

Mr. Silva

AP European History

Fall 2021

Summer Reading and Study Guide Assignments (3 total)

Required Textbooks:

Western Civilization: Since 1300. Spielvogel, Cengage Learning, Boston: 10th ed.

To access online use the following link and password:

URL: <https://nglsync.cengage.com/register>

Course Key: MTPPMKHQFQM4

The Prince. Niccolò Machiavelli, <https://www.gutenberg.org/files/1232/1232-h/1232-h.htm>

Six Course Themes:

- **Interaction of Europe and the World (INT):** This theme focuses on the various factors and motivations that contributed to Europe's interaction with the world since 1450, as well as the impact this interaction had both on Europe and on non-European societies.
- **Poverty and Prosperity (PP):** This theme focuses on the role that economic development, especially the development of capitalism, played in Europe's history as well as its social and political impact.
- **Objective Knowledge Subjective Visions (OS):** This theme focuses on the creation and transmission of knowledge in Europe's history, with particular focus on the relationship between traditional sources of authority and the development of differing world views.
- **States and Other Institutions of Power (SP):** This theme focuses on the development of various forms of government and civil institutions since 1450 and the social, cultural, and economic impact of political change.
- **Individual and Society (IS):** This theme focuses on changes to family, class, and social groups in European history, on how these have changed in form and in status, and on the impact of such changes for both the individual and society.
- **National and European Identity (NI):** This theme focuses on how and why definitions and perceptions, of regional, cultural, national, and European identity have developed and been challenged over time.

European History is divided into four periods:

- ❖ **Period 1: 1450 to 1648** (Renaissance up to the Peace of Westphalia)
- ❖ **Period 2: 1648 to 1815** (Peace of Westphalia to the Congress of Vienna)
- ❖ **Period 3: 1815 to 1914** (Congress of Vienna to the start of World War I)
- ❖ **Period 4: 1914 to Present** (World War I through today)

Course Grading:

Our course is broken into the following weighted categories:

- ➔ Exams/Assessments: 50%
- ➔ Major Assignments: 30% (defined but not limited to presentations, projects, Socratic seminars)
- ➔ Minor Assignments: 20% (defined but not limited to notes, study guides, essay outlines, document analysis)

A note about **CHEATING/PLAGARISM:** This is something I find very upsetting. Please do your own work. Avoid copying sentences out of the textbook (or any book for that matter). To avoid any possibility of having the same answers as a friend (thus receiving a zero) do all of your work on your own. Anything copied from another student, cut and pasted off the Internet, not in your own words, will be given a zero. If your friend shares his/her work with you he/she will get a zero too. So, do not give your work at any time during this course to someone to 'look at'. Also, students often tell me that they did their work together. There never should be the same exact answers for my assignments (I can tell when you have "done" the work together even when changing the order of words). There is a difference between asking someone a question about something you don't understand and looking for and creating the answers together.

Regarding Questions: If you have any questions you may email at silva.ni@monet.k12.ca.us

I will cover the format and expectations of your study guides in class. Be sure to divide your responses into five sections beginning with Section 1: Key Terms, People, Events and so on...

Spielvogel Reading:

Chapter Reading	Section 1:	Section 2: HIPP	Section 3:	Section 4:	Section 5: Reading Questions
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Assignment and Due Date	Key Terms, People, Events *Include a clear definition with an example or connection.	Document Analysis (See Online HIPPO document)	Opposing Viewpoints/Maps *Answer all questions for each reading selection and maps.	AP Reasoning Skill/Historical Thinking Skill *Respond in 3-4 complete sentences.	*Responses must be supported by citations from the reading and written in paragraph format. *All responses should be 6-8 sentences in length.
<p>Ch 11: The Later Middle Ages: Crisis and Disintegration in the Fourteenth Century</p> <p>Due Date: First day of class</p>	<ol style="list-style-type: none"> 1. Feudal system 2. Manor system 3. Roman Catholic Church 4. Black Death 5. Hundred Years' War 6. Cannon 7. Longbow 8. French papacy 9. Great Schism 	<ol style="list-style-type: none"> 1. A Revolt of French Peasants (p. 307) 2. The Hundred Years' War (p. 313) 3. A Liberated Woman in the Fourteenth Century (p. 326) 	<ol style="list-style-type: none"> 1. Causes of the Black Death: Contemporary Views (p. 301) 2. Map 11.1 (p. 302) 3. Map 11.2 (p. 310) 	<ol style="list-style-type: none"> 1. Religious Imagery in the Medieval World (p. 321) The Cremation of the Strasbourg Jews (p. 304) 2. A Feminist Heroine: Christine de Pizan on Joan of Arc (p. 312) 3. Boniface VIII's Defense of Papal Supremacy (p. 318) 4. Dante's Vision of Hell (p. 323) 	<ol style="list-style-type: none"> 1. How did interactions with other parts of the world and the growth of trade cause the spread of the Black Death to Europe? What impact did the Black Death have on European society and economy? 2. How did the new technology used in the Hundred Years' War lead to military and

					<p>political change?</p> <p>3. In what ways did the rulers of England, France, and the Holy Roman Empire deal with the political instability brought about by the problems of the late Middle Ages?</p> <p>4. In what ways and to what extent were the city-states of northern Italy different from other nations of this period?</p> <p>5. In what ways and to what extent did the Great Schism cause a loss of power in the</p>
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					<p>Catholic Church?</p> <p>6. In what ways and to what extent were people's lives changed by new technology and inventions in the late Middle Ages?</p>
<p>Ch 12: Recovery and Rebirth: The Age of the Renaissance</p> <p>Due date: First day of class</p>	<ol style="list-style-type: none"> 1. Humanists 2. Printing press 3. Secular 4. Individualistic 5. Man of virtue 6. Civic humanist 7. Culture 8. Italian city-states 9. Machiavelli 10. New monarchs 11. Geometric perspective 12. Classical literary forms 13. Vernacular 	<ol style="list-style-type: none"> 1. Family and Marriage (p. 337) 2. Pico Della Mirandola and the Dignity of Man (p. 347) 3. A Woman's Defense of Learning (p. 348) 	<ol style="list-style-type: none"> 1. Map 12.1 (p. 339) 2. The Renaissance Prince: The Views of Machiavelli and Erasmus (p. 344) 3. Map 12.2 (p. 357) 4. Map 12.3 (p. 358) 5. Map 12.4 (p. 360) 	<ol style="list-style-type: none"> 1. What economic or political circumstances enabled Pius V to have provided such a feast? (p. 333) 2. Marriage Negotiations (p. 338) 3. The Letters of Isabella D'Este (p. 341) 4. Petrarch: (p. 345) 	<ol style="list-style-type: none"> 1. Why did Renaissance ideals first take hold in the city-states of northern Italy? 2. How did the development of Renaissance humanism encourage study of the classics, promote secularism, and lead to the ideal of virtue?

	14. Naturalism			5. The Genius of Michelangelo (p. 355)	3. How did the classical emphasis on individualism and secularism affect the art, literature, and architecture of the period? 4. How did the growth of cities and commerce along with new theories of government lead to changes in social structure that affected the relationship between the governing classes and the governed? 5. Analyze the ways in which the printing press,
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					<p>vernacular literature, and the spread of Renaissance ideals outside of Italy contributed to the development of national culture.</p> <p>6. What methods did the new monarchs use to overcome obstacles that hindered the growth of royal power?</p> <p>7. How did the fall of Constantinople to the Ottoman Turks lead to changes in trade, diplomacy, and society after 1453?</p>
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					8. What arguments have historians made about the experience of the Renaissance by women?
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AP European History – Assignment for *The Prince* by Niccolò Machiavelli

Written Preparation due: Mon Aug 10. Seminar: Thurs. 13 or Fri. Aug. 14

Online book link: <https://www.gutenberg.org/files/1232/1232-h/1232-h.htm>

The purpose of this assignment is to read and analyze one of the most important books ever written on politics. It can be a difficult read that requires some critical thought. It is required reading in many AP European History courses at other high schools and is often referred to in multiple-choice questions or used as an essay topic on the AP Exam. It provides a basis for the foundation of modern diplomacy and Western political systems.

After reading the entire text, answer each of the following questions as directly as possible. Use complete sentences. Each response should be a paragraph in length (minimum of 8 sentences). Responses must be typed using Google Docs, double-spaced, and uploaded to Schoology (there will be an assignment created when our class resumes in the fall for you to upload your original work).

Provide textual evidence (i.e. quotes) from the reading; including the chapter and paragraph (e.g. Chapter VII, p. 5) to support your responses, but make sure that the majority of the answer consists of analysis in your own words. If you quote, then explain after the quote what you think it means or implies (personal analysis). Respond to each question individually and in order. Number your responses accordingly. The assignment is worth 70 points (10 points per question) and your participation in the seminar will be worth up to 30 points (this will go in the gradebook as a combined grade out of 100 points). This will be entered a Major Assginment.

Part I – Machiavelli's views on the nature of man and rulers:

1. Are humans fundamentally good or evil? Consider what constitutes 'good' or 'evil' in this context and during the time period of the Renaissance.
2. How should a prince rule? What personal qualities make a prince an effective ruler?
3. What are the types of principalities that existed? What is the best type of principality and why?

Part II – What are Machiavelli's views on:

4. Realism v. Idealism: Which one is more important for a prince to use when making decisions and why?
5. The importance of learning from history. What is an example he provides of one good ruler and one bad ruler from the book and what did they do that made them “good” or “bad”?

Part III – Machiavelli on virtue, religion and Italy:

6. Can and should rulers use religion or religious values in governing and decision making? What is virtue and is it needed for a ruler to make decisions?
7. What does Machiavelli want to happen to Italy?

Suggestion: Make a concerted effort to read and interpret the book without the assistance of outside sources or talking to other people about it. We will have a seminar to debate and discuss Machiavelli's views and ideas. You should have a better understanding of *The Prince* after that. Do your best to think about the text critically.

