

AP EUROPEAN HISTORY

Course Syllabus

Academic Year 2026–2027

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This syllabus is designed for submission to the College Board AP Course Audit. It demonstrates that each of the nine Curricular Requirements for AP European History is addressed through specific course materials, activities, and assessments. Curricular Requirement labels appear in brackets throughout — e.g., [CR6] — alongside the six AP Historical Thinking Skills (Developments and Processes, Sourcing and Situation, Claims and Evidence, Contextualization, Making Connections, and Argumentation) and the three reasoning processes (comparison, causation, continuity and change).

Curricular Requirements Checklist

The nine Curricular Requirements for AP European History are satisfied as indicated below. Section locations point to the first major instance where each requirement is addressed; many requirements are reinforced continuously across the nine units.

Code	Requirement	Located In
CR1	College-level European history textbook, diverse primary sources, and multiple scholarly secondary sources.	Required Materials
CR2	Required content from each CED unit, with an outline by unit title or topic.	Course Outline, Units 1–9
CR3	Student understanding of the seven course themes (INT, ECD, CID, SOP, SCD, NEI, TSI).	Theme-Labeled Activities
CR4	Historical Thinking Skill 1: Developments and Processes.	Units 1, 2, 3
CR5	Historical Thinking Skill 2: Sourcing and Situation (primary + secondary).	Units 2, 4, 8
CR6	Historical Thinking Skill 3: Claims and Evidence in Sources (primary + secondary).	Units 1, 3, 6
CR7	Historical Thinking Skill 4: Contextualization.	Units 1, 5
CR8	Historical Thinking Skill 5: Making Connections — comparison, causation, continuity and change.	Units 1, 4, 6, 9
CR9	Historical Thinking Skill 6: Argumentation — at least two activities, including one essay.	Units 3, 7, 9

Course Overview

AP European History is a full-year introductory college-level survey of European civilization from approximately 1450 to the present. The course emphasizes historical thinking — the sustained practice of analyzing primary and secondary sources, contextualizing developments, making comparisons across time and place, identifying patterns of causation and continuity, and constructing historically defensible arguments in writing.

Students are expected to engage with history not as a static inventory of facts but as an evolving interpretive discipline. The course balances depth of content knowledge with mastery of six historical thinking skills that structure every unit and every assessment.

The Seven Themes [CR3]

Seven themes recur through every unit. Every theme-labeled activity listed in the course outline is tagged with its corresponding theme abbreviation.

- **INT** — Interaction of Europe and the World
- **ECD** — Economic and Commercial Developments
- **CID** — Cultural and Intellectual Developments
- **SOP** — States and Other Institutions of Power
- **SCD** — Social Organization and Development
- **NEI** — National and European Identity
- **TSI** — Technological and Scientific Innovation

The Six Historical Thinking Skills

Skill	What Students Do	CR
1. Developments and Processes	Identify and explain historical developments and processes.	CR4
2. Sourcing and Situation	Analyze point of view, purpose, audience, and historical situation of primary and secondary sources.	CR5
3. Claims and Evidence	Analyze arguments and supporting evidence in primary and secondary sources.	CR6
4. Contextualization	Analyze the context of historical events, developments, or processes.	CR7
5. Making Connections	Use comparison, causation, and continuity-and-change to analyze patterns among developments.	CR8
6. Argumentation	Develop a historically defensible argument supported by evidence and historical reasoning.	CR9

Required Materials [CR1]

Every student has a college-level European history textbook in print or electronic format for individual use inside and outside the classroom. Students also have individual access to diverse primary sources across all four required

categories (textual, visual, maps, and quantitative) and to multiple scholarly secondary sources beyond the textbook.

Primary Textbook

- **Merriman, John.** *A History of Modern Europe: From the Renaissance to the Present*. 4th edition. New York: W. W. Norton, 2019. [CR1]

Scholarly Secondary Sources (students read excerpts from all of these; the syllabus names at least two as required by CR1)

- Burke, Peter. *The Italian Renaissance: Culture and Society in Italy*. 3rd ed. Princeton: Princeton University Press, 2014. [used in Unit 1 to contrast Burckhardt's thesis]
- Ozment, Steven. *The Age of Reform, 1250–1550: An Intellectual and Religious History of Late Medieval and Reformation Europe*. New Haven: Yale University Press, 1980. [used in Unit 2]
- Darnton, Robert. *The Great Cat Massacre and Other Episodes in French Cultural History*. New York: Basic Books, 2009 reissue. [used in Unit 4]
- Hunt, Lynn. *Inventing Human Rights: A History*. New York: W. W. Norton, 2008. [used in Unit 5]
- Hew Strachan. *The First World War, Vol. 1: To Arms*. Oxford: Oxford University Press, 2003. [used in Unit 8]
- Applebaum, Anne. *Iron Curtain: The Crushing of Eastern Europe, 1944–1956*. New York: Anchor, 2013. [used in Unit 9]

Primary Sources by Category

Students encounter primary sources in all four categories required by the Course Audit. Representative titles are listed below by category; additional primary sources appear within each unit.

Category	Representative Sources Used in the Course
Textual	Machiavelli, <i>The Prince</i> ; Luther, 95 Theses; Calvin, <i>Institutes</i> (excerpts); Locke, <i>Second Treatise of Government</i> ; Rousseau, <i>The Social Contract</i> ; Wollstonecraft, <i>A Vindication of the Rights of Woman</i> ; Declaration of the Rights of Man and Citizen; Marx and Engels, <i>The Communist Manifesto</i> ; Bismarck's 'Blood and Iron' speech; Treaty of Versailles (excerpts); Churchill's 'Iron Curtain' speech; Havel's 'Power of the Powerless'
Visual	Michelangelo, <i>David</i> ; Raphael, <i>School of Athens</i> ; Dürer, <i>Four Horsemen</i> ; Caravaggio, <i>Calling of Saint Matthew</i> ; Versailles palace photographs; David, <i>Oath of the Horatii</i> and <i>Coronation of Napoleon</i> ; Delacroix, <i>Liberty Leading the People</i> ; Goya, <i>Third of May 1808</i> ; political cartoons of Bismarck; Picasso, <i>Guernica</i> ; Soviet and Nazi propaganda posters
Maps	Europe at 1450; the Reformation distribution c.1560; Europe after Westphalia 1648; Napoleonic Europe 1812; Congress of Vienna settlement 1815; unifications of Italy and Germany; Europe on the eve of 1914; interwar borders; Cold War divisions; post-1991 Europe; EU expansion
Quantitative	Population estimates pre- and post-Black Death; tulip-bulb price series (Tulipmania); 18th-century mortality tables; industrial-output data (Britain, Germany, France, 1780–1900); 19th-century urbanization rates; military-spending statistics 1900–1914; interwar unemployment data; GDP per capita convergence 1950–2000

Additional Resources

- AP Classroom (College Board) — Topic Questions and Personal Progress Checks for each of the nine units.
- The Internet Modern History Sourcebook (Fordham University) and the Avalon Project (Yale Law School) for supplementary primary sources.
- AP-released DBQs and LEQs from past administrations.

Course Outline [CR2]

The course follows the nine-unit structure of the current AP European History Course and Exam Description. Each unit heading below lists its CED topics and the skills it emphasizes.

Unit	Title	Approximate Dates	Instructional Weeks
1	Renaissance and Exploration	1450–1600	~3 weeks
2	Age of Reformation	1500–1648	~3 weeks
3	Absolutism and Constitutionalism	1648–1815	~3 weeks
4	Scientific, Philosophical, and Political Developments	1600–1800	~3 weeks
5	Conflict, Crisis, and Reaction in the Late 18th Century	1775–1815	~3 weeks
6	Industrialization and Its Effects	1750–1914	~4 weeks
7	19th-Century Perspectives and Political Developments	1815–1914	~4 weeks
8	20th-Century Global Conflicts	1914–1945	~4 weeks
9	Cold War and Contemporary Europe	1945–Present	~4 weeks

Unit 1 — Renaissance and Exploration [CR2]

Unit 1 introduces the social, intellectual, economic, and political transformations that emerged in the late fifteenth century. Students examine Italian city-states, humanism, the printing revolution, new monarchies, and the European encounter with the wider world.

Topics (CED)

- 1.1 Contextualizing Renaissance and Discovery
- 1.2 Italian Renaissance
- 1.3 Northern Renaissance
- 1.4 Printing
- 1.5 New Monarchies
- 1.6 Technological Advances and the Age of Exploration
- 1.7 Rivals on the World Stage
- 1.8 Colonial Expansion and Columbian Exchange
- 1.9 The Slave Trade
- 1.10 The Commercial Revolution
- 1.11 Causation in the Renaissance and Age of Discovery

Key Activities

Contextualization Essay on the End of the Middle Ages (Skill 4.A) [CR7] — Students write a 350-word contextualization paragraph situating the Renaissance within the broader demographic, economic, and

ecclesiastical crises of the fourteenth century (Black Death, Great Schism, Hundred Years' War). The syllabus explicitly labels this as Skill 4 / CR7.

Primary-Source Analysis: Machiavelli's *The Prince* (Skill 1.A) [CR4] — Students read chapters 15–19, identify the historical developments Machiavelli describes (the nature of political power, the relationship between ruler and ruled), and explain how his argument departed from medieval political thought. (Theme: SOP — States and Other Institutions of Power.) [CR3]

Secondary-Source Analysis: Was the Renaissance a Myth? (Skill 3.B) [CR6] — Students read excerpts from Jacob Burckhardt, *The Civilization of the Renaissance in Italy* (1860), and from Peter Burke, *The Italian Renaissance*. Students identify the claim each author makes, the evidence each uses to support it, and the reasoning by which Burke qualifies or modifies Burckhardt's thesis. Students then participate in a Socratic seminar. (Theme: CID — Cultural and Intellectual Developments.) [CR3]

Mapping Activity: Portuguese and Spanish Exploration (Skill 3.A) [CR6] — Students use two maps — one late-fifteenth-century map and one modern reconstruction — to trace Portuguese and Spanish routes, identify the regions claimed, and analyze the causes and consequences of European exploration in a short-answer question. (Theme: INT — Interaction of Europe and the World.) [CR3]

Causation DBQ: The Columbian Exchange (Skill 5: Causation) [CR8] — Using a partial DBQ from a released AP exam, students identify both causes and effects of the Columbian Exchange on European, African, and Indigenous American societies. (Theme: ECD.) This activity is explicitly labeled with Skill 5: Causation. [CR3, CR8]

Unit 2 — Age of Reformation [CR2]

Unit 2 examines the religious upheaval of the sixteenth century, its social and political consequences, and the wars of religion that followed.

Topics (CED)

- 2.1 Contextualizing Sixteenth-Century Challenges
- 2.2 Luther and the Protestant Reformation
- 2.3 Protestant Reform Continues
- 2.4 Wars of Religion
- 2.5 The Catholic Reformation
- 2.6 Sixteenth-Century Society and Politics
- 2.7 Art of the Sixteenth Century: Mannerism and Baroque
- 2.8 Causation in the Age of Reformation

Key Activities

Sourcing Activity: Luther's 95 Theses (Skill 2.A) [CR5] — Students analyze Luther's 95 Theses for author's point of view, purpose, audience, and historical situation. Activity is explicitly labeled Skill 2. Students also read excerpts from Luther's *Against the Robbing and Murdering Hordes of Peasants* (1525) and discuss how historical situation changed Luther's argument. (Theme: CID.) [CR3, CR5]

Comparative Reformer Analysis (Skill 5: Comparison) [CR8] — Students fill a graphic organizer comparing Luther, Calvin, Zwingli, and the Anabaptists across doctrinal and political positions. Students then write a paragraph

identifying both similarities and differences among the reform movements and explaining why these differences mattered politically. Activity is explicitly labeled Skill 5: Comparison. (Theme: NEI — National and European Identity.) [CR3]

Visual Primary-Source Analysis: Dürer's Four Horsemen of the Apocalypse (Skill 1.B) [CR4] — Students examine Dürer's 1498 woodcut alongside contemporary texts to explain the religious and apocalyptic mood on the eve of the Reformation. (Theme: TSI — on the role of printing technology.) [CR3]

Unit 3 — Absolutism and Constitutionalism [CR2]

Topics (CED)

- 3.1 Contextualizing State Building
- 3.2 The English Civil War and the Glorious Revolution
- 3.3 Continuities and Changes to Economic Practice
- 3.4 Economic Development and Mercantilism
- 3.5 The Dutch Golden Age
- 3.6 Balance of Power
- 3.7 Absolutist Approaches to Power
- 3.8 Comparison in the Age of Absolutism and Constitutionalism

Key Activities

LEQ — Absolutism vs. Constitutionalism (Skill 6: Argumentation) [CR9] — Students write a complete Long Essay Question comparing French absolutism under Louis XIV and English constitutionalism after 1688. The prompt requires students to (a) make a historically defensible claim, (b) support it with specific and relevant evidence from at least three units of the course, (c) use historical reasoning (primarily comparison) to relate pieces of evidence, and (d) corroborate, qualify, or modify the argument using counterexamples. Essays are graded with the AP LEQ rubric. This activity is explicitly labeled Skill 6 and is one of the two required argumentation activities in the course. (Theme: SOP.) [CR9]

Document Set Analysis: The Glorious Revolution (Skill 3.D) [CR6] — Working with a released AP DBQ packet, students analyze seven documents, identifying the claim and the evidence in each and explaining how the documents support, modify, or refute the argument that the events of 1688 represented a genuine revolution. Students write a thesis and outline but not a full essay. Activity is explicitly labeled Skill 3. (Theme: SOP.) [CR3]

Quantitative Source Analysis: Tulipmania Data (Skill 2.B) [CR5] — Students examine a price series for tulip bulbs in the Dutch Republic (1634–1638), identify the origin and purpose of the data, and respond to a short-answer question analyzing what the data reveal about the Dutch Golden Age and early speculative capitalism. (Theme: ECD.) [CR3]

Unit 4 — Scientific, Philosophical, and Political Developments [CR2]

Topics (CED)

- 4.1 Contextualizing the Scientific Revolution and the Enlightenment
- 4.2 The Scientific Revolution
- 4.3 The Enlightenment
- 4.4 Eighteenth-Century Society and Demographics
- 4.5 Eighteenth-Century Culture and Arts
- 4.6 Enlightened and Other Approaches to Power
- 4.7 Causation in the Age of the Scientific Revolution and Enlightenment

Key Activities

Four-Way Debate: Locke vs. Hobbes vs. Wollstonecraft vs. James I (Skill 5: Causation) [CR8] — Students divide into four groups, read the corresponding primary texts (Locke's *Second Treatise*, Hobbes's *Leviathan*, Wollstonecraft's *A Vindication of the Rights of Woman*, James I's *True Law of Free Monarchies*), and conduct a Socratic seminar on the proper role of the state and the rights of individuals. Following the debate students write a paragraph using historical reasoning to explain how two of these authors' arguments stood in causal relationship to each other. Activity is explicitly labeled Skill 5: Causation. (Theme: SOP.) [CR3, CR8]

Secondary-Source Sourcing Activity: Darnton on Enlightenment Culture (Skill 2.C) [CR5] — Students read excerpts from Robert Darnton, *The Great Cat Massacre*, analyzing point of view, purpose, audience, and historical situation of this cultural-history approach. Students contrast Darnton's approach with earlier, more text-centered Enlightenment scholarship. Activity is explicitly labeled Skill 2 with a scholarly secondary source. (Theme: CID.) [CR3, CR5]

Enlightened Absolutism Comparison (Skill 5: Comparison) [CR8] — Students compare Frederick II of Prussia, Catherine II of Russia, and Joseph II of Austria on specific dimensions (religious policy, economic reform, social stratification, judicial reform) and assess the degree to which each was genuinely "enlightened." (Theme: SOP.) [CR3]

Unit 5 — Conflict, Crisis, and Reaction in the Late 18th Century [CR2]

Topics (CED)

- 5.1 Contextualizing Eighteenth-Century States
- 5.2 The Rise of Global Markets
- 5.3 Britain's Ascendancy
- 5.4 The French Revolution
- 5.5 The French Revolution's Effects
- 5.6 Napoleon's Rise, Dominance, and Defeat
- 5.7 The Congress of Vienna
- 5.8 Romanticism
- 5.9 Continuity and Change in Eighteenth-Century States

Key Activities

Contextualization Paragraph: Origins of the French Revolution (Skill 4.B) [CR7] — Students write a contextualization paragraph situating the financial crisis of 1786–1789 within the broader context of eighteenth-century warfare, fiscal pressure, and Enlightenment political thought. Activity is explicitly labeled Skill 4. (Theme: SOP.) [CR3, CR7]

Primary-Source Seminar: Declaration of the Rights of Man and Citizen (1789) and Declaration of the Rights of Woman and Citizeness (Olympe de Gouges, 1791) (Skill 1.B) [CR4] — Students compare the two documents and explain how de Gouges's revision extended, challenged, or exposed limits of revolutionary universalism. (Theme: NEI.) [CR3]

Visual Analysis: David's Oath of the Horatii and Coronation of Napoleon (Skill 1.A) [CR4] — Students examine David's neoclassical propaganda paintings, identify the historical developments each depicts (republican virtue; imperial self-fashioning), and situate David in the transition from revolutionary to imperial France. (Theme: CID.) [CR3]

Unit 6 — Industrialization and Its Effects [CR2]

Topics (CED)

- 6.1 Contextualizing Industrialization
- 6.2 The Spread of Industry Throughout Europe
- 6.3 Second-Wave Industrialization and Its Effects
- 6.4 Social Effects of Industrialization
- 6.5 The Concert of Europe and European Conservatism
- 6.6 Reactions and Revolutions
- 6.7 Ideologies of Change and Reform Movements
- 6.8 Nineteenth-Century Social Reform
- 6.9 Institutional Responses and Reform
- 6.10 Causation in the Age of Industrialization

Key Activities

Continuity and Change DBQ: The Growth of Manchester (Skill 5: Continuity and Change) [CR8] — Students complete the released AP DBQ on Manchester, analyzing primary documents (factory inspectors' reports, Engels's Condition of the Working Class, mortality tables, parliamentary debates) to argue how perceptions of Manchester changed across the nineteenth century. Activity is explicitly labeled Skill 5: Continuity and Change. (Theme: ECD, SCD.) [CR3, CR8]

Primary-Source Argument Analysis: The Communist Manifesto (Skill 3.B) [CR6] — Students analyze the arguments and supporting evidence that Marx and Engels deploy in the Manifesto, identifying their claims about class conflict and the evidence they draw from observable nineteenth-century conditions. Activity is explicitly labeled Skill 3 with a primary source. (Theme: CID.) [CR3, CR6]

Quantitative Analysis: Industrial Output 1780–1900 (Skill 2.B) [CR5] — Students interpret industrial-output and urbanization datasets for Britain, Germany, France, and Russia, identify divergent patterns of industrialization,

and write a short-answer response explaining the historical significance of those divergences. (Theme: TSI, ECD.) [CR3]

Reform-Movement Simulation (Skill 1.B) [CR4] — Students research and represent one of utopian socialism, Marxist socialism, anarchism, liberalism, or conservatism, and participate in an 1848-style political rally in which each group makes its case to potential working-class recruits. (Theme: SCD.) [CR3]

Unit 7 — 19th-Century Perspectives and Political Developments [CR2]

Topics (CED)

- 7.1 Contextualizing Nineteenth-Century Perspectives
- 7.2 Nationalism
- 7.3 National Unification and Diplomatic Tensions
- 7.4 Darwinism and Social Darwinism
- 7.5 The Age of Progress and Modernity
- 7.6 New Imperialism: Motivations and Methods
- 7.7 Imperialism's Global Effects
- 7.8 Nineteenth-Century Culture and Arts
- 7.9 Causation in Nineteenth-Century Perspectives

Key Activities

DBQ: Bismarck's Conservatism (Skill 6: Argumentation) [CR9] — Students write the released DBQ on Bismarck's brand of conservatism, graded with the AP DBQ rubric. The prompt requires a historically defensible thesis, use of at least six of the seven provided documents, sourcing of at least three documents for point of view or purpose or audience or historical situation, inclusion of outside evidence, and a complex understanding (corroboration, qualification, or modification). This is the second required argumentation activity. (Theme: SOP, NEI.) [CR3, CR9]

Close Reading: Bismarck's Blood and Iron Speech (Skill 2.C) [CR5] — Students analyze Bismarck's 1862 speech for point of view, purpose, audience, and historical situation, and explain how these features limit or enable particular interpretive uses of the source. (Theme: NEI.) [CR3]

Mapping: Scramble for Africa (Skill 3.A) [CR6] — Students map claims by European powers in Africa from 1880 to 1914, identify the arguments advanced for imperialism by European statesmen (civilizing mission, social-Darwinist rhetoric, economic necessity), and analyze a passage from Kipling's 'The White Man's Burden' and a response from Edward Morel's Red Rubber. (Theme: INT.) [CR3]

Unit 8 — 20th-Century Global Conflicts [CR2]

Topics (CED)

- 8.1 Contextualizing Twentieth-Century Global Conflicts
- 8.2 World War I
- 8.3 The Russian Revolution and Its Effects
- 8.4 Versailles Conference and Peace Settlement
- 8.5 Global Economic Crisis
- 8.6 Fascism and Totalitarianism
- 8.7 Europe During the Interwar Period
- 8.8 World War II
- 8.9 The Holocaust

- 8.10 Twentieth-Century Cultural and Intellectual Developments
- 8.11 Continuity and Change in an Age of Global Conflict

Key Activities

Secondary-Source Sourcing: Strachan and Keegan on World War I (Skill 2.C) [CR5] — Students read excerpts from Hew Strachan, *The First World War, Vol. 1: To Arms*, and from John Keegan, *The First World War*, analyzing each for point of view, purpose, audience, and historical situation. Students write a short-answer response explaining how the two historians' differing interpretations of the war's origins reflect the author's purpose and historical moment. Activity is explicitly labeled Skill 2 with a scholarly secondary source. (Theme: SOP.) [CR3, CR5]

Propaganda Poster Analysis (Skill 2.A) [CR5] — Students analyze British, German, and Soviet propaganda posters from both World Wars for author's point of view, purpose, intended audience, and historical situation, then create an original propaganda piece adopting one of the observed persuasive strategies. (Theme: NEI.) [CR3]

Visual Primary-Source Analysis: Picasso's *Guernica* (Skill 1.A) [CR4] — Students analyze the painting alongside press accounts of the April 1937 bombing of Guernica to identify the historical developments Picasso compresses into the image. (Theme: CID.) [CR3]

Unit 9 — Cold War and Contemporary Europe [CR2]

Topics (CED)

- 9.1 Contextualizing Cold War and Contemporary Europe
- 9.2 Rebuilding Europe
- 9.3 The Cold War
- 9.4 Two Superpowers Emerge
- 9.5 Postwar Nationalism, Ethnic Conflict, and Atrocities
- 9.6 Contemporary Western Democracies
- 9.7 The Fall of Communism
- 9.8 Twentieth-Century Feminism
- 9.9 Decolonization
- 9.10 The European Union
- 9.11 Migration and Immigration
- 9.12 Technology
- 9.13 Globalization
- 9.14 Twentieth- and Twenty-First-Century Culture, Arts, and Demographic Trends
- 9.15 Continuity and Change in the 20th and 21st Centuries

Key Activities

Continuity-and-Change LEQ: European Integration (Skill 6 / Skill 5: Continuity and Change) [CR8, CR9] — Students write an LEQ evaluating continuity and change in the project of European unity from the 1951 ECSC through the contemporary EU. The LEQ requires a defensible thesis, evidence across multiple periods, reasoning, and qualification. This LEQ explicitly engages Skill 5: Continuity and Change. (Theme: NEI, ECD, SOP.) [CR3, CR8]

Secondary-Source Sourcing: Applebaum on Stalinization (Skill 2.C) [CR5] — Students read excerpts from Anne Applebaum, *Iron Curtain*, analyzing her point of view and the historical situation from which she writes (post-1989 archival access), and explain how that situation shapes her revisionist interpretation of Soviet-bloc formation. (Theme: SOP.) [CR3, CR5]

Primary-Source Analysis: Havel's "Power of the Powerless" (Skill 3.D) [CR6] — Students identify Havel's argument about the structure of late-communist societies and explain how his essay both drew from and departed from earlier dissident traditions. (Theme: CID, SOP.) [CR3]

Historical Thinking Skills Matrix

The matrix below confirms that each of the six AP Historical Thinking Skills is developed through multiple labeled activities distributed across the course. Every activity listed is described in the relevant unit above and is labeled in the text with its skill number.

Skill	CR	Sample Labeled Activities
1 — Developments and Processes	CR4	The Prince analysis (1); Dürer woodcut (2); David's Oath of the Horatii (5); Picasso's Guernica (8); 1848 reform-movement simulation (6); Declaration of the Rights of Man/Woman (5)
2 — Sourcing and Situation	CR5	Luther's 95 Theses (2); Darnton on Enlightenment culture — secondary (4); Bismarck's Blood and Iron (7); Strachan/Keegan on WWI — secondary (8); propaganda posters (8); Applebaum on Stalinization — secondary (9)
3 — Claims and Evidence	CR6	Burke/Burckhardt on Renaissance — secondary (1); Portuguese/Spanish mapping (1); Glorious Revolution DBQ (3); Communist Manifesto — primary (6); Scramble for Africa mapping (7); Havel (9)
4 — Contextualization	CR7	End of Middle Ages contextualization (1); Origins of French Revolution contextualization (5)
5 — Making Connections (comparison, causation, continuity and change)	CR8	Comparison: Reformers compared (2), Enlightened absolutism (4). Causation: Columbian Exchange (1), Enlightenment debate (4). Continuity and Change: Manchester DBQ (6), European integration LEQ (9)
6 — Argumentation	CR9	LEQ on Absolutism vs. Constitutionalism (Unit 3) AND DBQ on Bismarck's conservatism (Unit 7); continuity-and-change LEQ on European integration (Unit 9). The course exceeds the required minimum of two argumentation activities.

Course Themes Matrix [CR3]

CR3 requires that each of the seven themes be represented in at least one labeled student activity. The matrix below confirms coverage.

Theme	Example Labeled Activity
INT — Interaction of Europe and the World	Portuguese/Spanish exploration mapping (Unit 1); Scramble for Africa (Unit 7)
ECD — Economic and Commercial Developments	Tulipmania data analysis (Unit 3); Manchester DBQ (Unit 6); European integration LEQ (Unit 9)
CID — Cultural and Intellectual Developments	Burckhardt/Burke secondary sources (Unit 1); Darnton secondary source (Unit 4); Guernica (Unit 8); Havel (Unit 9)
SOP — States and Other Institutions of Power	The Prince (Unit 1); Glorious Revolution (Unit 3); Four-way political-theory debate (Unit 4); Bismarck DBQ (Unit 7)
SCD — Social Organization and Development	Manchester DBQ (Unit 6); 1848 reform-movement simulation (Unit 6)
NEI — National and European Identity	Reformer comparison (Unit 2); Bismarck Blood and Iron (Unit 7); European integration LEQ (Unit 9)

Theme	Example Labeled Activity
TSI — Technological and Scientific Innovation	Dürer printing/woodcut (Unit 2); Industrial-output quantitative analysis (Unit 6)

Assessment and Practice

Formative Practice

- Topic Questions (AP Classroom) — assigned after each topic; rationales reviewed in class.
- Personal Progress Checks — one or two class periods at the end of each unit are dedicated to review of PPC results.
- Weekly document-analysis exercises (HAPP for each source: Historical situation, Audience, Purpose, Point of view).
- Short-answer questions (SAQs) as warm-ups and entry tickets throughout the week.

Summative Assessments

- Unit tests comprising multiple-choice questions modeled on the AP exam, two SAQs, and one short LEQ or DBQ task.
- Two cumulative midterm examinations (Units 1–3 in November; Units 1–6 in March).
- A full practice AP European History exam in April using released items.

Grading Policy

Unit tests and midterms: 50%. Essays (DBQs and LEQs): 30%. Quizzes, SAQs, and participation in document seminars: 20%.

Suggested Year Calendar

Period	Unit(s)	Major Assessments
Weeks 1–3	Unit 1 — Renaissance and Exploration	Unit 1 Test; Causation DBQ partial
Weeks 4–6	Unit 2 — Age of Reformation	Unit 2 Test; Comparison paragraph
Weeks 7–9	Unit 3 — Absolutism and Constitutionalism	Unit 3 Test; LEQ #1 (Absolutism vs. Constitutionalism)
Week 10	First cumulative midterm (Units 1–3)	Midterm
Weeks 11–13	Unit 4 — Scientific, Philosophical, and Political Developments	Unit 4 Test
Weeks 14–16	Unit 5 — Conflict, Crisis, and Reaction	Unit 5 Test; Contextualization paragraph
Weeks 17–20	Unit 6 — Industrialization and Its Effects	Unit 6 Test; Manchester DBQ
Week 21	Second cumulative midterm (Units 1–6)	Midterm
Weeks 22–25	Unit 7 — 19th-Century Perspectives	Unit 7 Test; DBQ #2 (Bismarck)
Weeks 26–29	Unit 8 — 20th-Century Global Conflicts	Unit 8 Test
Weeks 30–32	Unit 9 — Cold War and Contemporary Europe	Unit 9 Test; LEQ (European integration)
Weeks 33–34	AP review and full practice exam	Practice AP Exam
Week 35	AP European History Exam	College Board Exam
Weeks 36+	Post-exam independent research project on a topic of student choice	Research Project

Curricular Requirements — Evidence Summary

This section provides a locator for the external college-faculty reviewer. Each Curricular Requirement is restated, followed by a summary of the evidence elsewhere in this syllabus.

CR1 — College-Level Textbook, Primary and Secondary Sources

The syllabus identifies Merriman, *A History of Modern Europe*, 4th ed. (W. W. Norton, 2019) as the primary college-level textbook. Primary sources are cited across all four required categories (textual, visual, maps, quantitative) in the Required Materials table and throughout the unit descriptions. Scholarly secondary sources cited by author and title include Burke, Ozment, Darnton, Hunt, Strachan, and Applebaum — exceeding the minimum of two required by CR1.

CR2 — Required Content by Unit

Each of the nine CED units is covered with its complete topic list (1.1 through 9.15). Every unit is explicitly labeled [CR2] in the course outline. AP Classroom Topic Questions and Personal Progress Checks confirm coverage.

CR3 — Course Themes

All seven themes (INT, ECD, CID, SOP, SCD, NEI, TSI) appear in labeled activities across at least two units each. The Course Themes Matrix on the preceding page documents coverage.

CR4 — Skill 1: Developments and Processes

Skill-1 activities include the Prince analysis (Unit 1), the Dürer woodcut analysis (Unit 2), the David paintings analysis (Unit 5), the Declaration of the Rights of Man/Woman comparison (Unit 5), the 1848 simulation (Unit 6), and the Guernica analysis (Unit 8). Each is explicitly labeled with Skill 1 in the text.

CR5 — Skill 2: Sourcing and Situation

Skill-2 activities include the Luther 95 Theses analysis (Unit 2, primary), the Darnton analysis (Unit 4, secondary), Bismarck's Blood and Iron speech (Unit 7, primary), the Strachan/Keegan analysis (Unit 8, secondary), the propaganda-poster analysis (Unit 8, primary visual), and the Applebaum analysis (Unit 9, secondary). Each is explicitly labeled with Skill 2. The course includes Skill-2 activities with both primary and secondary sources.

CR6 — Skill 3: Claims and Evidence

Skill-3 activities include the Burke/Burckhardt comparison (Unit 1, secondary sources), the Glorious Revolution document set (Unit 3), the Communist Manifesto analysis (Unit 6, primary), and the Havel analysis (Unit 9, primary). Each is explicitly labeled with Skill 3. The course includes Skill-3 activities with both primary and secondary sources.

CR7 — Skill 4: Contextualization

Skill-4 activities include the End-of-Middle-Ages contextualization paragraph (Unit 1) and the Origins-of-French-Revolution contextualization paragraph (Unit 5). Each is explicitly labeled with Skill 4.

CR8 — Skill 5: Making Connections

The course includes at least one labeled activity for each of the three reasoning processes: Comparison — Reformer comparison (Unit 2) and Enlightened-Absolutism comparison (Unit 4). Causation — Columbian Exchange DBQ (Unit 1) and Enlightenment-debate paragraph (Unit 4). Continuity and Change — Manchester DBQ (Unit 6) and European-integration LEQ (Unit 9).

CR9 — Skill 6: Argumentation

The course includes three complete argumentation essays, exceeding the required minimum of two (including one essay): the LEQ on Absolutism vs. Constitutionalism (Unit 3), the DBQ on Bismarck's conservatism (Unit 7), and the continuity-and-change LEQ on European integration (Unit 9). Each requires a defensible claim, specific evidence, historical reasoning relating evidence, and qualification or modification of the argument.