

AP European History Syllabus

Textbook

Kagan, Donald, Ozment, Steven, Turner, Frank M. The Western Heritage. 9th ed Prentice Hall, 2007.

The Prince. Nicccolo Machiavelli

Wiesner, Merry E., Ruff, Julius R., and Wheeler, William Bruce. Discovering the Western Past: A Look at the Evidence, Volume II: Since 1500. 5th ed. Boston; Houghton Mifflin Company.

Advanced Placement European History I: The Modern World: New Directions and Advanced Placement European History II: Westernizing the World: 1870 to the Present, and Advanced Placement European History III: Reviewing for the Examination. The Center for Learning. 2006 (documentary evidence periodically used in class discussion)

COURSE OBJECTIVE

1. To direct reading of the textbook with the primary goal of comprehension of the text as well as learning basic historical facts
2. To acquaint the student with all the major historical figures and events of European history
3. To introduce and reinforce the practice of document analysis with the result of establishing context, point of view, tone, interpretation, bias, and to see how those primary sources were used in various ways.
4. To teach the student the basics of Historiography and how it effects the study of history
5. To teach a general outline of European history to reinforce context as well as cause and effect
6. To introduce and reinforce the proper format for writing an historical essay in response to a prompt
7. To introduce the student to the historical significance of European history and how it affects our understanding of other histories, such as U.S. History and World History

COURSE DESCRIPTION

This course is a general survey of European history beginning with the Italian Renaissance and ending with the present era. Besides a detailed study of specific events, this class will continue the study of history from the various perspectives such as the political, social, economic, and cultural views as well as stressing the timing of events and the historical figures whose ideas contributed to a given time period. An emphasis of relating the time period studied as well as the issues in that time period to our presentday situations will be evident throughout the course. Any new and pertinent scholarship and scientific data will be incorporated where applicable to enrich this study.

Note: The academic standards in this course are high and some students may find their grades lower than those to which they have become accustomed. If you work to your full potential, grades, and your sense of personal intellectual growth and satisfaction, should return to the level you and your parents have come to expect.

THEMES

Intellectual and Cultural History (to include but not limited to)

- a. secularization of learning and culture
- b. major trends in literature and art
- c. developments in literacy, education, and communication
- d. developments in social, economic, and political thought (ideologies)
- e. the diffusion of new intellectual concepts among different groups

Political and Diplomatic History (to include but not limited to)

- a. the rise and functioning of the modern state in its various forms
- b. evolution of political elites and the development of political parties
- c. relationships between domestic and foreign policies
- d. imperialism, colonialism, decolonization, and global interdependence
- e. liberties and rights (civic, personal, economic and political)
- f. nationalism, forms of protest, revolts, and revolutions

Social and Economic History (to include but not limited to)

- a. character and the changes in agricultural production and organization
- b. influence of sanitation and health care practices on society
- c. origins, development, and consequences of industrialization
- d. changing definitions of attitudes toward social groups, classes, races and ethnicities within and outside of Europe
- e. changes in the demographic structure and reproductive patterns of Europeans (Causes and consequences)

COURSE FORMAT

1. Discussion
2. Vocabulary
3. Outside reading
4. Quizzes
5. Test
6. Essays, DBQ, Free Response

GRADING

Grades are based on a total point system per nine-week grading period. Each assignment will be given an allocated number of points with the total for each nine-weeks to reach at least 500.

Each week will have a minimum of two graded assignments per parent/student handbook. Also, make-up assignment will be allowed as per the parent/student handbook.

Letter Grades per School District Policy

A	100-90
B	89-80
C	79-70
D	69-60
F	59-00

CLASSROOM RULES AND PROCEDURES

1. Essays will be grades with a rubric. A simple check-off system will be used to count the points. I will be happy to meet with you to discuss further in detail your essay.
2. Homework is to be handed in at the **beginning** of the class period.
3. Make-up work will follow school policy.
4. No electronic devices in classroom.
5. Be to class on time. Tardy and all other discipline will be handled by school policy, which is located in the parent/student handbook.
6. Be respectful of your teacher, fellow students and yourself

AP EUROPEAN HISTORY EXAM DATE IS MAY 18, 2012 FOR THE PM SESSION (SCHEDULED TO BEGIN AT 12:00 NOON) The exam is voluntary.

However if you do not take the exam the weighing for the second semester will be dropped.

Essay Writing Tips

1. The directive words in the essay will help you to be success with the essay. Directives such as:

ANALYZE	ASSESS	EVALUATE
COMPARE	CONTRAST	DESCRIBE
DISCUSS	EXPLAIN	

2. A better way to say said; said is okay but the following words give a better tone and convey the point of view in the essay.

Implies	admits	discloses
Asserts	confesses	maintains
Remarks	proclaims	observes
Declares	replies	insists
Hints	emphasizes	reveals

3. Use of transitional phrases, help to clarify the meaning and guide the reader

To clarify: first, second, next, finally, last

To show relationship: similarly, in like manner, likewise

To show dissimilarities: in opposition to, in contrast to, on the other hand

To emphasize a point: indeed, in fact, certainly

To show a result: consequently, therefore, hence

To illustrate a point: for example, by way of illustration, for instance

4. Comparison words: to name a few

as	like	likewise
still	rather	after all
both	looks like	equal
parallel to	coincide	match
compare	to differ	resembling
as well as	is similar to	also

SYLLABUS

Week	Date	Tropics	Pages	Sources: Primary (part or whole)
1	8/19	Introduction		
2	8/22	Summer Reading Questions to answer over <u>The Prince</u> for a test grade		<u>The Prince</u> Machiavelli
3	8/29	Chapter 9 The Middle Ages Quiz and Test Will learn and reinforce document analysis using primary source documents contained within the chapter Essay: Dante's <i>Divine Comedy</i> compared to the Middle Ages	290-314	Dante's <i>Divine Comedy</i>
4	9/5	Chapter 10 Renaissance	316-350	
5	9/12	Finish Chapter 10 Quiz and Test Chapter 10 DBQ: Attitudes about the religion in the Late Middle Age and Early Renaissance. Primary sources listed Chapter 11 Reformation	352-386	Readings: Botticelli's <i>Simonetta</i> Castiglione's <i>The Courtier</i> Leon Battista & Alberti's <i>Autobiography</i>
6	9/19	Finish Chapter 11 Chapter 11 Test Chapter 12 The Age of Religious Wars Article with Essay: Reformation idea of Bible Interpretation	388-414	<i>Reformation idea of Bible Interpretation</i> Treaty of Westphalia
7	9/26	Test Chapter 12 DBQ: Reform and renewal in the Christian Church. Primary source readings listed Chapter 13 European State 17 th & 18 th Century Parliamentary supremacy & royal absolutism Quiz over Chapter 13	416-451	Lesson 15 – Royal Power is Absolute: King James Voltaire & Locke <i>Ninety-five Thesis</i> Council of Trent Records of the city of Nuremberg
8	10/3	Finish Chapter 13 Test over Chapter 13	452-479	Lesson 22 – The Scientific

		Compare and Contrast Absolutism with Constitutionalism and how it developed in France and England respectively: continue document analysis Chapter 14 New Directions		Revolution
9	10/10	Finish Chapter 14 Quiz over Chapter 14 Chapter 15 Society & Economy Under Old Regime in 18 th C	480-513	Lesson 11 Lesson 12 The Plague in Southern France 1720-1721
10	10/17	1st NINE WEEKS EXAM Ch. 9-14 FALL BREAK		
11	10/24	Finish Chapter 15 Test over Chapter 15 Beginning to see pattern and transitions from the Old Regime to the Age of Enlightenment DBQ: Absolutism: Primary sources listed Chapter 16 Transatlantic Economy, Trade Wars, & Colonial Rebellions	514-543	Jean Bodin's <i>The Six Books of the Republic</i> Book I Jacques Benigne Bossuet's <i>Politics Drawn from the Very Words of the Holy Scripture</i>
12	10/31	Finish Chapter 16 ESSAY: European Expansion and the Changing Life of People		
13	11/7	Chapter 17 Enlightenment ESSAY: Political philosophes of Enlightenment compares to the those of the Renaissance	550-591	"Observations" from Denis Diderot's <i>Encyclopedia</i> <i>The System of Nature</i> by Paul-Henry Thiry
14	11/14	Finish Chapter 17 Test Chapter 17		
15	11/21	Start of Thanksgiving Break		
16	11/28	Chapter 18 The French Revolution	592-625	Lesson 29
17	12/5	Finish Chapter 18 Test over Chapter 18	626-655	Lesson 31 Napoleon makes

		DBQ: The French Revolution – to what extent did the idea and objectives of the men and women who participated in the French Revolution change over time Chapter 19 Age of Napoleon & the Triumph of Romanticism		peace with the Papacy Charts and Graphs of the Average price of a Hectoliter of Wheat in France Earner’s Budget
18	12/12	Finish Chapter 19 Test Chapter 19 2nd NINE WEEKS TEST Ch. 15-19		

**HAPPY HOLIDAYS
SEE YOU IN
JANUARY**

1	1/2	Chapter 20 The Conservative Order and the Challenges of Reform (1815-1832) ESSAY: Discuss and Explain the motives of Metternich in his role in the Vienna Congress	656-687	Metternich the “Coachman of Europe”: Statesman of Evil Genius? Problems in European Civilization by Henry F. Swarz Lesson 32
2	1/9	Finish Chapter 20 Test Chapter 20 Chapter 21 Economic Advance & Social Unrest (1830-1850)	688-721	Lesson 35 Case Study in Nationalism Karl Marx, <i>The Communist Manifesto</i>

3	1/16	<p>Finish Chapter 21 Test Chapter 21 Chapter 22 Age of Nation-State</p> <p>ESSAY: Examine Camillo Cavour's political positions in moving for a unified Italy and the effects it would have for good or for bad</p>	730-759	<p>Lesson 37 The Unification of Italy – to examine the goals of the leaders of the Italian unification movement: Camillo Cavour, Giuseppe Garibaldi, Victor Emmanuel II</p>
4	1/23	<p>Finish Chapter 22 Test Chapter 22 Chapter 23 The Building of European Supremacy</p> <p>DBQ: Ideologies and Nationalism – Discuss the concepts that became the foundation of aggressive nationalism during the period of 1815-1914</p>	760-793	<p>Lesson 1 - Second Industrial Revolution Lesson 3 – Imperialism</p>
5	1/30	<p>Finish Chapter 23 Test Chapter 23 Chapter 24 The Birth of Modern Europe Thought</p> <p>DBQ- Women in the Industrial Revolution</p>	794-825	<p><i>The Unexpurgated Case Against Women Suffrage</i> by A.E. Wright <i>The Subjection of Women</i> by J.S. Mill</p>
6	2/6	<p>Continuation Chapter 24 Test Chapter 24 Chapter 25 Imperialism, Alliances, and War</p> <p>DBQ - The West and the World: Discuss the variety of responses that the colonized peoples advocated toward the European colonizers in the late 19th and early 20th century</p>	826-869	<p>Lesson 7 – The alliance system: A search for security – Otto von Bismarck: Kaiser Wilhelm II</p>
7	2/13	<p>Finish Chapter 25 Chapter 26 Political Experiments of the 1920's ESSAY – Examine the course of</p>	876-905	<p>Problems in European Civilization by Ronald Suny and</p>

		the Russian Revolution through the death of Lenin. How was Lenin able to carry out the Revolution? What type of state did he set up in Russia? Use specific examples to promote your responses.		Arthur Adams Russian Revolution and Bolshevik Victory Conscious and Tempered Workers by Leon Trotsky
8	2/20	Finish Chapter 26 Test Chapter 25 and 26		
9	2/27	Chapter 27 Europe and the Great Depression of the 1930's	906-935	
10	3/5	Finish Chapter 27 Test Chapter 27 DBQ – Age of Anxiety – In what ways did post-WWI European culture challenge the assumptions of the pre-war, 19 th century European culture.		<i>Mein Kampf</i> by Adolf Hitler <i>My Part in Germany's Fight</i> by Joseph Goebbels Photography of a Nationalist Socialist rally in the Berlin Sports Palace
11	3/12	3rd NINE WEEKS EXAM 20-27		
12	3/19	SPRING BREAK		
13	3/26	Chapter 28 World War II ESSAY: Examine the general principles of Fascism. How were these principles expressed in the rise of Mussolini and Hitler? Use specific examples.	938-977	Lesson 20 World War II: Total War from Guemica to Nagasaki
14	4/2	Finish Chapter 28 Test Chapte 28 Chapter 29 Cold War Era and the Emergency of a New Europe DBQ – Communism and Eastern Europe: To what extent did the criticisms of Communism from the citizens of the Eastern European socialist states change over time?	978-1023	The Novikov telegram Khrushchev Radio and television reports to the American People by Kennedy
15	4/9	Test Chapter 29 Quick overview of remaining chapters in textbook		
16	4/16	Finish overview		

17	4/23	Begin Review for AP Euro Exam		
18	4/30	Continue Review		
19	5/7	Continue Review w/Exam on Friday 5/11/2012		

Congratulation
On
Graduation