

a-g European History

LENGTH OF COURSE: One year.

GRADE LEVEL: 11-12

PREREQUISITE(s): none

TYPE OF COURSE: Fulfills UC/CSU elective requirement

COURSE DESCRIPTION:

The study of European history since 1450 introducing students to cultural, economical, political, and social developments that played a fundamental role in shaping the world in which we live.

A. Student Outcomes:

Students are expected to demonstrate a knowledge of basic chronology and of major events and trends from approximately 1450 to the present with an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing.

B. Course Objectives:

Students will be given a narrative of events and movements in European history since 1450 in order to:

1. develop an understanding of some of the principal themes in modern European history
2. develop an ability to analyze historical evidence and historical interpretation
3. an ability to express historical understanding in writing

C. Course Outline

1. Review of historical events prior to the high renaissance
Students will review the following concepts, near eastern origins, the legacy or Greece, the rise and fall of Rome, the making of Europe, the Middle Ages, and the crisis in the later middle ages.
2. European Society in the Age of the Renaissance
3. Reform and renewal in the Christian Church
4. The Age of Religious Wars and European Expansion
5. Absolutism and Constitutionalism in Western Europe
6. Absolutism in Eastern Europe to 1740
7. The Scientific Revolution and the Age of Enlightenment
8. Expansion of Europe in the 18th Century, including the changes in marriage, family, children, education, food, religion, and medical practice
9. The American Revolution, the French Revolution, the Napoleonic Era
10. The Industrial Revolution in Britain
11. The advent of the “isms”, such as socialism, liberalism, nationalism
12. The Revolutions of 1848
13. The Age of Nationalism, 1850 to 1914

14. The West and the World – western imperialism
15. The First World War and the Russian Revolution
16. The age of anxiety including the Great Depression
17. Dictatorships and the Second World War
18. Cold War conflicts and Social Transformations
19. Revolution, Reunification, and Rebuilding: 1985 to present

Key Activities/Assignments:

1. Reading Assignments
2. Chapter outlines and notes
3. Chapter activities, questions, quizzes
4. Chapter exams including comprehensive essay questions
5. Fall semester project - All students will create an individual PowerPoint project for this course that covers a topic during the first semester of the course. A similar project can be designed with teacher approval.
6. Spring semester research paper - all students will type a research paper for this class. The paper will be no less than 1500 words. The paper should focus on research and should include primary source documents. To develop research skills using the various approaches of the historian, and writing skills as well, to develop critical thinking and analysis of the particular issues, to develop a hypothesis about an issue in history, and try to prove it to learn the proper skills of footnoting and bibliography. History as a process consists of two main functions: fact gathering and fact interpretation. The student will have the opportunity in this assignment to carry out the same skills and functions that the professional historian undertakes.

SUGGESTED ESSAY TOPICS

When selecting a topic, first consider broad themes such as the major ones in this course. For example:

Science - perhaps considering some aspect of the work of Galileo, Newton, Kepler, Darwin, Einstein, or an essay analyzing the impact of the Scientific Revolution or Age of Enlightenment.

Art - perhaps the contributions of: classicism, romanticism, impressionism, expressionism, modern art.

Warfare - the Napoleonic wars, Franco-Prussian War, World Wars I & II.

Revolution - the "classic" revolutions - French, Russian.

Great Leaders - Louis XIV, Napoleon, Bismarck, Mazzini, Mussolini, Lenin, Churchill, Stalin, Hitler.

Social/Political Movements - liberalism, socialism, communism, utilitarianism, Marxism, fascism, industrialism

Philosophy/Philosophy of History- schools of philosophic thought, 1600's to the present and/or specific philosophers and their contributions; the nature of History as an intellectual discipline.

Once a broad theme is selected, the student will have to narrow it down to a specific topic. Keep in mind that the essay should not merely describe issues or personalities, but rather offer an analysis and point of view.

The Scientific Revolution: Beginnings of the Modern Age?
 Enlightenment Philosophers and Their Impact
 Absolutism in Europe: Enlightened or Despotic?
 The Influence of the Philosophers on French History
 Deism & Pantheism: New Outlooks through Nature & Reason
 Class Structure in the Ancient Regime: Social & Economic Motives for
 Revolution?
 Political Unrest: The Cause for Revolution?
 The Mob & Peasants: Keys to the French Revolution?
 Louis XVI: A King Who Deserved to Die?
 Reaction and the Directory: An Inevitable Result?
 Napoleon's Ambition: Personal Power or the Welfare of France?
 The Legacy of the French Revolution and Napoleon
 The Industrial Revolution and Its Impact
 The Influence of ONE of the following "isms" in 19th century Europe:
 Nationalism, Liberalism, Romanticism conservatism, Socialism,
 Imperialism
 19th Century German Philosophy: Roots of Nazism? The Nuremberg War
 Trials: Fair or Unjust? "The Great Man Theory of History" applied to one
 of the following: John Locke ,Bismarck ,Voltaire,
 Hitler,Rousseau,Churchill ,Napoleon
 Philosophers of History & Their Contributions: Theory & Practice: Hegel,
 Marx , Toynbee, others?
 NOTE: Other topics are acceptable, upon teacher approval.

D. Texts and Supplemental Instructional Materials:

A History of Western Society

McKay, John; Hill, Bennett; Buckler, John

Houghton Mifflin Company

6th edition, 1999 – ISBN: 0395904315

7th edition, 2003 – ISBN: 0618170464

8th edition, 2006 - ISBN: 0618522662

8th edition, Paperback 2005 - ISBN: 0618522670

A History of Modern World

R.R. Palmer; Joel Colton

McGraw Hill

8th edition, 1995 – ISBN: 0070408262

Optional resources (the first four sources are highly recommended):

1. Machiavelli, Niccolo The Prince.
2. Voltaire Candide
3. Orwell, George Animal Farm
4. Taylor, A.J.P. The Origins of the Second World War (Chap. 1).
5. King, Ross Brunellschi's Dome.
6. Biln, Raymond Crisis, Revolution, and Absolutism: Europe 1648-1715.
7. Kaplan, Robert Balkan Ghosts.

8. Biagioli, Mario Galileo Courtier: The Practise of Science in the Culture of Absolutism.
9. Ginzburg, Carlo The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller.
10. Scarisbrick, J. J. Henry VIII.
11. Dickens, Charles A Tale of Two Cities.
12. Davis, Natalie Zemon The return of Martin Guerre.
13. Cronin, Vincent Napoleon.
14. Massie, Robert K. Peter the Great.
15. Massie, Robert K. Dreadnought.
16. Thompson, J. M. The French Revolution.
17. Ashley, Maurice Louis XIV.
18. Hibbert, Christopher Cavaliers and Roundheads.
19. Hibbert, Christopher The Virgin Queen.
20. Weir, Alison The Children of Henry VIII.
21. Sale, Kirkpatrick Rebels Against the Future: The Luddites.
22. Hibbert, Christopher The Royal Victorians.
23. Blake, Robert Disraeli.
24. Sulzberger, G. L. The Fall of Eagles: Great European Dynasties.
25. Frankland, Mark The Patriots Revolution: Eastern Europe.
26. Payne, Robert The Life and Death of Adolf Hitler.
27. Bullock, Allen Hitler and Stalin.

E. Instructional Methods and Strategies:

Students will demonstrate mastery through the following methods:

1. Reading Assignments
2. Chapter outlines and notes
3. Chapter activities, questions, quizzes
4. Chapter exams including comprehensive essay questions
5. Fall semester PowerPoint project
6. Spring semester research paper

Additional evaluation of student performance is based on individual abilities, interests, and talents. Methods by which student progress is assessed will be through a variety and/or combination of methods. The methods available include but are not limited to the following:

1. Quizzes, tests, and exams
2. Portfolios
3. Student demonstrations
4. Student performances
5. Student work samples
6. Written examinations
7. Projects
8. Research papers

F. Assessment Methods and/or Tools:

Evaluation of student performance is based on individual abilities, interests, and talents. Methods by which student progress is assessed will be through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Monthly review of work by education specialist (credentialed teacher),

Portfolios

Parent facilitator and education specialist observation

Student demonstrations,

Student grades,

Student work samples

Written Examinations

Research Projects