

Villa Victoria Academy

AP European History Course Syllabus 2014-15

“APEH”

Introduction:

Welcome to what I hope will be a challenging and stimulating course. Be warned, this class is not for the faint of heart – you can expect *a lot* of reading and *a lot* of writing. Be encouraged, you can do it! Even if you do not like history, you will gain a deep and abiding sense of yourself as an individual created by God to learn. The skills you develop will positively affect your other academic and career aspirations. Throughout this course we will delve deeply into the study of European history, in an attempt to arrive at an understanding of the forces, correlations, and discourses at work in the periods and places that we study. You will be expected to be able to analyze, synthesize, and evaluate both primary and secondary sources, as well as comprehend, memorize, and apply relevant historical facts.

Course Description

The study of European history from 1450 to 2001 will introduce you to political, economic, socio-cultural, diplomatic, and intellectual developments that have played a fundamental role in shaping the world in which you live and how it has shaped the worldview of the Western tradition. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change throughout the development of Western civilization, and the endurance and adaptation of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of this course are to develop (1) an understanding of some of the principal themes in modern European history, (2) an ability to analyze historical evidence and historical interpretation, and (3) an ability to express historical understanding in oral and written discourse.

Please contact me at any time with any questions or concerns:

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Themes:

The course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of the discipline of AP European History. **They will be woven throughout each unit of study and students will be prepared to recognize, identify, and analyze the following themes as they relate to the topics of study:**

1. Intellectual and cultural history

- a. Changes in religious thought and institutions
- b. Secularization of learning and culture
- c. Scientific and technological developments and their consequences
- d. Major trends in literature and the arts
- e. Intellectual and cultural developments and their relationship to social values and political events
- f. Developments in social, economic, and political thought, including ideologies characterized as “isms,” such as socialism, liberalism, nationalism
- g. Developments in literacy, education, and communication
- h. The diffusion of new intellectual concepts among different social groups
- i. Changes in elite and popular culture, such as the development of new attitudes towards religion, the family, work, and ritual
- j. Impact of global expansion on European culture

2. Political and diplomatic history

- a. The rise and functioning of the modern state in its various forms
- b. Relations between Europe and other parts of the world; colonialism, imperialism, hegemony, decolonization, and global interdependence
- c. The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics
- d. The extension and limitations of rights and liberties (personal, civic, economic, and political) ; majority and minority political persecutions
- e. The growth and changing forms of nationalism
- f. Forms of political protest, reform, and revolution
- g. Relationship between domestic and foreign policies
- h. Efforts to restrain conflict; treaties, balance-of-power diplomacy, and international organizations
- i. War and civil conflict: origins, developments, technology, and their consequences

3. Social and economic history

- a. The character of and changes in agricultural production and organization
- b. The role of urbanization in transforming cultural values and social relationships

- c. The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
- d. The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
- e. The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
- f. Changing definitions of and attitudes towards social groups, classes, races, and ethnicities within and outside Europe
- g. The origins, development, and consequences of industrialization
- h. Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
- i. Gender roles and their influence on work, social structure, family structure, and interest group formation
- j. The growth of competition and interdependence in national and world markets
- k. Private and state roles in economic activity

Historical Thinking Skills:

While emphasis is placed on mastery of a significant body of factual information, the interpretation of various documents, and writing critical essays in order to synthesize that information are also essential to successful academic achievement in AP history classes. To accomplish this task, students will work on **nine specific historical skills** as they study each unit. These skills will include:

1. Understanding of **historical causation**
2. Identification of **patterns of continuity and change over time**
3. Recognition of the importance of historical **periodization**
4. Ability to **compare and contrast** historical developments and personalities
5. Ability of **contextualization** in terms of historical events and processes into logical contexts
6. Practice of **historical argumentation**
7. **Appropriate use of relevant historical evidence** in making these evaluations
8. **Historical interpretations** from different fields of inquiry or disciplines
9. **Synthesis** of historical interpretations from different fields of inquiry or disciplines

Texts:

Primary Textbook:

Kagan, D., Ozment, S., and Turner, F. M. (2007). *The Western Heritage: Since 1300* (9th Ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Primary and Secondary Sources:

Perry, M. (2014). *Aspects of Western Civilization: Problems and Sources in History, Vols. I & II* (13th Ed.). Boston, MA: Wadsworth: Cengage Learning.

Sherman, D. (2010). *Western Civilization: Sources, Images and Interpretations, Volumes I and II* (8th Ed.). New York, NY: McGraw-Hill Humanities/Social Sciences/Languages.

Books read in their entirety for Book Critique Assignment:

This list will be provided in the AP European History Tool Kit provided during the 1st week:

Any AP European History Exam review book.

Grade Book Categories:

Tests, Papers, Historiographies, and Socratic Seminars	50%
Quizzes, IDs, and Book Critiques	30%
Homework	20%

This course will be graded on the following major components:

Tests, Papers, and Socratic Seminars – 50%

Multiple choice question tests (MCQs) are based on the textbook, lectures, and class discussions. They are in the same format as the AP exam. Each test will have about forty questions. These tests will be given at the conclusion of each unit.

Long essay tests will be completed at home or in class, depending on pace throughout the year. They will be completed or submitted at the end of each unit, and will compel you to analyze the content both in terms of depth and breadth. They will be in the same format as the FRQs and will be graded according to the AP six point rubric for long essays, which will be used for the 2014-15 AP European History Exam on May 8, 2015.

Document Based Questions (DBQs) are in the same format as the AP exam and will prepare you to do the work of a historian in brief. Looking for information, point of view, bias and analyzing graphs, figures, and drawings, you will construct an essay which will be graded according to the AP seven point rubric for DBQ essays, which will be used for the 2014-15 AP European History Exam on May 8, 2015.

Historiographies are summaries of the historical writings on a particular topic - the history of the slave trade, or the history of the American Revolution, for example. It sets out in broad terms the range of debate and approaches to the topic. It identifies the major thinkers and arguments, and establishes connections between them. If there have been major changes in the way a particular topic has been approached over time, the historiography identifies them. They will be graded according to the AP six point rubric for long essays.

Final Submissions of the FRQs, DBQs, and historiographies will not be returned. The final grade will be a narrative grade. Please keep and organize all of your papers accordingly. They will all be returned at the end of the year.

Socratic Seminars will be assigned throughout the year. Format for these will be distributed in class.

Quizzes, IDs, and Book Critiques – 30%

Quizzes - I generally dislike giving pop quizzes, but will the moment I sense that the reading assignments are not being completed. This is not meant to be punitive but for your benefit. Periodically, pre-announced quizzes will be given to assess your comprehension of the material as we progress through the units.

IDs are more than definitions. Rather, **Identifications (IDs)** should help you contextualize and elaborate upon various ideas, issues, people, events, in any given era. They will be assigned at

the start of the unit, and will be completed in a separate section in your notebooks. The format will be explained in class during the first week.

Book Critiques will be assigned twice during the academic year. You will be expected to complete a critical analysis of one of the main themes presented in the book you read. Each critique will be no less than 3 pages, and must be properly cited and follow APA format. Due dates and chosen text will be announced in class.

Homework – 20%

You will have homework every night. In the discipline of any social science, there is a significant breadth of material, requiring independent reading and note-taking. Therefore, homework will include taking *notes* on your textbook reading and other assigned reading as well as *re-writes* of DBQs and FRQs.

For each chapter, you will be responsible for taking proper notes. These are not a written recitation of the chapter in its entirety but some short hand version of main ideas, important terms, people, dates, events, and acknowledgement of themes.

Re-writes are designed to improve FRQs and DBQs, which are specific essays required on the AP exam. Each will have rubrics, designed by the AP exam creators, that will be used for the AP exam on May 8, 2015.

Midterm and Final

The midterm and final exams consist of both AP style multiple choice, roughly 55 questions in length; along with a DBQ style essay and a free-response style essay. Because the class period is only 40 minutes in length, the midterm will take two to three class days to complete. So as not to interfere with your other classes, the essay portions will be assigned on days outside of exam days.

The AP exam, scheduled for May 8, 2015 will serve as the cumulative final exam. However, in the remaining days, there will be enrichment activities and assignments, the sum total of which will count for the Final.

The AP Exam

http://apcentral.collegeboard.com/apc/members/exam/exam_information/2085.html

Please visit the College Board website and become familiar with the resources and information offered. The A.P. European History exam is 3 hours and 5 minutes in length and includes a 55-minute multiple-choice section and a 130-minute free-response section. The exam is divided into three parts: a multiple-choice section dealing with concepts, major historical facts and personalities, and historical analysis; a document-based essay designed specifically to test students' ability to work with evidence; and two thematic essays on topics of major significance.

Questions on intellectual-cultural, political-diplomatic, and social-economic history form the basis for the exam. Of course, many questions draw on knowledge of more than one chronological period or theme.

Section I

Worth 50%, the multiple-choice section consists of 80 questions designed to measure your knowledge of European history from the High Renaissance to the present. Approximately one-half of the questions deal with the period from 1450 to the French Revolutionary and Napoleonic era and one-half from the French Revolutionary and Napoleonic era to the present. The questions covering the nineteenth century and the twentieth century are divided evenly (approximately 25 percent of the total number of questions for each century). Students will have 55 minutes to complete these in the first section.

Section II

Worth 50%, the document-based question (DBQ) and 2 thematic essays (1 each from 2 groups of 3 essays) include a *mandatory* 15-minute reading period and a 115-minute writing period. Students are required to answer a document-based essay question (DBQ) in 45 minutes, followed by two thematic questions to be answered in 70 minutes. Students choose one essay from the three essays in Part B and one essay from the three in Part C; they are advised to spend 5 minutes planning and 30 minutes writing each of their thematic essays. Thematic questions are grouped to ensure that students consider a range of historical periods and approaches. Grouping is often not chronological. Within the free-response section, the DBQ essay is weighted 45 percent and the two thematic essays together are weighted 55 percent.

Class Policies:

At this point in your school career at Villa, these policies are likely self-evident. However, they are printed in the syllabus as a means of providing clear expectations for open communication:

1. **Plagiarism:** Please note that plagiarism is not tolerated. The guidelines in the student handbook will be followed. All citation will be in APA format. Instruction for these guidelines will be distributed prior to the first writing assignment in the APUSH Toolkit.
2. **Attendance:** Students are expected to be in class daily. If you are unable to attend, it is your responsibility to obtain the classwork and homework missed. For an AP course, regular attendance is necessary for success.

Ideally, missed quizzes and tests should be made up within two days of returning to school, including the day of your return. Please communicate with me on the day you return as to when you will be taking the quiz or test. I am in my room *almost* everyday until 4:30. Per school policy, the **last** day to make up a quiz or test is on the 1st Tuesday following the absence. Beyond that, the quiz or test will fail to serve you and will only become an onerous burden for you. Please understand that this policy is for your benefit. Be aware that the accepted standard in most collegiate environments is to take the test or submit the assignment on *the day of your return*.

If an excused absence constitutes non-participation in a debate or Socratic seminar, a replacement assignment will be distributed. Due dates for that assignment will be discussed at that time.

3. **Tardiness:** When the bell rings, please be in your seat and ready for work. You will know that I am ready to begin when I begin class with prayer or a reading from Scripture. Please be respectful during this time.
4. **Late submission policy:** I anticipate that this is a non-issue for students in either Honors or Advanced Placement classes. By now, each of you understands that the ramifications and requirements for rigorous courses are for your benefit - both for the AP exam and for your studies at the post-secondary level. Clearly, if there is a valid reason (family emergency for example) for a late submission, this will be accepted upon notification from a parent/guardian. If you are absent on the day a paper or assignment was due, it is due the day you return. **Please** know that participation in extra-curricular activities and social activities are **not** considered valid. Ultimately, allowance for such a policy will work against you in your post-secondary endeavors. Therefore, for unexcused late submissions:

Projects and papers will be docked 10% a day for each day late, up until one week from the due date. After that, late work will not be accepted.

Homework is due when it is collected or reviewed in class. Late work will not be accepted beyond the first day.

Above all else, in the event you are submitting late work, *please* come to me and let us talk!! I have an open-door policy and it will always behoove you to communicate and not avoid the issue.

5. **Food and Water:** Please feel free to bring water or a snack to class. It is difficult to perform academically when hungry and most especially, when dehydrated. Drink plenty of water. However, it is your responsibility to clean up after yourself. Respect your environment and others - ultimately, this is self-respect.
6. **Restroom/Nurse:** Students should plan on using the restroom before or after class. If you must use the restroom or see the nurse during class time, please do so one at a time and leave the room quietly - you do not need to interrupt the class to ask for permission. The policy for leaving the room requires the student to date, sign your name, and delineate the reason (i.e. Bathroom) in the book by the door. Caveat! Please do not abuse this policy by leaving excessively, leaving with other students, or leaving for substantial periods of time.
7. **Electronic Devices:** Please adhere to the school policy regarding electronic devices, which includes mobile phones, and iPods. These are not allowed anywhere in the classroom -- **no exceptions**. They are disruptive and disrespectful. Please keep them out of sight and check your messages after class. iPads, tablets, laptops, etc. are acceptable provided they are being used for a history class. Please do not use them to access recreational activities OR to do homework for another class, unless I have given you permission to do so.
8. **Love God and love your neighbor as yourself. This establishes the foundation of all interpersonal interaction.**

Class Supplies:

It is your responsibility to have all of the following supplies by the end of the first week.

1. Personal preference is important when it comes to study habits. However, I advise an appropriate notebook and pocket folder or binder with paper and folders. Each student is required to maintain a dedicated, organized notebook or binder, according to your preference. You need blank paper for in-class note taking derived from class lectures, group discussions, and activities; as well as at-home note taking derived from required reading. You also need pockets to keep handouts and print outs that you will receive throughout the year. Notes and accompanying papers and handouts should be organized with dated, titled

entries. You must have this notebook by the end of the first week of school, no exceptions. These notebooks will be checked regularly and the work within will count as a large percentage of your homework grade.

2. Blue or black pens for taking notes, and for completing homework, class work, and essay exams. Pencils for multiple choice question exams. The requirements are in accordance with those of the actual AP exam.
3. Access to a computer and a printer. If you do not have one or both at home, there are available computers and printers in the library. If you use the computers or printer in the library, you must acquire a Flash Drive to save your work and to print.