

Advanced Placement European History

Syllabus

Course

AP European History 17-18 1 credit Mountain Pointe High School
Section: SS460A/B Room C-205

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Course Overview

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

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 principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

This course includes history both as content and as methodology. Emphasis is placed on students developing intellectual and academic skills, including (a) effective analysis of such primary sources as documents, maps, statistics, and pictorial and graphic evidence; (b) effective note-taking; (c) clear and precise written expression; and (d) the ability to weigh evidence and reach conclusions on the basis of fact.

Advanced Placement Themes

The AP European History course is structured around six themes:

1. Interaction of Europe and the World
2. Poverty and Prosperity
3. Objective Knowledge and Subjective Vision
4. States and Other Institutions of Power
5. Individual and Society
6. National and European Identity

The course is divided into four chronological periods:

1. c. 1405 to c. 1648
2. c. 1648 to c. 1815
3. c. 1815 to c. 1914
4. c. 1914 to the Present

In AP European History, you'll develop the AP history disciplinary practices and reasoning skills:

Practice 1: Analyzing historical evidence

Practice 2: Argument development

Skill 1: Contextualization

Skill 2: Comparison

Skill 3: Causation

Skill 4: Continuity and change over time

The AP European History course:

Is structured around the investigation of six course themes and 19 key concepts in four different chronological periods, from approximately 1450 to the present. Allows you to spend more time learning essential concepts and developing the disciplinary practices and reasoning skills necessary to explore European history by focusing on a limited number of key concepts. (These are the same practices and skills students develop in AP U.S. History and AP World History.) Relieves the pressure to learn all possible events and details of European history at a superficial level. Prepares you for the rigors of advanced college-level work in history.

Course Materials

The following materials are **required** in class each day: textbook, composition notebook, pen or pencil. No pass will be issued to obtain these.

It is recommended that students use composition notebooks for lectures and chapter outlines. A separate book for each activity is desired. The two books will be collected periodically and checked for understanding.

Student Evaluation

The semester grade will be composed of the total amount of points earned in the semester. The points will come from exams, essays, projects, participation and other items not listed here. The grading scale will be as follows:

A = 90 - 100% of possible points

B = 80 - 89% of possible points

C = 70 - 79% of possible points

D = 60 - 69% of possible points

F = anything below 60% of possible points

Advanced Placement European History Syllabus

Advanced Placement Exam

The tentative date for the AP European History Exam is **May 18, 2018**. The AP European History Exam is 3 hours and 15 minutes in length. It consists of two sections, four parts.

Section I: Part A Multiple Choice | 55 Questions | 55 minutes | 40% of Exam Score
Questions appear in sets of 2 to 5. You will analyze historical texts, interpretations, and evidence. Primary and secondary sources, images, graphs, and maps are included.

Section I: Part B Short Answer | 3 Questions | 40 minutes | 20% of Exam Score
Analyze historians' interpretations, historical sources, and propositions about history. Questions provide opportunities for you to demonstrate what you know best. Some questions include texts, images, graphs, or maps. You'll have a choice between two options for the final required short-answer question, each one focusing on a different time period.

Question 1 (required): 1600-2001

Question 2 (required): 1600-2001

Choose between Question 3, periods 1-2, and Question 4, periods 3-4

Section II: Part A Document Based | 1 Question | 60 minutes (includes a 15-minute reading period) | 25% of Exam Score

Assess written, quantitative, or visual materials as historical evidence. Develop an argument supported by an analysis of historical evidence. The document-based question will focus on topics from 1600-2001.

Section II: Part B Long Essay | 1 Question | 40 minutes | 15% of Exam Score

Explain and analyze significant issues in European history. Develop an argument supported by an analysis of historical evidence. You'll select from one of three essay choices, each focusing on the same theme and skill but different time periods:

Option 1: period 1

Option 2: periods 2-3

Option 3: periods 3-4

Readings

In this course, we will use a textbook and a collection of readings, supplemented frequently with additional materials from readers and online sources. All reading material is linked through the instructor's web site. Timely reading is critical both for achievement as an individual student in this class, and for the success of the course as a whole. The reading load in this course is reasonable—on average, assignments will run less than twenty pages per class session. As a result, students are strongly expected to come to class having read the material carefully, thought about it, and prepared to discuss it in class. Failure to do so will result in lessened comprehension of class lectures, poorer exam performance, and a lower participation grade. Conversely, dutiful attention to the reading will greatly enhance the intellectual experience of the course for the individual student, and enable him or her to contribute meaningfully to the class as a whole.

Essays

Students will write essays in this course, they will primarily be selected from the AP European History Exams given since 1999. Essays may also be selected from the course textbook and DBQ's may be taken from other AP Exams, such as the AP World History Exam, when those questions pertain to the subjects covered in the European History course.

Assessment Procedures

A variety of exams will be used and may include multiple-choice, identification, short answer, essay outlines, and essays. Exams may be oral or written, and may require the use of a computer. Exams will be based on chapter readings, documents, and discussions. Additional exams may include vocabulary, geography, reading comprehension, as well as other assignments. Although most exams will be based solely on a specific assignment, cumulative exams may be given.

Advanced Placement European History

Syllabus

Attendance and Sweep

Excessive absences in this course will have a negative impact on your grade, as you are responsible for any material or work missed. You are allowed 11 absences (both excused and unexcused). You can be dropped on the 11th absence. You will be swept if not in class by the last bell. Returning to your locker to gather materials for class still counts as a sweep if not in class before the last bell. If you are tardy, you will report to sweep.

Assignments

All assignments are due on the date posted. There will be no late work accepted. Assignments more than one day late will not be accepted. All work handed in must have your first and last name, date and class period. Assignments must be typed, neat and organized, complete with good penmanship, spelling and grammar.

Academic Achievement

Every student wants to do well and it is expected that each student will achieve at and beyond their ability. There may come a point during the semester that the student is not meeting their expectations or those of the class. When that occasion arises, the student needs to be proactive. First, check the class website for information on grades and assignments. Next, contact the instructor and determine the best path for achievement. The instructor is there to help the student with academic achievement. This can take many forms, creating and maintaining study groups, meeting before or after school. The next step is to discuss the issues with the guidance department. They may have other achievement tools available to the student.

Academic Integrity

The MPHS Student Handbook provides definitions of what is expected of your work. If you are found to be in violation of this policy, then corrective steps will be taken.

Advanced Placement European History

Syllabus

Method of Instruction

Structured as a series of lectures, readings, and exercises, the course proceeds for the most part chronologically, seeking to analyze and explain interactions between and among historical structures, practices and provisions, societal interaction, legal doctrines, and major historical events and issues.

Instruction is conducted predominately by discussion and assignments. Students should note that the instructor uses the Socratic Method, eliciting information and conclusions by questioning students during course meetings. The aim of such instruction is to see how students clarify problems and questions, work at thinking about the issues, and create understandings and solutions for themselves. Thus, class meetings are not conducted as one-way information delivery sessions but rather as interactive occasions for students to explore and explain their understandings of problems, questions, issues, and materials. More than conveying information, the course is designed to challenge students' thinking and to channel the refinement of that thinking and its articulation.

The method of instruction requires students to do readings and other assignments in advance of class meetings so as to be prepared to participate in class. The instruction proceeds that students each week will spend three hours of preparation for each hour of instruction.

Honor

The students of Mr. Waddell are setting the standard for those who follow: We will not pass off another's work as our own, We will respect one another and our campus, We will take responsibility for our actions and accept the consequences. In short we will act with personal integrity because we choose to live a life of honor and success.

Course Disclaimers

The sequence of material and speed at which we cover material is dependent on the interests and abilities of each class. This class will provide reasonable accommodations for students who have special needs as documented by the Special Education department or Guidance Counselors.

Classroom Rules and Procedures

There are few classroom rules. You may do those things that promote your learning and the learning of others. As young adults, I expect you to act accordingly. This means:

- Be on time - that is something you can take care of.
- Be ready to participate - make eye contact and be fearless when it comes to your opinion or your turn to come forward.
- Work to your best potential.
- All rules and regulations listed in the MPHS Student Handbook will be followed.

Advanced Placement European History Syllabus

Bibliography

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Lualdi, K.J. (2009). *Sources of The Making of the West* (Third ed.). Boston, New York: Bedford St. Martins.

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Merriman, J. (2004). *A History of Modern Europe* (Second ed.). New York: Norton.

Reilly, K. (2009). *Worlds of History: A Comparative Reader* (Third ed.). Boston: Bedford St. Martins.

Rogers, K. (1979). *18th and 19th Century British Drama*. New York and Scarborough, Ontario: Meridian

Advanced Placement European History

Class Schedule and Assignments

The readings and assignments for the course are set out below. The readings can be challenging and it is, therefore, imperative to keep up with the readings. You will find the readings in your textbook and online in the appropriate units. The purpose of the readings and documents is to assist with the tasks needed to complete the course.

First Quarter

Primary and Secondary source readings including: Benedetto Dei, Pico della Mirandola, Vespasiano, Baldassare Castiglione, Desiderius, John Tetzels, Martin Luther, John Calvin, Giovanni Bernini, Council of Trent, Henry VIII, Peter the Great, James I, Bacon, Locke, Hobbes, Descartes. Appropriate maps, graphs, charts, and statistical materials.

Art

Slide shows and lectures on Italian Renaissance, Northern Renaissance

Class Discussions

Look at how various groups used the reformation to their advantage. Why would Luther condone the peasants?

Week 1: Introduction to class and website, and Black Death.

Reading, Kagan 290-297,

Week 2: Hundred Years War, Medieval Russia and Start of Renaissance.

Reading, Kagan 298-330,

Week 3: Renaissance, Northern Renaissance

Reading, Kagan 318-342.

Week 4: Northern Renaissance, Italy's Political Decline and Voyages of Discovery

Reading, Kagan, 331-350,

Essay-DBQ Practice

Week 5: Luther, Reformation and the English Reformation

Reading, Kagan 354-374,

Week 6: Counter-Reformation, Religious Wars and Thirty Years War

Reading, Kagan 374-415,

Exam #1

Week 7: Thirty Years War, Netherlands and Constitutional England

Reading, Kagan 407-427,

Essay-DBQ #1

Week 8: Absolute Monarchy and Ottoman Empire

Reading, Kagan 428-450,

Week 9: Scientific Revolution, Philosophy and Religious Faith

Reading, Kagan 452-478,

Advanced Placement European History

Class Schedule and Assignments

Second Quarter

Primary and Secondary source readings including: Young, de Gouges, Robespierre, Fouche, Burke, Sieyes, Wollstonecraft, Voltaire, Paine, Montesquieu, d'Holbach, Kant. Appropriate maps, graphs, charts, and statistical materials.

Art

Slide shows and lectures on Baroque, Neoclassicism, Romanticism

Class Discussions

Using the sources analyze what is a revolution. How does this term apply to agricultural, scientific and political. Discuss the differing views on what it means to be enlightened.

Week 10: New Science, Social Structures and Agricultural Revolution
Reading, Kagan 466-497,

Week 11: Industrial Revolution and Spanish Colonial Systems.
Reading, Kagan 497-523,
Essay-DBQ #2

Week 12: Slavery, American Revolution and Europe
Reading, Kagan 523-541,
Exam #2

Week 13: Columbian Exchange and The Philosophes
Reading, Kagan 544-558,

Week 14: Religion and Society, Political Thought and Enlightened Absolutism
Reading, Kagan 558-590,
Essay-FRQ Practice

Week 15: Crisis of Monarchy and Revolution of 1789
Reading, Kagan 592-608,

Week 16: End of Monarchy, Reign of Terror and Napoleon
Reading, Kagan 609-633
Essay-FRQ #1

Week 17: Napoleon and Empire and Europe's Response
Reading, Kagan 626-643,

Week 18: Romantic Movement
Reading, Kagan 643-654,
Exam #3

Advanced Placement European History

Class Schedule and Assignments

Third Quarter

Primary and Secondary source readings including: Metternich, Bentham, Sperber, Wiess, Marx, Engels, Bismarck, Baudelaire, Smith, Malthus, Syllabus of Errors, Mazzini, Flaubert, Shaw, Hochschild, Martelli. Appropriate maps, graphs, charts, and statistical materials.

Art

Slide shows and lectures on Romanticism, Realism, Impressionism, Cubism and others.

Class Discussions

Discuss the term nationalism and how various states applied the term. Is there one definition of nationalism?

Week 19: Nationalism, Liberalism and Conservatism

Reading, Kagan 656-673,

Week 20: Independence Movement

Reading, Kagan 656-686,

Essay-FRQ#2

Week 21: Social and Economic Issues

Reading, Kagan 688-697,

Week 22: 1848: Year of Revolutions

Reading, Kagan 710-722,

Week 23: Nation States

Reading, Kagan 730-758,

Essay-DBQ#3

Week 24: Society and Politics to WWI

Reading, Spodek 760-792,

Exam #1

Week 25: Modern Thought

Reading, Kagan, 794-824,

Week 26: Imperialism, Alliances and WWI

Reading, Kagan 826-868,

Essay-FRQ#3

Week 27: World War I

Reading, Kagan 843-868,

Advanced Placement European History

Class Schedule and Assignments

Fourth Quarter

Primary and Secondary source readings including: Lenin, Wilson, Stalin, Hitler, Treaty of Versailles, Marshall Plan, Sartre, de Beauvoir, Massie, Figes, Orwell, Fitzgerald, Churchill, Kennan, Lukacs. Appropriate maps, graphs, charts, and statistical materials.

Art

Slide shows and lectures on Propaganda from Wars, Modernism, Postmodernism

Class Discussions

Discuss the various viewpoints on the wars and see if any side was justified.

Week 28: Political Experiments

Reading, Kagan 876-904,

Week 29: Political Experiments, Europe and Great Depression

Reading, Spodek 893-916,

Week 30: Europe and Great Depression

Reading, Kagan 917-934,

Essay-DBQ#4

Exam #2

Week 31: World War II

Reading, Kagan 938-968,

Week 32: World War II and Cold War

Reading, Spodek 968-991,

Week 33: Cold War Era and the West in the 21st Century

Reading, Spodek 992-1034,

Essay-FRQ#4

Week 34: The West in the 21st Century

Reading, Kagan 1034-1050

Exam #3

Week 35: Review for AP Exam

Will spend the week reviewing for the AP Exam

Week 36: Review for the AP Exam and the AP Exam

The AP Exam will be on May 11, 2012 at 12:00 PM

Weeks 37 and 38: Personal Project

Students will be presenting their personal projects.