 2 Writing Assignment #2:** DBQ (French Revolution) essay to accompany Unit 9.

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**Quarter 3 Writing Assignment #1:** Choose one of the following and write a three page essay. (12 font, double spaced, minimum three sources)

1. Describe and analyze the causes for the rise of fascism in Germany and Italy.
2. Assess and analyze the extent to which the peace settlements in Europe at the end of WWI became causes of WWII.
3. Assess and analyze how problems in the WWII alliance of the United States, Great Britain, and the Soviet Union helped lead to the Cold War.

**Quarter 4 Writing Assignment #1:** Write a three page essay. (12 font, double spaced, minimum three sources)

1. The late 19<sup>th</sup> and early 20<sup>th</sup> centuries saw the long-held concept of the fundamental rationality of man come under attack: there were those who perceived man as being driven by forces other than those of a conscious (i.e., rational) nature. Discuss the reasons for this intellectual, yet anti-rational movement, and indicate some of its leading spokesmen.

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Class participation is essential. There will often be in-class primary source reading activities which will require collaboration and cooperative learning. Homework will be reading assignments and will consist of 15-20 pages of nightly reading. If you fall behind it will likely affect your grade on tests. Writing assignments are expected to be turned in on time and are expected to be of an analytical nature as the essay questions/topics indicate.

Grade Distribution:

Unit tests: 40%

Writing Assignments: 40%

In-class activities/participation: 20%