

# AP European History 2009-10

## Goals and Objectives

*The College Board summarizes the goals of this course as follows:*

“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. 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 expression and discourse.

In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principle themes of European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.”

## This course will cover five major thematic units:

- I. Renaissance and Reformation
- II. The Growth of Europe and the New States
- III. Revolutions
- IV. Industry, Ideology, and a Great Many “Isms”
- V. Conflict and the Making of Contemporary Europe

## Textbook Assigned to Each Student:

Chambers, Mortimer et. al. *The Western Experience*. 9<sup>th</sup> ed. New York: McGraw-Hill Publishers.

## Acceptable Textbooks for Student Use on Reserve in the Library:

Hunt, Lynn, et al. *The Making of the West*. Boston: Bedford/St. Martin's.

Kagan, Donald, Steven Ozment, and Frank M. Turner. *The Western Heritage*. Upper Saddle River, NJ: Prentice Hall.

McKay, John P., Bennett D. Hill, and John Buckler. *A History of Western Society Since 1400*. Boston: Houghton Mifflin.

Sherman, Dennis and Joyce Salisbury. *The West in the World*. New York: McGraw-Hill Publishers.

Students will also receive supplemental readings in class, particularly excerpts of literature, essays, and publications from the time periods we are studying.

## **COURSE OUTLINE:**

While, from time to time, we may make substitutions for particular readings and/or visuals, the topics we cover and the questions we ask concerning those topics will follow the outline below.

### **First Semester**

#### **Discussion of Summer Readings**

Defining Europe

#### **Medieval Society (Week 1)**

**Lecture:** Background information on Europe following the Fall of Rome

**Lesson:** What is history? How do historians work? How to use primary sources?

**Assignments** to Understanding Medieval Society: (3 days), **Hunt Ch 10, 11,12**

#### **Crisis of Late Medieval Society (1340-1500) Chap 11, Hunt (2 days) pp. 387-400**

Hunt in previous edition: "...the violence in 1349 represented the breakdown of authority in the face of widespread warfare, catastrophic losses of population due to disease, and unprecedented challenges to religious authority." This in a society that accepted religious and political authority and that was informed by the idea of a fixed world view that was based in the idea of order.

Examine chapter 13 to **account for the loss of confidence** during this "chaotic" 14<sup>th</sup> century. Read to discover how each of the following was a contributing factor driving the chaos.

1. Hundred Years' War
2. Famine
3. Climatic Changes
4. Disease
5. Avignon Papacy

#### **Analysis: to determine the Effects of Disasters**

You should be able to identify at least 5 broad ranging effects that led to the shift from an era of confidence to one of uncertainty.

You should detect some evidence of new trends emerging as traditional ones fail to satisfy. Skim to identify these.

#### **Renaissance**

##### **Essential Questions:**

**How does the Renaissance represent a shift to justify its identity as a "new era"?**

**Analyze and account for the blending of the secular and the sacred in the Renaissance.**

## **I. Cultural and Intellectual Developments**

Define it. What motivated it?

Why did it happen in Italy?

How are Humanism and ideas of Individualism (Virtu) emblematic of the Renaissance? (Wiesner)

How do Humanism and printing influence learning during the Renaissance?

Discuss the idea of modernity, the growing influence of secularization, and the attempts to achieve harmony between the natural and divine.

How does the art of the era reflect the blending of the sacred and secular?

How do the innovations in art influence the “mentalite” of the Renaissance (think of Crosby)?

## **II. Social and Political Characteristics of the Renaissance**

Expectations for Men and Women (Weisner)

Shifting Social Structures

Did the poor have a renaissance? The middle classes?

Analyze the impact of shifting sources of wealth that reaches new heights in the 15<sup>th</sup> c.

Interpret the merchant’s advice to his son in light of the values of the Renaissance.

Renaissance marriage and family life (Alberti in Brophy)

Why did regulating private lives become a compelling interest of the Renaissance state?

Politics and Diplomacy during the Renaissance

Was there any one model of the Renaissance state?

Was Machiavelli moral, amoral, immoral?

Was he a "renaissance" thinker; If so, how?

Compare his view of humans with **Mirandola**, with **Innocent III**.

Rise of New Monarchies (dynastic monarchies)

How did England, France, and Spain become stronger?

What were the structures and institutions among Italian states?

Tactics and Strategies used to establish idea of a central power?

Status of the Habsburgs and of the Holy Roman Empire?

## **III. Economic and Maritime Expansionist Developments During the Era**

Explorations East and West: Widening Geographic Horizons (motives, processes, results)

Portuguese Exploration

Columbian Voyages

Motives for Conquest

Consequences: intended and unintended

Commercialization Expands

Changes in commerce and production,

Mercantilism and impact on Europe, Americas

Slave trade and its connection to new economic ventures

Commercial capitalism - meaning and impact on class system

Position of Church on commercial capitalism - question of usury

## **Main Ideas Covered in this Section:**

1. Medieval mentalite and implications
2. Motives, characteristics and values of the Renaissance
3. Interactions with "others" and changes they produced for European society (Ren, Exploration, Commercial capitalism, and Changing social structures)
4. Exploration and Conquest

## **Reformation, Religious Wars, Shifting Powers and World Views (Weeks 4, 5)**

### **I. Approaches to Church Reform**

Christian Humanists (Erasmus, More)

Similarities and differences to Italian Renaissance?

Protestant Reformers (Luther, Calvin)

Social and Political Consequences of the Reformation - Assess the balance maintained between change and stability

Role of Technology and Millenarianism in Protestantism's success

How does the "crisis of faith" affect the following: Holy Roman Empire,

France, Scotland, the German States?

#### ***Document Analyses:***

*Use excerpts from Utopia and Folly to identify what More and Erasmus were working to reform in their specific societies.*

*Comparisons of Luther and Calvin*

*DBQ: Causes of Reformation (use as practice session in class)*

*Durer as Proselytizer and Millenarian*

### **II. Catholic Response to Protestant Reformation**

Strategies of Catholic Church to maintain and regain ground during Protestant Reformation

Analysis of Art as Reflection of Social Values and/or Vehicle for Change

Luther and Rubens, (Sherman)

Bernini and El Greco: Early Baroque and Mannerism (Slides)

Evaluations of the Reformation: Cameron, Elton, Ozment, Olin

Evaluation Role of Women: Boxer and Quataert

The Devil's Handmaid: Women in Ref. (Monter)

The Hammer of Witches (Kramer & Sprenger) cited earlier

### **III. Wars for Power and Religion**

How did rulers stabilize their authority in the face of religious diversity?

What were the bases for disagreement between Dutch and Habsburgs?

Where and how does England factor into the equation? Result?

Identify motives behind the French civil war. Results?

Why is religious unity important to the state?

What was a Politique?

Why does the intense belief in the "correctness" of one's religious belief begin to be questioned?

#### **IV. Thirty Years War**

What were the results? Significance for European politics?  
Check Map of Europe in 1648

##### **Visual Document Analyses:**

*Sherman: Brueghel & Vranckx, War and Violence in Art,  
"Bethlehemitischer Kindermond"*

*Brophy: "Horrors of War" prints*

##### **Historiography: Which argument is stronger?**

*Political Interpretation of 30 Yrs War (Holborn)*

*Religious Interpretation of 30 Yrs War (Friedrich)*

#### **EVALUATIONS:**

Analyses:

- Were these conflicts "religious" wars or wars for political domination?
- To what extent did political authorities influence the course of the Protestant Reformation during the 16<sup>th</sup> and early 17<sup>th</sup> centuries?
- How significant an event was the Protestant Reformation for European Society?
- Analyze the connection between the strengthening of states under dynastic monarchs and the religious wars.

#### **Responses to Religious and Political Upheavals (weeks 6, 7, 8)**

##### **I. Economic Growth to Recession (1560-1650)**

Causes and Consequences

Responses and Effects

##### **II. Tensions in worldview between scientifically influenced and traditionally influenced groups (1560-1650)**

Reason versus Superstition

Supernatural theories to explain natural phenomena v embryonic scientific revolutionaries (Copernicus, Galileo, Brahe, Kepler, Vesalius, Paracelsus, Harvey, Bacon, Descartes)

Arts: Shakespeare, Mannerism, Baroque

Political Theories: Montaigne, Bodin, Grotius

**ANALYSIS:** Explain the anomaly of the strong link between science and magic; reason and witchcraft.

##### **III. State-Building - (1648-1690)**

**New Forms of Political Structures as a Response to the Breakdown and Disorder that was the Legacy of Religious Wars**

**(We will review the concept of sovereignty here as scaffolding for a changing idea of political authority.)**

##### **A. Absolutism**

1. France
  - Theories and practical applications of Absolutism
  - Louis XIV strategies and goals –
    - Was he an arbitrary despot or masterful State-Builder?
  - Text and Visual Documents
2. Central and Eastern Europe
  - Prussia and Sweden, Austria and the Ottomans, Russia, Poland and Lithuania
  - How influential is Louis' model?
  - Documents: Great Elector Welcomes French Huguenots
  - Russian 1649 Code
  - Defense of Old Believers
  - Peter builds St. Petersburg
  - Peter's social edicts

*Documentary comparison of French and Russian use of colonization at home and abroad*

## **B. Constitutionalism**

1. England
  - Sherman Documents:*
    - James I's statement on Absolutism (1610)*
    - Parliament's perception of their powers (1604)*
    - Visual, illustration from the Leviathan*
    - Russell evaluates the causes of the English Civil War*
2. Dutch
  - Slides: Rembrandt, Hals, Vermeer*
  - Account for commercial success of the Dutch Republic in the 17<sup>th</sup> century.*
  - How did the British Navigation Acts affect them?
  - Describe the Dutch foreign policy with regard to England; to France.
  - Why was the Peace of Nimwegen significant?

*MAP STUDY: Europe at the end of the 17<sup>th</sup> century*

## **C. Political Ideas of Freedoms and Slavery in the New World,**

## **D. Social and Cultural Search for Order in 17<sup>th</sup> Century Political Scene**

1. Political Theories - Hobbes and Locke
2. Elite and Popular Cultural Divisions - social status more defined (gender?)
3. Consolidation of Scientific Theory under Newton
4. Artists Demonstrate New Ways of Expressing Order and Symmetry (Baroque and French Classicism)

## 18<sup>TH</sup> CENTURY SOCIETY (Weeks 9, 10, 11)

### I. Atlantic System and Its Consequences 1690-1740

#### A. The Atlantic System and the World Economy

How appropriate is the appellation, the "age of coffee"?

Study map, European trade patterns.

Study chart, slave trade.

Discuss: connections between slavery and consumerism, emergence of modern racism, implications of the plantation system on European politics

- Understand the nature of the "new wealth."

#### B. New Social and Cultural Patterns

Agricultural Revolution

Social and cultural consequences (urban social life, growth of a literate public, new tastes in arts, religious revivals)

Understanding of the natures of the elite and popular cultures

Social consequences of this increased wealth

Increasing political influence of commercial and bourgeois classes

#### C. Consolidation of the European State System

Louis XIV's Wars and the limits of French Absolutism

Increasing Influence of British; Decreasing Influence of Dutch

Russia as a European State

Fate of Sweden, Prussia, and Poland

Importance of Diplomacy

#### D. Increased Exposure to New Environments Led to Greater Interest in Health and Health Care

### II. The Enlightenment

#### A. Background: Review

1. Increased wealth and increased knowledge led to ideas of progress that challenged traditional deference to ancient authority, fostered critical thinking, creative innovations, and optimism socially and intellectually.
2. From medieval cosmology to Newtonian physics  
How did the developments through this age create a new world view (change the conception of the universe and of humanity's place in it?)  
What was the impact of scientific discoveries on human thought?  
What is natural law? How does it connect with political theory?  
How did the new sense of evidence encourage the skepticism of some of the thinkers?  
What are the implications of a Ptolemaic as opposed to a Copernican world-view?

## **B. Enlightened Ideas**

This was the intellectual component of the optimism generated by the economic wealth and expansion of the global economy and the stabilization of the state system

Understand how the scientific revolution provided the scaffolding for the Enlightenment.

Know the major issues, values, goals, leading proponents of enlightened thought.

Identify challenges to the ideas of the philosophes.

How were enlightened ideas translated into society?

Why was it focused in France?

## **C. Society and Culture in an Age of Enlightenment**

Compare the impact of "enlightened ideas" on the different levels of European Society.

## **D. State Power in an Era of Reform and Challenges**

What form of government seemed most reasonable to Philosophes?

Understand political responses to Enlightened Thinking in the Reigns of Enlightened Despots

What was the nature of warfare and diplomacy in the enlightened era?

How does public opinion emerge as a factor in 18th century?

### ***Documents:***

*Catherine's Instructions, Enlightenment in Polish education, Joseph II emancipates the Jews, Fred II, Catherine, Serfs Petition, Radischev learns about Serfdom*

***Documentary Analysis: Enlightened Thinkers' Opinions of "the Other"***

## **French Revolution, Napoleonic Empire Building, and Results (Weeks 12, 13, 14)**

### **I. Revolution in France 1789-1799**

Culture of Dissent 1787-1789

Background and Steps leading to the revolution

From Monarchy to Republic

Terror and Resistance

Exporting the Revolution

Was the revolution an effect of the Enlightenment?

### **II. Napoleon's rise to power**

What were his policies and programs?

Identify strategies to build an "authoritarian" state.

### **III. Napoleonic Empire-Building**

Does he further the revolution or halt its progress?

Evaluate Napoleon's role in the revolution.  
Account for his successes? Failures?

#### **IV. Restoration under the Congress of Vienna and Challenges to the “Concert of Europe” Theory 1814-1830**

Terms and goals for peace as devised by the Congress of Vienna  
Legacy/legacies of Napoleon – reconfiguring Conservatism and Religious  
Revivals

Identify the political challenges to the Vienna settlement through the 1820's and  
explain the reasons for their successes or failures.

#### **DOCUMENTS**

##### *1. Young, Travels in France: Signs of the Revolution*

*Cahiers from Third Estate*

*A French Court Protests a Lettre de Cachet, 1770*

*Sieyes, What is the Third Estate*

*Opening of the Estates-General from French and Eng Perspectives*

*The Tennis Court Oath*

##### *2. Abolition of Feudalism, Aug 4-5*

*Declaration of the Rights of Man and Citizen*

*The Women's March*

*Olympe de Gouges document on women's rights*

*English Witness to Sept '92 Massacres*

*Convention Debates abolition of the Monarchy Sept 21, '92*

##### *3. Robespierre, Speech to the National Convention*

*Joliclerc, Soldiers Letters to show Revolutionary Nationalism*

*Levee en Masse Edict*

*The Law of Suspects*

*Sans Culotte: Who are they?*

*Maximum-General price controls*

*DeGouges' death, Parisian Women Petition Convention, Vendee Uprising*

*Visuals: Allegory of the Rev*

*Maps and graphs of disturbances during the Terror*

*Historiography:*

*Lefebvre, The Coming of the Fr. Rev (1947)*

*Sutherland, Revolution of the Notables (1986)*

*Graham, Women in the Fr Rev (1977)*

*Doyle, An Evaluation of the Fr Rev*

##### *4. Metternich's correspondence with Alex*

*Carlsbad Decrees*

*Assessment of Congress of Vienna by Holborn*

*Western Liberalism by Bramsted and Melhuis*



## SECOND SEMESTER

### **Industrialization, Urbanization, and Revolution 1830 – 1850**

#### A. Social and Economic Changes in Industrialized Society

Identify the roots of industrialization in the late 18<sup>th</sup> century  
How was industrialization a force for social change?  
Identify inventors significant to early industrialization  
Know the significance of Enclosure Acts and Luddites.  
What does industrialization mean for the working classes?  
How is urbanization a consequence of industrialization?  
How is rapid growth connected to dislocation and disorder?  
Were the models of industrialization different as it spread eastward?  
What is the “standard of living” debate?  
Explain the mutual dependence of the Agricultural "Revolution" and Industrialism.

#### *Historiography:*

*Heilbroner, Stearns, and Anderson excerpts on industrialization (Sherman)*

*Visuals: paintings and demographic maps*

#### B. Consequences of Political and Economic Revolutions in early 19th centuries

##### 1. New Ideologies Emerging from Economic and Political Changes

Understand each of the ideologies that emerged from the industrial and political changes of the 18<sup>th</sup> century (liberalism, socialism, nationalism, romanticism).  
Understand the context of Hegel's dialectic (I will give you information).  
Note the conflict implicit in the characteristics of Romanticism that gives it conservative as well as liberal dimensions  
“Laissez faire” economic liberalism as a response in Britain  
What did the Reform Bill of 1832 mean for social change in England?  
Understand the significance of the Corn Laws Conflict  
Socialism as response to economic changes: Utopians and Marxian theories both grew out of Enlightened thought. How do they differ?

*Primary Sources in Lin and Smith: Ricardo, Malthus  
Bentham (principle of utility)  
Article from The Economist*

##### 2. Reform or Revolution

1. Social Reforms: religious impulses; gender and social reform
  - How does conservative repression work to energize dissent? (give philosophical as well as specific responses)?
  - Discussion: the power of ideas

### 3. Revolutions of 1830 and 1848 and Aftermath

*Sherman: John Weiss, "The Revolutions of 1848," 239*

*"Eyewitness Account of the Revolutions of 1848  
in Germany," 230*

*"The European Revolutions: 1848-1851," 238*

- Causes of these revolutionary movements, their goals, the courses they took, and their effects
- Work to discern the pattern that recurs in these movements
- Speculate on the fate of liberalism and nationalism in the failures of these revolutions.
- Why did no revolution occur in Britain or in Russia?

### Mid-19th Century to Early 20<sup>th</sup> Century Society

#### A. Unification and Reorganization 1850-1880

Nature of earlier revolutions works to produce a

**"new toughness of mind"**

Louis Napoleon as first practitioner of new

pragmatism/realism - **REALPOLITIKS**

Concept of a nation-state

International altercation: Crimean War

Unification and Restructuring of European Balance of Power

Achievements of social order; social order as reflected culturally

Ideas of Realism, Positivism, Materialism, and Marxism

(reactive v ineffective)

Realpolitik, End of Concert of Europe, Crimean War, and Reform in Russia

Nation-building ala Cavour and Bismarck and Fate of Louis Napoleon

Creation of dual monarchy for Habsburgs and stability through gradual  
change for Britain

Industry and Nation-building:

- Global economy – Crises, Changing practices, New social and cultural changes
  - New industrial revolution
  - Innovative products and practices in Industry and Agriculture
  - Free trade and implications
  - Export of European capital; international monetary system
  - World market; new business structures/organization

Establishing Social Order: methods, effectiveness, alternatives,

propagandists and how it involves new roles for governments

- New Reform Ideas to address industrial and social changes

Culture and Social Order: Realism to Impressionism; challenges to traditional world views in tensions over the roles of religion and science

**Sherman:**

*Marx/Engles, "Communist Manifesto" 276*  
*Bismarck, "Pragmatism and State Socialism," 243*  
*(Only section on "Blood and Iron")*  
*Mazzini, "Duties of Man," 246*  
*"Proclamation of Paris Commune" 247*

*Historiography:*

*Grew, "Relationship among Nationalism, Liberalism, Conservatism" 260*  
*Holborn, "German Unification" 261*

*Supplementary Handouts:*

**Hunt:** *Crimean War, 653-7*  
*Russian Reform 640-44*  
*Franco-Prussian War, 658-60*

**B. Late 19th century Society 1880-1914**

Explore the nature of life in the industrial city for newly emerging urban middle and working classes; problems, ideas generated, and solutions offered  
Analyze the emergence of the idea of a mass society and significance

**Empire, Modernity, and the Road to War**

**Discuss: the concept of "Modernity"**

1. Challenges of Empire

- Understand the contradictory discourse about colonies; their value and cost; the driving factors for and against  
Who are its critics? Advocates?  
What are the goals of imperialists in Asia, in the Mediterranean, in Africa?
- Analyze the Scramble for Africa: why was Africa perceived as important to industrial nation-states and study maps of Africa in 1890 and in 1914
- Discern why Japanese expansion was a threat to Russia
- Italian and German late entrance into the race for empire
- The emergence of challenges to European domination by China, India, and the Ottoman Empire
- Consequences both for conquerors and conquered?

2. Modernity and Social Life in the Age of Empires

- Changing Social Structures and Expectations of "Best Circles"
- Working Classes: Activism and Reforming Strategies
- Science and Health in Industrial Age: Benet, Pavlov, Freud
- Demographic shifts

- i. Family life and structure
- ii. Urban growth and city life
- iii. Migration - reasons and locations
- iv. Population growth, solutions, gender roles
- v. Consumerism, Leisure

3. Modernity and the Revolt in Ideas - Intellectual and Cultural Developments)  
 a rejection of accepted beliefs and artistic forms to signal a “new era”]

Challenges to Positivism: Dewey, Weber, Nietzsche\*  
 Revolutionizing Science: Curie, Planck, Einstein  
 Modern Trends in Art and Music: Art Nouveau versus  
 Post-Impressionism, Symbolism, the Fauves,  
 Cubism, and Expressionism;  
 musical “iconoclasm”

4. Birth of Mass Politics: Society informed by the idea of progress and the optimism of "classical Liberalism" is challenged by new science and ideas

- Workers gains of more social democratic legislation led to an increase in socialism and in labor unions (note contradiction and explain)
- Feminism spread more widely and is more efficiently organized - note why and note the difference in feminist goals on the continent and in Britain.
- Re-visioning of liberalism in light of new political, economic, intellectual trends and challenges
- Trends in philosophy and impact on religion and racism
- Social impact of evolution
- Anti-Semitism and Nationalism
- Threats to the Russian Empire from mass politics

*Historiography and Analysis:*

Hinsley, “*Decline of Political Liberalism*” 290

Ulam, “*The Unfinished Revolution: Marxism Interpreted*” 291

Riemer/Fout, “*European Women*” 293

**Twentieth Century Society**

**I. World War I Era 1914 – 1929**

A. Origins

B. Course of the War and Experiences at the Battlefronts (852-63)

Consequences at Home

What factors made WWI a “total war”; a global war?

C. War Protests and Results of Upheaval in Russia for Russia,  
 for the War (863-70)

We will recall some background of revolutionary activity and economic stresses including the 1905 "dress rehearsal" before we read this section including: the

revolutionary tradition in Russia during the late 19<sup>th</sup> century, the emergence of revolutionary parties (Social Revolutionaries and Social Democrats), and the split that occurred in the Social Democrats creating the Mensheviks and the Bolsheviks. Notice the economic situation and the continued conflict between modernizers and slavophiles. Remember the Russification program and its implications for fostering dissent.

**March (February) Revolution** (nature, cause, result)

3 March strike Putilov metalworks in Petrograd

8 March bread riots (women and boys in Petersburg)

9 March police fired on rioters; factories closing, workers rioting

11 March Duma dismissed by Nicolas II

troops ordered to fire on crowds

some troops fired into the air

city garrison joined the mob

[Bread riots with the aid of the army became a revolution.]

12 March Petrograd is in rebel hands and martial law ensues

Duma members set up provisional committee to restore order

[Tsarist rule rested on armed force. Loyalty of army decreases; power of tsar decreases.]

15 March Tsar abdicates

provisional government is set up

military and industrial establishment deputies (reps) to a

Petrograd soviet (council of soldiers and workers)

→ dual power structure emerges

Provisional government recognized by Allies and promises to continue participation in war.

Soviets are a more radical influence with the masses

(Social Revs, some Mensheviks and Bolsheviks)

**Interim period and Bolshevik Revolution**

April through October/November

Return of Lenin; April Thesis;

Propaganda Campaign and Strategies of Bolsheviks

Kornilov Incident

**Civil War and War Communism**

**D. Issues and Terms of the Peace**

Achievements and flaws of the peace and their consequences

**Sherman:**

*Bourtzeff, War and Political Ideology 298*

**Hunt:**

*Treitschke on the value of war*

**Sherman:**

*Report from the Front: The Battle of Verdun, 1916 299*

*Visuals: Front Lines 308*

**Sherman:**

*Anderson and Zinsser, Women, Work and WWI 316*

*Visual: Women in Labor Force 309*  
*Fourteen Points, 306*  
*Walworth, Peace and Diplomacy*

**Sherman:**

*Historians on the War: Stromberg, Strandmann, Craig*  
*Owen, Dulce et Decorum Est*

## II. Inter-war Decades

### Over-riding Concepts:

20th Century Culture and its blending of the rational and irrational and how it demonstrated and dealt with the new uncertainties and anxieties

The spread of democracy immediately following the war to be replaced in many major states with authoritarianism relatively quickly on the heels of economic depression

The idea of “joyless victory” that has been associated with World War I victors.

### **Important themes to understanding the decades between the wars**

1. Disillusionment, Anxiety, and Uncertainty Resulting from the Realities of War and the New Ideas of Science and Illustrated in Art, Literature, Music, and Philosophy
2. Expectations of Expanded Democracy Degenerating into Realities of Increased authoritarian Governments by the End of the Era
  - democratic and social democratic gains in established states and in new states - expanded electorates; constitutions
  - revisionist Marxism and labor unions achieve social legislation
  - the new German Republic and the Spirit of Locarno
  - contradictions in Italy, Poland, etc
3. Economic Stresses and Impact: Post-war Recession, Recovery, Great Depression
  - models to address “great depression”
4. Collective Security as a Reaction to WWI
  - what does it mean?
  - how committed were individual states to implementing measures to ensure it?
5. Emergence of the Totalitarian State
  - Process in Germany, in USSR
  - Comparison with authoritarian state
6. Analysis Question: How did Western Democracies balance the challenges of the “great depression” and the expansion of fascism?

7. Change-over-Time Question: Analyze the changing role of women from the traditional woman of the 19<sup>th</sup> century to the “modern” woman of the 20’s and ‘30’s. Assess the function of women during the depression?

**Documentary Study for Era: Group Assignments:**

Wohl, “The Generation of 1914”

Laux, *The Great Depression in Europe*,

Freud, “Civilization and Its Discontent”

“Program of the Popular Front: 1936”

Crossman, “Government and the Governed: The  
Interwar Years”

Excerpts from Remarque and Linke

Visuals: “Decadence in Weimar Republic”

and “Unemployment, Politics and Women in the  
Weimar Republic”

Mussolini, “The Doctrine of Fascism”

Kedward, “Fascism in Western Europe”

Carsten, “The Rise of Fascism”

Hitler's *Mein Kampf*, excerpt

Nazi Propaganda Pamphlet

Diehl, “German Women and National Socialism”

Dogon, “The Nazi Elite” (SS)

Visuals “Nazi Mythology,”

Map - Spread of Authoritarianism,

Fischer, “Hitler and Nazism”

Goldhagen, “Hitler’s Willing Executioners”

### III. World War II and the Post-War World

#### A. Steps Toward War and War

chart aggression and strategies from 1933 to Sept 1, 1939  
(Asia from 1931)

Discuss pros and cons of “appeasement”

cover the axis sweep from '39-'42

cover allied offensive and victory, 1942-5

global nature of the war

concept of genocide and the vulnerability of civilians in WWII

homefront programs

technology of war raises questions of value of progress

illustration of Guernica as artistic expression of war

foundations of peace (compare with WWI)

#### KEY QUESTIONS:

Chronicle aggressive moves and note the workings of Lebensraum as  
driving force in the pattern of German aggression.

Could World War II have been avoided? How?

Why did France collapse so quickly?

When did the tide shift from Axis to Allied favor? Why?  
What was the significance of civilian bombing during this war?  
What were the terms underlying the peace and how do they hint at the Cold War?

## **B. Cold War, Decolonization, the Superpowers, and Challenges to Superpower Dominance 1945-65**

### **1. Global Politics and the Emergence of Superpower Politics**

- origins of Cold War
- use of force and propaganda to construct bi-polar world

### **2. Economic and Political Reconstruction in Europe**

- recovery and cooperation in west
- central planning and collectivization in the east
- welfare state

### **3. Decolonization and Its Consequences**

- in Middle East
- in Africa
- in Asia
- in Europe

### **4. Cultural and Social Life under Cold War Policies**

## **C. End of the Cold War and the Realities of the Post-Industrial Society, 1965-2000**

### **1. Increasing Challenges to Superpower Supremacy**

- technological challenges
- social and cultural challenges
- political challenges from within the Soviet bloc
- political challenges from within US

### **2. Significance of 1968**

### **3. The Intrusion of World Politics**

- energy issues and global economics
- China as a world player
- Terrorism as a political tool
- Reform emerges in conservative policies (Thatcher, Gorbachev)

### **4. Significance of 1989**

### **5. Collapse of USSR and the fate of Central Europe**

**BEGIN REVIEW FOR AP EXAM**

