

Advanced Placement European History, 2026-27
Marist High School
Jon Nuxoll, instructor. E-mail: jonnuxoll@usa.net or jnuxoll@marisths.org.

About the course: AP European history is a year-long intensive survey of European history from 1450 to the present, with college credit possible for students who pass the AP exam (May, 2027). College credit is also possible through Lane Community College as HST 102 and 103 (6 credits). Text is *A History of Western Society Since 1300* (14th edition). Through the year there will be assigned readings, especially of historical documents and historical interpretations, and writing assignments.

Marist 2026 Summer History Camp!!!

Texts:

Irmgard A. Hunt, *On Hitler's Mountain: Overcoming the Legacy of a Nazi Childhood*. Print or electronic.
Shirley Jackson, "The Lottery," *The New Yorker*, June 18, 1948 (available from me or on Schoology) (fiction)
George Orwell, *Animal Farm*. Print or electronic.
John McKay, et al, *A History of Western Society Since 1300*. 14th edition (print only).

Summer work: There are two summer assignments:

(1) In an essay of 800 to 1,200 words (due September 1), address this topic:

How and why were many people convinced to follow (false) beliefs in:

- A) Naziism, as reflected in *On Hitler's Mountain* (required summer reading)
- B) Stalinist communism, as reflected in *Animal Farm* (required summer reading)
- C) A topic of your choice (choose one) (fictional but believed by many people):
 - i) anti-Catholicism in Titus Oates's "Popish Plot" (1670s-80s England)
 - ii) anti-Semitism in *Protocols of the Elders of Zion* (Russian pamphlet, 1890s)
 - iii) witchcraft in *Hammer of Witches (Malleus Maleficarum)* (witchcraft handbook, 1580s)
- D) Peer pressure, "The Lottery," by Shirley Jackson (fictional short story, *The New Yorker*, 1948)

It may be helpful to read Chapter 27 in your text for background on Stalinist communism and Nazi Germany, though essays are to focus on *Animal Farm* and *On Hitler's Mountain*. You will need to do minimal research for your optional topic (part C) and cite source(s). Wikipedia is not acceptable; Gale Databases on the Marist website (**password: oslis**) is helpful but you may use a different source. A PDF of "The Lottery" is available on the Marist website, including Schoology for this class over the summer.

Draft and edit your essay in Google Docs. Create your document by Wednesday, June 10 (5 points).

Name the document: "(Your name) APEU Summer History Camp 2026." Name me an editor (jnuxoll@marisths.org). A **hard copy** of your final document is due **Tuesday, September 1 (picture day)**. You will be graded on your hard copy but I will also check your Google Doc for revisions and edits.

Essays should be double-spaced, with a clear introduction (including a thesis statement). Grammar and spelling count. Also, remember that when referring to books, titles should be underlined or *italicized*. This same rule holds true when referring to newspapers, ships and trains, as in the following examples:

- *That was a fine piece of reporting in last week's *Lake Chelan Mirror*, don't you think?
- *I shall sail to England aboard the *Lusitania* and return on the *Titanic*.
- *Only a fool would travel on the *Empire Builder* when he could take the *North Coast Limited*.

(2) In *A History of Western Society*, read Chapter 11, "Later Middle Ages," and answer study questions (available from me and on Schoology) (HANDWRITTEN RESPONSES ONLY). These will be due on the second day of class, September 3.

ESSAY GUIDELINES

A. ORGANIZATION AND STRUCTURE

1. Opening and closing paragraphs: Does the opening paragraph introduce your entire topic? Does the closing paragraph conclude your essay by tying its main points together?
2. Development of topic:
 - a. Are general statements supported with examples?
 - b. Do paragraphs contain a topic sentence?
 - c. Effective transitions between paragraphs?

B. ACCURACY

Have you reviewed the main points? Is your information accurate and complete?

C. CLARITY

Could someone not familiar with your topic understand your essay? Are unfamiliar terms and events clearly explained?

D. MECHANICS

Consistent use of verb tense? Use of formal language (avoid contractions, slang, informal language)? **Use of third person** (“he,” “she,” “it,” “they”), **NOT first (“I,” “we”) or second (“you”) person**? Are block quotes (of four or more lines) indented and single-spaced? Are references appropriately cited (MLA format)?

E. SPELLING, GRAMMAR AND PUNCTUATION

Correct spelling, grammar and punctuation? Are names of books (as well as newspapers, ships and trains) underlined or *italicized*?

F. GUIDELINES FOR HISTORICAL WRITING

Do not use nicknames, whether of your own or others’ creation (it’s “de Gaulle,” not “Chuckie”). Use Roman, not Arabic, numerals in referring to royalty (it’s “Louis XIV,” not “Louis the 14th”). Use first and last names on first reference; use only the last name on subsequent references.

BINGE WATCHING!

If you want to do some “binge watching” of a historical TV series (or two), these are a couple of my favorites These are on YouTube and probably many other places.

- ***Roots***. Story of an American family from enslavement in Africa through the Civil War, based on Alex Haley story of his family. Phenomenally popular when this aired in the 1970s and sparked many Americans’ interest in genealogy. *Roots: The Next Generation* continues Haley’s family’s history after the Civil War.
- ***Winds of War* and *War and Remembrance***. Miniseries on World War II. Centers around a fictional American naval officer (Pug Henry, played by Robert Mitchum) who manages to be everywhere (and if he isn’t, his family is) and meets every major figure (with one unfortunate exception) before and during World War II). Based on Herman Wouk’s (highly accurate) historical fiction books of the same name.
- ***I’ll Fly Away***. Set in a small southern town in the 1950s, focusing on a white family with two high school students and the family’s black maid—all people of good will—as the civil-rights movement impacts their community (e.g. integrated sports) and their lives. Two-season TV series, created in the early 1990s.

Name _____
AP European History/Mr. Nuxoll
Chapter 11 Reading Questions (14th ed.): The Later Middle Ages

These questions are due at the start of class, first day of school. Hard copies and handwritten answers only! You may answer on this sheet or on separate paper. If you use separate paper, staple this sheet to your answer or write out the question you are answering (so you can refer back to it later for review.)

1. How did climate change shape the Middle Ages economically and socially?
2. Why do some modern doctors and historians think the bubonic plague of the 14th century might in fact have been a different disease, such as the Ebola virus?
3. Using the map on p. 298, explain how and where the plague spread in the mid-14th century.
4. What did medieval Europeans believe caused the plague? What profession suffered the highest mortality rates?
5. How did the plague impact agriculture? Economy? Religious practices?
6. What was the salic law? How did it relate to the beginning of the Hundred Years' War?
7. Why did some French nobles support English claims to the French throne? Why did some Scottish nobles support the French crown? How did the war have an economic impact outside England and France?
8. How did the Hundred Years' War strengthen the English Parliament? Why did a similar representative assembly fail to develop in France?

9. What was the Babylonian Captivity of the **14th century**? The Great Schism?

10. What did conciliarists believe about church authority?

11. Describe two forms of piety “somewhat separate from the authority of priests and bishops” developed among medieval Christians.

12. What inspired the Jacquerie of 1358? The English Peasants’ Revolt of 1381? What resulted from these?

13. How did economic crises influence women preparing to marry? What restrictions on marriage did some men encounter?

14. What was “fur-collar crime”?

15. What was “legal dualism” in many parts of medieval Europe?

16. What was the Statute of Kilkenny?

17. What is “vernacular”? Explain two ways the vernacular developed in Europe.