
Syllabus for Advanced Placement European History



S. Rosenberg

Room 41

esore@esore.org

Ext. 22361

CLASS OVERVIEW

This course will be unlike any history class you have ever had. It will require lots of work on your part and a commitment to the class. In return, you will learn not only a lot of information, but more importantly, you will improve your ability to think, read, reason, analyze, and write—skills that transfer to any job or career you might imagine. But remember, you must be committed to doing all the work, coming to class on time, and adhering to all the requirements. If you do these things you will get a good grade. Of infinitely more importance, however, you will learn and you will enjoy yourself more than you ever thought possible in a history class.

The Course, Objectives, Teaching of the Material, Assessment

This class examines European history from the Renaissance to the Modern Era. It will look at the intellectual, cultural, political, diplomatic, social, and economic history of the period. I will discuss any number of people, events, and dates, but the emphasis will be decidedly on ideas, processes, and developments.

The year will be broken up into three main parts. The first is a survey of European history that will cover chapters 13 to 31 of John P. McKay's textbook A History of Western Society Since 1300—8th Edition (henceforth to be called "McKay"). After a short unit on class skills, study, and memorization techniques, we'll jump right into the material. It will go from September until early March.

The second part of the class focuses on review. It is designed to help you review themes, people, and events between 1450 and the present in preparation for the AP exam. We'll be focusing on the cultural forces that have shaped European history, the major historical eras, and the major political, social, intellectual, and economic forces. Selected readings from R.R. Palmer's textbook A History of the Modern World will be assigned. The second part of the class will go until early May, when you take the AP exam.

The third part of the class is a European history themed project. These projects have varied throughout the years. We've done historical film analysis, book reviews, counter-factuals, and document based question creation.

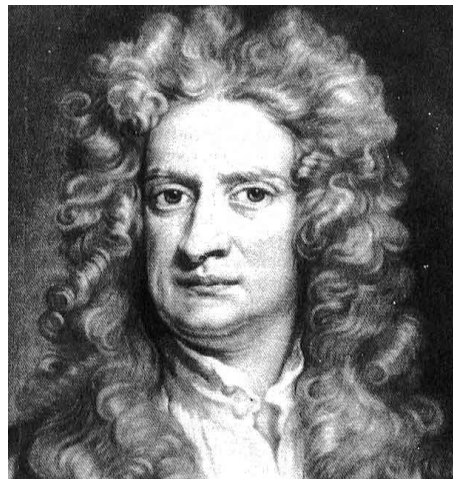
The goals and objectives to this class are straightforward:

Goals

1. History is evolutionary. To understand that process, we need to analyze both continuity and change.
2. Developing critical thinking skills is fundamental to understanding history.
3. The discipline of history requires reading, writing, and thinking skills, including analysis and synthesis.

Objectives

1. To give you a conceptual knowledge of history
2. To enable you to organize factual material independently in order to allow class time for higher-level skills
3. To guide you in studying history and drawing conclusions about it
4. To practice skills enabling you to communicate their ideas clearly to others
5. To understand the evolution of the contemporary world



The AP Exam

One of the major goals of this class is to prepare you for the AP European History exam, which will be given at noon on Friday, May 11th. It lasts for three hours, 5 minutes and consists of 80 multiple-choice questions, a document-based question essay (DBQ), and two free-response questions (FRQ). You will receive a grade between 5 (extremely well-qualified) to 1 (no qualified) in mid-July. My class averaged a score of 3.8 last year, which is extraordinarily good considering the difficulty of the material and the fact that most students taking it are sophomores (almost all seniors who have taken this class have gotten a “5”).

I will be helping your prepare for the test by spending time teaching you how to prepare for and write the FRQ and DBQ.

Techniques and Teaching Strategies

Class study in McKay will begin with a formal lecture lasting from one to two class sessions. A PowerPoint presentation will accompany the lecture, only as a way to convey important visual information. I rarely incorporate bullet points in my PowerPoints. I expect you to listen carefully and take note on these lectures and to ask me questions about anything you do not understand or need to have clarified. After each note taking session you must prepare the notes for formal submission on the day of the test. You will have to edit and supplement your notes in the manner that I will be showing you in the next few days.

If possible, preview and then read the chapter BEFORE I formally lecture on it so that you can make sense of what I talk about. My lectures do not simply repeat the textbook. Instead, they are intended to supplement the reading material. Only by doing the reading ahead of time and then integrating the lecture material with you, can you gain a good understanding of the topics being presented.

You will be given at least one supplementary activity per McKay chapter to work on. These lessons are designed to help you review the themes, people, and events from the chapter. Some lessons focus on specific topics and time frames. Other lessons focus on the skills needed to be successful in the examination. There are exercises that stress writing and critical thinking. There are lessons that contain activities to be completed by you individually or in groups.

You will assigned three readings per McKay chapter. Each reading is approximately 10 to 13 pages, depending upon the content. You are not responsible for the *Individuals in Society* or the *Listening to the Past* sections during the survey, although it is highly recommended that you read them. As you read, take notes as you would a lecture. While you can find a great deal of supplementary materials, including chapter outlines online to study from, there is nothing that substitutes for tackling the textbook. I highly recommend collaborative study and the creation and sharing of flashcards and practice quiz, test, and essay questions.

In my years of teaching AP European history, I have discovered that good intentions are just that, intentions, and that many students did not do the assigned reading. Instead, they crammed the night before the test, forgetting almost everything they learned the moment they walked out of the classroom. I incorporated quizzes based on the night's reading to force my students to read and study the material conscientiously. An assigned quiz begins at the start of the class period and consists of ten oral questions that have been taken directly from the reading. As I give each question, you are to write down the answer. There is only one possible answer, although there might be variations on it. I will repeat each question twice, and then a final time. The quiz ends with a bonus question, which is designed to be much harder than the other questions.

You get a straightforward grade for your quizzes. At the end of the grading period, 25% of your lowest scored quizzes are dropped. However, the bonus points you earned, even for the dropped quizzes, are never lost and are incorporated into your grade at the end of the grading period. Some students find themselves with a boost of a letter grade!

There will be a review of the chapter material the day before the test. I post the questions and terms beforehand. It is your responsibility to prepare for discussion before it begins. Work together by posing questions and follow-ups with one another. I will be taking participation points for every sincere attempt at an answer, so you don't have to be right every time. In fact, there are often no "right" answers to my questions. My goal here is to help you think critically and prepare you for higher level work, where the fun really is! I don't have much patience for people who are underprepared. I don't have much patience for students who waste time during a review either. I tend to go on tangents once in a while and expect YOU to herd me back when that happens (you don't gain much if you let me ramble on, no matter how much fun or how interesting it is). I will work hard to make sure that each and everyone one of you is included in participation. If you're shy or feel that you have nothing to say you won't do well here. No one will bite you, or laugh at you, or embarrass you. A sincere attempt at answering my questions is all that I ask for.

Discussion points are totaled and an average is derived from them. The average is denoted as a "B" for bookkeeping. If you have more points than the average you can even go beyond an "A" in participation. Conversely, if you have just one point or none at all, you are in the "D" and "F" range. Discussion points are cumulative.

Tests are given every five to seven class days. They consist of twenty multiple-choice, twenty matching, and ten chronological order questions based on the reading, lectures, and activities. Tests are timed at 45 minutes. They will be graded that evening and returned the next session. You will get about 15 minutes of class time to check your answers to make sure that I didn't make a mistake grading. You can't take your tests home, of course, but they will be kept on file for you or your parents to review at any convenient time.

There will be an additional cumulative test given a few days before the 2nd and 3rd quarter comp. This is included in order to keep you reviewing the material you've already studied so as to keep you on top of your game for May exam.

There will also be occasional essay and map tests. All tests are announced at least a week ahead of time.

I will post a detailed description of the week's work, due dates, and expectations at my student web site www.rosenworld.org. There you will find not only the schedule, but links to handouts,

supplementary materials, and other websites. You are obliged to check this site at least once a day. It is updated at least once-a-week, at latest on the Sunday before the new week.

Quarter comps are treated very seriously in this class and are a considerable percentage of your grade. Each comp is divided into two sections of equal worth. The first is a multiple-choice test consisting of 80 questions. You will be given 55 minutes to do it, which is the same amount of time given for the regular AP Exam. The second part consists of two formal essay questions or a single DBQ (usually the 3rd comp). The 4th quarter comp is a full AP styled test covering everything for the year.

I will also email you with any changes in the class schedule or other issues pertaining to the class. It is very important that you check your email in the evening or morning for the latest posts. It's also very important that you keep me up to date on your current email address. In the past I have had students who refused to give me their email under the false assumption that ignorance of an assignment is somehow allowable. It isn't. I'm assuming that all of you have daily access to a computer and the Internet. If I am mistaken you must let me know about this as soon as possible. I will make sure that you have copies of all material.



Grades

Know this—I do not grade based on effort or potential; I grade on performance only. In other words, I expect people to work hard and put forth effort. But you will not get points or extra consideration simply for completing and handing in an assignment. I grade only the performance I read on your papers. No one will get credit for simply handing in a paper. You must perform reasonably well on the assignment to get a passing grade. A failing grade on your work means that, while you may have turned in the paper, you failed to satisfactorily master the requirements and expectations I set for you.

Grades are based on cold, straight percentages.

- Chapter tests 30%
- Quizzes 10%
- Lecture notes 10%
- Discussion / participation 10%
- Activities / 4th Quarter Project 10%
- Comps 30%

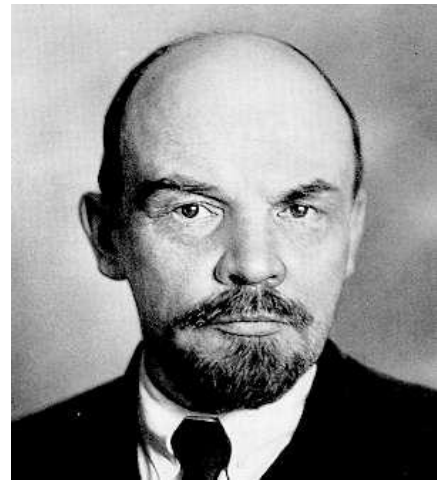
Semester grades are cumulative. Quarter grades are NOT averaged in with one another.

There is no extra credit in AP European History; don't even bother to ask. Final grades will NOT be adjusted up or down based on the AP score since the College Board tests are given independently from this class and your teacher has no control over its content.

read to form your own conclusions. In other words, you will be doing all the things that professional historians do all the time.

But what exactly is it that historians do? Mostly, they love to argue, to debate, to disagree with other historians. Historians love a good fight. I don't mean fistfights, I mean they love to argue with each other over their different interpretations of the past. They love to disagree. History, in short, is about interpretation. Historians do just what you will be doing this school year—read documents, letters, and essays and try to figure out what they mean. Because no two historians read and interpret the evidence of the past in the same way, no two historians have the same views of, say, what caused the Thirty Years' War or whether Napoleon was a hero or a villain. And these different interpretations, pitted against each other, lead to the arguments that historians have with each other about the past.

In short, historians exist in a culture of argument. This year, you will live in the culture of argument, too. You will learn to identify conflicting arguments in the writings of other historians. Better still, you will be developing a series of arguments of your own based on your readings of the evidence. And you will be arguing with me and your classmates as well as the historians who wrote the books we use. You will learn to begin sentences and paragraphs with the phrases of the argument culture: "I think," "I assert," "My view is," "My contention is - _____."



The "So What?" Question; or "WGAD"

The first question we should all ask of any book (McKay and Palmer especially) or chapter or essay or article we read is "so what?" Another, less delicate way to phrase it is WGAD—"Who gives a darn?" (okay, you know I mean a stronger word than "darn" here, but I'll be darned if I put such language in writing!) These are the first things we should ask of lectures—including and especially my lectures in this class. In fact, any student in this class may stop me and raise the "so what?" question. I won't be offended, unless you're only doing it to waste time rather than honestly learn. I will pause and briefly explain the significance of whatever it is I am talking about and its relationship to the larger themes of the day, the week, and the school year. You need to see the relationship of the material we are learning to the main themes of the course and if I can't explain it clearly, I can't very well expect you to know it.

Some Friendly Advice

This class will be fun (no, really, it will be). You will learn to think like an historian, asking questions, looking at things in new ways, considering evidence, debating interpretations, and, in short, you will become a critical thinker, a skill you will take with you throughout your life. It will be a school year filled with discovery, discussion, and interaction. This will be fun—I keep saying that—BUT it will also require a classroom setting which is orderly, disciplined, and

focused. To help us stay on track and to let you know what I expect of you as students I offer the following pieces of advice to which you are STRONGLY urged to pay close attention.

- It is impossible to do well in this class if you don't do the readings or rely on outlines supplied on web sites or by other students. The same is true of the lectures. The exams will be comprised a great deal of material from both, and knowing only one or the other is a sure way to fail. If for some reason, you fall behind in your reading, catch up quickly. If you miss a lecture, get the notes from a friend and check with me if you are unsure of anything. ***You and you alone are responsible for any lecture material as well as assignments made in class if you miss class.***
- Seating: I am pretty liberal when it comes to seating. By the start of the second week I'll have a seating chart base upon where you want to sit. I think you should have that right. I usually don't change seating once it's been finalized to the end of the year. However, if where you're sitting or whom you're sitting next to in anyway keeps me from teaching my class in the way I see fit, I will move you faster than you can say "Please Mr. Rosenberg, please don't move me!" If I feel it necessary to exile you to an isolated and forlorn place in the classroom, I will! You have the right to request a change of seating.
- About cheating. Whitney High School has a culture of cheating. You know it and I know it, so let's not pretend it doesn't exist. Anyone caught cheating or plagiarizing in any form and found guilty will not receive a grade for the assignment or test. You will be reported to the administration for further disciplinary action which may include detention, transfer from the class, or expulsion from Whitney High School depending on past infractions. I am not sympathetic to your plight, or that a mar on your academic record will screw up your chance to go to a dream university; I don't care if your parents come to school in tears—cheating is cheating, there are no two ways about it. How would you like to be operated on by a physician who cheated their way through medical school? Save yourself the fear, the agony, and the frustration. ***Don't do it.*** Feel free to report any suspected cheating, by the way. While I cannot accept an anonymous solicitation, your identity will be kept secret and confidential. Many of you are just as angry as I am at the cheaters who cheapen you hard-earned efforts. It's much more satisfying to take action than to sit back and let unethical people win. By the way, in the real world, there is no "code of silence" or "code of honor". That's a concept made up by cheaters to help them get away with even more cheating.
- Do not talk while I am talking in class. Do not talk while your classmates are speaking aloud in class. I expect mature courtesy from you. Appropriate questions, comments, etc. are more than welcome. Immature behavior takes away from the class and will not be tolerated for long. Politeness and common courtesy are very important here. No name calling, making fun of others, etc. will be tolerated.
- You must complete ALL assignments in this class. I do not accept late work except for legitimate absences.
- Bring fresh, clean sheets of paper, pens and sharpened pencils with erasers. You usually don't need to bring in the textbook to class unless specifically asked. Some students Xerox chapter pages and bring them to school.
- The class will begin and will be dismissed based on my watch or the wall clock (whichever is more correct in his eyes), not yours. There may be days where I will have to keep the class in an extra few minutes. Make sure that all papers, trash, etc. are thrown out as you leave.
- Using the restroom or going to your locker is a privilege. If you misuse this privilege (staying out a long time, going a few times in a month, etc.) you can lose it. Only one person out of the room at a time is permitted. The signal for using the restroom is raising your arms in the air and crossing them.
- You may borrow a pen or pencil before class begins from me so long as it doesn't become a bad habit and you return it once you're done.

- When you do bring your textbook to class, it must be covered. Check it for writing and marks at the start of the year so that when you return it at the end of the year you won't be blamed for it. Put your name in the book; you might be charged for losing it if someone steals your book and is using it. Any books which are left in the classroom by mistake can be found at the front board.
- Occasional tardies will not affect your grade at all. It is only chronic problems that will see effects. Be seated and ready for work when the room clock reads the starting time. You are tardy if the door to the class is shut and you're outside. You are tardy if, by my watch, the class has begun. If you come in tardy you must say something to me acknowledging it. If not, your noted absence will not be changed to a tardy and you'll have to go through all the pain to get it squared away.
- There will be times when you will be working together, when talking amongst yourselves will not only be allowed but encouraged. You must, however, come to a complete silence when I call the class for attention.
- I encourage collaborate work in my classes. Lecture notes should be shared and corrected before turning them in for credit. You should create study groups, share resources on-line, record lectures, etc. However, each of you is expected to pull his or her own weight. Share lecture notes by all means, but don't not take notes and expect your friends to do the work for you.
- In this era of loosened standards it is easy to forget that you are in a public school and that people around you might find certain language and images discussed as disturbing. English is a very expressive language and there is no need to use any curse words in class, even the most mild words. I will not tolerate inappropriate language or descriptions in his class from students. When you have fully mastered the English tongue and earned a Ph.D. from a major university you may curse all you want. You are warned, however, that certain video documentaries or films might contain language I would not allowed spoken by students in my class. Certain terms that are historically accurate for their time but not for ours might also be used. Please contact SiR beforehand if there is a problem with this.
- No writing on the board.
- I have a severe allergy to many sort of perfume. Grooming, application of make-up, perfume, hair spray, etc. is not allowed in this class. Continued violation of this room will be considered as defiant harassment and can lead to severe disciplinary action.
- No drinking or eating of food by students except on special occasions and only with permission.. No club selling is allowed except on special occasions. Eating and drinking in the class is allowed if you're over twenty-one years of age.
- I am going to take a chance this year and allow gum chewing, hard mints, etc. in class this year AS LONG AS THIS PRIVILEGE ISN'T ABUSED. That is to say, after the first instance of gum left on someone's desk, etc. the privilege will be suspended. Since I'm allowing you to chew gum there is no need to hide it and definitely no need to hide it as you toss it away. Just cover it up in paper like a civilized person and toss it out.
- No electronic devices at all may be used during a test or quiz. Any inappropriate electronic device used during a test will result in a "zero" and you will be referred for cheating (see above). You may listen to ipods during class only during designated study or work time, and only if it does not interfere with your work.
- No late work is permitted in the class except for a legitimate absence. The student will have as many days as they were absent (up to five) to turn in their work without penalty. Late work must be turned in directly to me.

- If I'm not on campus when late work is due, you must get it time stamped at the front office and have it deposited into my mailbox. No other arrangement is acceptable.
- If you are tardy and material already has been turned in, I will accept it on a case-by-case basis. Legitimate tardies (such as visiting with a counselor) are usually no problems.
- "Lame" excuses for missing work will not be tolerated ("The dog ate my homework" sort of thing.). Computer problems are being blamed now for a lot of problems ("My hard drive crashed", "my printer didn't work" etc.) Always make backup copies of your disks. Always make hard copies, even of unfinished work—just in case. I don't care how sad your story is, or how your grade depends on getting the work in on time, etc. I will just look at you and will say "darn". That's about as much sympathy as you'll get.
- Cell phones, ipads, ipods, personal computers, etc. are to be put away and not be used during class time. If a cell phone goes off in class, simply turn it off and leave it be. Chronic problems will result in confiscation of your electronic device.
- You are permitted to tape lectures, if you'd like, so long as you don't distribute them for money or put them on-line without my permission. Most people put their recording devices on the podium before the talk begins.
- No electronic devices at all may be used during a test or quiz. Any inappropriate electronic device used during a test will result in a "zero" and you will be referred for cheating (see above) Electronic devices used during study or review periods must be put away on request.
- All tests and quizzes are assigned in advanced, except for very rare pop quizzes. They are subject to cancellation or change of date. To help cut down on cheating during tests and quizzes we move into "Test Mode" where no nonsense is tolerated. You cannot talk or communicate with anyone except for me until EVERYONE has finished. There is no looking through your books or notes to make sure you were correct, etc. Failure to adhere to the "test mode" will result in quick action, including loss of some or all of your test grade with no argument.
- If you miss a test you must talk to me on the day you come back to schedule a written and much more difficult make-up test. **IT IS YOUR RESPONSIBILITY TO ARRANGE A MAKE-UP TEST.**
- Quizzes CANNOT be made up. One quarter of your quizzes are normally dropped.
- Whenever I am absent I try to give all classes a "heads up" by emailing you as soon as I can about it. Please work with the substitute and allow him or her to do the job I've assigned. Don't manipulate them into tangents to keep from doing the work assigned.
- I keep an email list for all classes. If your email changes during the year, please let me know by email as soon as you can. Please check your email at least once a day in the late evening, as I might update some information to you.
- I have a web site that I update weekly at www.rosenworld.org. It is of utmost importance that you check it at least every Sunday evening for a full and detailed schedule of work for the upcoming week. The site includes worksheets, handouts, study guide, forms, links, and videos that you can download and watch at your convenience. But you must use it. If you don't you are missing an important part of the class. If you don't have easy access to the Internet, please contact me and I will make sure that you get the material you need for each class and lesson.
- You can contact me in person in the mornings from 7:30 to 7:50 for information or quick clarifications. An appointment needs to be made for any other time, in advance. You or parents can contact me by telephone at 562-926-5566 x22361, or by email at esore@esore.org. Note, however, that because of my aggressive spam filtering, not all

emails get through. Always make sure you have a specific subject line, and identify yourself completely, including that class and period you take the class. Write clearly and in complete sentences. I will get to you as soon as he can. I will not see any parents without an appointment.

- I reserve the right to make any changes or additions to the syllabus and assignments as I see fit during the year.
- Finally, if you have any questions about anything during the school year, ASK ME. If you are uncertain whether you should talk to me about something, it is probably better to be safe and ask. If something comes up during the school year that may affect your class performance, you should tell me immediately. I am ALWAYS willing to help you and it is far better to ask me than to be in the dark. So, if you're confused or have a question—stop by, call, leave a message, or email me. I want to help you.

TEXTBOOKS & SUPPLEMENTS:

McKay, John P. A History of Western Society Since 1300—Eighth Edition. Houghton Mifflin, Boston, 2006. *This textbook will be used for the survey section of the class.* This is one of the standard textbooks in AP used throughout the country. It is very strong on social and cultural history, but not as strong on political and social issues. It is very accessible and many on-line resources are available for it. Make use of the excellent maps and illustrations within. McKay has a special place in my heart because it was the textbook that I used back when I was first in college. Of course, that was many years ago. The McKay text was only about ten pages long then.

R.R. Palmer. A History of the Modern World—Tenth Edition, Alfred A. Knopf, New York, 2007. *This textbook will be used for the review section of the class.* This is the “dreaded” textbook that for many years has been the main text used in this class. Students were obligated to read it cover to cover. Like the McKay text, the Palmer text is another great standard AP textbook. It is incredibly strong when it covers the political and economic history of Europe, but is terribly anemic when it comes to social history. An excellent book, it still is daunting. You will be assigned this textbook later in the year and will be assigned selected readings from it.

You are also advised to make use for the following supplementary materials:

Beck, Roger B. Modern World History McDougal Littell, 2000. Surprise! It's your 9th grade textbook! Well, an earlier edition of your 9th grade textbook (I helped write it—you can see my name in the acknowledgment page). This book will be given out to you because it's an excellent way to get a quick overview of the material you will be studying. It is also a great resource for review. However, by the time the year is done you'll see for yourself how incomplete it was!

Viault, Birdsall. Modern European History McGraw-Hill, 1990. This is a very fine outline of European history, divided up into major chapters. Use it as a preview of material that is going to be covered in class, and as your main review text when you come close to the May test.

Any good AP European History Prep book. For example:

- Elder, James A. How to Prepare for the AP European History Exam, Barrons, 2011.
- Kreiger, Larry. AP European History, Research and Education Association (REA), 2011.
- Brautigam, Jeffrey. 5 Steps to a 5 AP European History, McGraw Hill, 2011.

There are many, many more such books with happy and thoughtful students on the covers seemingly without a care in the world. That can be you, but only if you buy and USE these books. I cannot recommend one over the other because they offer different things to different people. The most popular of the prep books seems to be the REA book because of its long study guide and five sample exams. I feel that the Barron's text gives you the best for your money about strategies. But don't buy these books and let them sit and gather dust until March.

PBS and the different History Channels on cable offer documentaries that sometimes have to do with European history. Nowadays, however, they seem to play nothing but World War II battle films and biblical or space monster specials. I have an extensive library of documentaries that I will offer on line for a limited time to download and watch.

There are also some very good video series that you can access for free over the Internet are excellent introductions to many of the ideas, themes, and concepts that are covered in the reading in more detail. Here are three that are very helpful.

- The Western Tradition. <http://www.learner.org/resources/series58.html>
- Art of the Western World. <http://www.learner.org/resources/series1.html>
- Bridging World History. <http://www.learner.org/resources/series1.html>



SCHEDULE AND THEMES:

	Themes	Reading
1 st Quarter	<i>Renaissance to the 18th Century</i>	McKay test, chapters 13 to 20
2 nd Quarter	<i>The Life of the People to the First World War</i>	McKay text, chapters 21 to 27
3 rd Quarter	<i>Between the Wars to Today Review and AP Test Preparation</i>	McKay text, chapters 28 to 31 Palmer text, selected readings
4 th Quarter	<i>Review and AP Test Preparation Supplementary Unit</i>	Palmer text, selected readings

Topic Outline

1. Intellectual and Cultural History

- Changes in religious thought and institutions
- Secularization of learning and culture.
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments and their relationship to social values and political events
- Development in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism, Rosenbergism (just kidding)
- Developments in literacy, education, and communication
- The diffusion of new intellectual concepts among different social groups
- Changes in elite and popular culture, such as the development of new

attitudes toward religion, the family, work, and ritual.

2. Political and Diplomatic History

- The rise and functioning of the modern state in its various forms
- Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
- The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics
- The extension and limitations of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions

3. Social and Economic History

- The character of and changes in agricultural production and organization
- The role of urbanization in transforming cultural values and social relationships
- The shift in social structures from hierarchical orders to modern social classes; the changing distribution of wealth and poverty
- The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
- The development of commercial practices, patterns of mass production

- Impact of global expansion on European culture.

- The growth and changing forms of nationalism
- Forms of political protest, reform, and revolution
- Relationship between domestic and foreign policies
- Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
- War and civil conflict: origins, developments, technology, and their consequences

and consumption, and their economic and social impact

- Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
- The origins, development, and consequences of industrialization
- Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
- Gender roles and their influence on work, social structure, family structure, and interest group formation
- The growth of competition and interdependence in national and world markets
- Private and state roles in economic activity

