

Advanced Placement European History
Damonte Ranch High School
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“When the past no longer
illuminates the future, the
spirit walks in darkness.”

Alexis de Tocqueville

Course Description:

AP European History is a rigorous academic course that introduces students to the political (diplomatic), intellectual, cultural, religious, economic, social (class & gender issues), and artistic trends that not only shaped European events but also influenced the world from 1350 to the present. This class will prepare students for the demands of a college education by providing experience in college level reading, writing, and responsibility for learning. In addition to traditional lectures (notes) on important themes of history, students will be expected to participate in class through discussions of primary documents and events, debates of key issues. Students can expect to spend between four and six hours a week outside of class on coursework.

The volume of material involved in a survey course covering over 800 hundred years of history and an entire continent is immense, and therefore organization (notes) and the maintenance of a notebook (for all class materials) is essential. As part of the Advanced Placement program, ALL students will take the AP European History examination, which allows qualified candidates to receive college credit for the course.

AP Textbook:

Spielvogel, Jackson (2012). **Western Civilization Since 1300.** (8th ed.). Boston: Wadsworth Cengage Learning.

Supplemental Readings:

Kishlansky, Mark (Ed.) (2001). **Sources of the West: Readings in Western Civilization.** (4th ed.). New York: Addison, Wesley & Longman.

Wiesner, Merry (Ed.) (2000). **Discovering the Western Past: A look at the Evidence.** (4th ed.). Boston: Houghton Mifflin Co.

Caldwell, Amy (Ed.) (2011). **Sources of Western Society.** (2nd ed.). Boston: Bedford/St. Martin's.

Brophy, James (Ed.) (2005) **Perspectives from the Past: Primary Sources in Western Civilizations.** (3rd ed.). New York: W.W. Norton.

Strickand, Carol. (1992) **The Annotated Mona Lisa: A Crash Course in Art History from Pre-Historic to Post-Modern.** Kansas City: Andrew and McNeel.

Online Sources:

Modern History Sourcebook <http://fordham.edu/halsall/mod/modsbook.html>

Project Gutenberg <http://www.gutenberg.org/browse/authors/m>

Hanover Historical Project <http://www.history.hanover.edu/project.html>

JSTOR Scholarly Journals <http://www.jstor.org>

Web Gallery of Art <http://www.wga.hu/index1.html>

Discovery Education <http://www.discoveryeducation.com>

Khan Academy <http://www.kaanacademy.org>

***AP Exam Wednesday May 5, 2017**

Goals of the Course:

While studying AP European History, students will be able to:

- **Identify & Trace** intellectual, cultural, political, diplomatic, social, religious, and economic events.
- Evaluate **causes and effects** of critical turning point events in European.
- Identify patterns of **continuity and change** over time, as well as understand the **context** of events as they take place.
- Use historical data (primary & secondary) to support and **craft an argument or take a position** both verbally and in writing.
- Learn to effectively **interpret** events and then **synthesize** ones findings and historical connectedness.
- Analyze primary historical scholarship as seen in documentary material, maps, statistical tables and graphs, works of art, and literary materials.
- Have frequent practice in writing analytical and interpretative essays that include document based questions (DBQs) and thematic free response essays both long and short (LEQs & SEQ's). MC questions reasoning skills will also be used to further develop the student's skills.
- Work effectively as an individual and with others to produce presentations and or solve problems.
- Gain an appreciation for the European cultures and desire to embrace this new found passion by traveling.
- Prepare for and successfully pass the AP European History Exam.

Classroom Rules:

1. **Respect Everyone and Everything.** Show respect at all times. This means respecting other people, the classroom, yourself, and of course, me. To gain respect, you must show respect.
2. **Be Responsible.** Be an ACTIVE participant in your education. Complete all assignments and turn in your work on time.
3. **Come to Class prepared to Learn.** We learn from each other, so your participation is essential. Each day will begin with an opener to get us started. Remember, we start class and stop it when the bell rings.

*Failure to follow class rules and a positive sense of personal ethics, will lead to an escalation of consequences, in accordance with school policy (DRHS handbook page 3). The school does not tolerate bullying or the intolerance of other cultures, genders, and religious affiliations.

Grade Scale

A	=	94 - 100
A-	=	90 - 93
B	=	85 - 89
B-	=	80 - 84
C	=	75 - 79
C-	=	74 - 70
D	=	65 – 69 (let's not go here)
D-	=	60 - 64
F	=	59 and below

Determination of Grades (weighted total points)

Unit Exams: 25%

Writing (LEQ's & DBQ') 25%

Daily Classwork/Homework/Projects/Notes & Participation: 15%

Quizzes: 15%

Final Exam 20%

Grades can be checked on Infinite Campus

Grades and student's attendance will be posted online for students and parents to check. This is a wonderful tool to use to follow student progress. I will update this every Friday. However, an assignment turned in on Thursday or Friday may not yet be graded and imputed to the system. Large projects/papers will take an average of one week to grade. I encourage parents/students to email me with questions (and allow for a 24 hour response time). Email is the most efficient way to contact me here at the school. Periodic emails will be sent out to notify students and parents of upcoming events and essential information.

Participation grade

Again, participation is critical in the learning process. Know when to speak and when to listen. When my hand is the air—stop talking. When you want to respond to a point—raise your hand. Participation includes following class rules such as listening to the instructor and other students during lectures, discussions and presentations. This counts as 10% of your grade. Note: There is absolutely some overlap between the participation and citizenship grades.

Citizenship Grade

Grades will be based on classroom behavior, daily conduct (see below), and participation. Your grade will suffer for unexcused absences and tardiness. Any major referrals to the VP Office will result in a one- letter grade deduction.

Classroom Procedures:

Coming into Class

- I will greet you at the door. Please wait to say hello before entering.
- "Swallow your voices." Always come in silently and sit down.
- Take out your social studies materials. No other materials are allowed on your desk.
- After sitting down in your assigned seat, begin working on your Activator (a.k.a. Opener). You will be marked tardy if you are not working when class begins.
- Copy homework assignment into your planner.
- No mingling/loitering with friends or at the teacher's desk. All questions will be answered after class has begun.
- Have homework out and ready to be turned in.

Turning in any work: Please follow the correct guidelines when turning in work.

- First and last name
- Class/period
- Date
- Name of Assignment

Assignments/Homework/Tests

- Reading and Projects will be a majority of your homework. If you want to do well in the class you must keep up with the reading. Homework assignments will be due the following class period unless otherwise stated. Please do all of your homework in black or blue ink.

Late Work

- Late work will be accepted one class meeting past the due date for half credit. Student will be given extra credit opportunities during the semester. No late work will be accepted past each Unit Test.

Materials Needed

- Bring a folder with loose-leaf paper (notebook), pencil and/or pen, and DRHS planner. Your notebook needs to be separated by each unit that we cover and openers by dates. Notebook and openers will receive a grade at the end of each quarter. Each student has the responsibility of bringing the proper materials to class. This includes your textbook, unless specified by teacher).

Attendance

- Attendance is essential to your success as a student! Understand the 90% attendance policy (see DRHS handbook). Attendance is critical, especially in an AP class. Poor attendance can result in no course credit and a really bad AP Exam score.

Tardy Policy

- It is disruptive and unfair to your fellow students. See DRHS tardy Policy

Cheating, copying, and plagiarism

- Cheating will be taken very seriously. At a minimum, it will earn you an F for the assignment, a phone call to your parent or guardian, and a lowering of your citizenship grade.

Pass Policy

- No passes will be issued the first or last ten minutes of class. Do not even ask!
- In order to leave class, you must fill out a bathroom/locker pass, have your school id, and get teacher permission.
- You may not be outside of class for more than three minutes.

Attire

- No hats on in the classroom. See DRHS handbook for other clothing guidelines.

Unhealthy Food and Drinks

- Not allowed in the classroom. Water, trail mix, fruit snacks are fine.

Electronic Device

- No cell phones, MP-3 players, etc. are to be on/out at school. In accordance with district school policy, you will be required to turn it in to the teacher or if needed pick it up from the dean's office.

Dismissal from Class

- You will remain seated and working quietly until I dismiss you.
- You may NOT pack up your things before this time.
- Push in your chairs and clean up the area around you before leaving.

Consequences for your Behavior Choices:

Corrective Steps:

1. A verbal warning.
2. 1 on 1 meeting with student/teacher (let's talk about it) and a phone call home to parent/guardian (keeping your parents in the loop).
3. Varies (seat reassignment, after school detention, or a referral to Dean's Office (maybe they know something I don't).
4. Meeting with parent/student/VP (team building for success).

Curriculum Outline:

AP European History simultaneously:

Divides the material into four main sections (sub-sections within each), which we will tackle in two parts accordingly:

1450–1648 (1450–1556, 1556–1648)
1648–1815 (1648–1750, 1750–1815)
1815–1914 (1815–1871, 1871–1914)
1914–Present (1914–1945, 1945–Present)

Explores Five Major Themes:

Interaction of Europe and the World (INT)
Poverty and Prosperity (PP)
Objective Knowledge and Subjective Visions (OS)
States and Other Institutions of Power (SP)
Individual and Society (IS)

Develops nine historical thinking skills (within the four categories):

- 1. Chronological Reasoning**
 - a. Historical Causation (identifying short term and long term cause & effects)
 - b. Patterns of continuity and change over time (recognizing how continuity and change may be present within an era)
 - c. Periodization (recognizing various periods and relevant turning points)
- 2. Comparison and Contextualization**
 - a. Comparison (understanding the similarities and differences between different accounts and periods)
 - b. Contextualization (understanding the larger context of a document or individual's actions)
- 3. Crafting Historical Arguments from Historical Evidence**
 - a. Historical Argumentation (assembling various explanations of an event and constructing an argument based on historical evidence)
 - b. Appropriate Use of Evidence (evaluation of the evidence, point of view, biases, purpose, limitations, etc.)
- 4. Historical Interpretation and Synthesis**
 - a. Interpretation (Analyzing diverse historical interpretations of people and event over time)
 - b. Synthesis (creating an understanding, based on evidence, of an event and then giving insight to the past to other contexts and circumstances)

“Life must be lived forward,
but it can only be understood
backward.”

Soren Kierkegaard

UNIT CALENDAR

Assessments: Chapter Tests every two Chapters. Tests include essays, short answers, DBQ's and multiple choice questions. Vocabulary quizzes every week. Research paper: 8-page research paper or project with footnotes and bibliography will be due at the end of each semester.

1ST SEMESTER:

1st Time Frame 1450-1648

Unit 1 (1450-1556)

Crisis of the Later Middle Ages 1300's (Chp.11)

Recovery & Rebirth: The Renaissance (Chp.12)

Unit 2 (1556-1648)

Reformation & Age of Religious Wars (Chp. 13)

Age of Exploration: Europe and The World (Chp. 14)

2nd Time Frame 1648-1815

Unit 3 (1648-1750)

State building: Absolutism & Constitutionalism (Chp. 15)

Toward A New Heaven & Earth: The Scientific Revolution (Chp. 16)

The Enlightenment: Philosophy, Culture and Society, & Religion (Chp. 17)

Unit 4 (1750-1815)

Age of Revolution: European States, International Wars, & Social Change (Chp. 18)

The French Revolution & Napoleonic Era (Chp. 19)

Industrial Revolution and its Impact on Society (Chp. 20)

Semester Finals

2nd SEMESTER:

3rd Time Frame 1815-1914

Unit 5 (1815-1871) (a.k.a. Age of "isms")

Reaction, Revolution, & Romanticism (Chp. 21)

Age of Nationalism & Unification (Chp. 22)

Unit 6 (1871-1914)

Age of Progress: The Second Industrial Revolution (Chp. 23)

Age of Modernity, Anxiety, & Imperialism (Chp. 24)

Unit 7 (1914-1945)

World War I & Russian Revolution (Chp. 25)

The Search for Stability: Europe between the Wars (Chp. 26)

World War II (Chp. 27/ 1 week)

Unit 8 (1945-Present)

Cold War & A New Western World (Chp. 29)

Protest & Stagnation in the Western World (Chp. 29)

After the Fall: The West in the Global Age (Chp. 30)

APEH Exam Review (2 weeks)

AP Exam Wednesday May 5, 2017

Modern Cultural and Political Issues (2 weeks)

Semester Finals

AP European History

Dear Parents/Guardians,

Please read and review the class information handed out today for your student's history class and fill out the information below. I will need this by the end of the week. If you have any questions please feel free to make comments on this sheet or call Damonte High School between 7:30 am and 3:30 pm during the week.

Thanks,
Michael Kaplan

<u>Initials</u>	<u>I have read and understand the following...</u>
<hr/>	Social Studies Syllabus
<hr/>	Classroom Procedures
<hr/>	Materials Checklist

Student Name (please print)

Student Signature

Parent Name (please print)

Parent Signature

If there is any important information about your child that you would like for me to be aware, please write me a short note here.

*As the teacher of this class, I reserve the right to make any needed changes to the syllabus and items associated with the unit calendar.

