

A.P. European History Course Syllabus

Mr. Divis

1.5 Credits

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General Description of the Course

The Advanced Placement course in European History presents a very thorough grounding in the modern history of Western Civilization beginning with the Renaissance and ending with the present. Throughout the study of history, the major interpretations, themes and events are explored in order to gain insights into how history progresses and influences people, ideas, events, and nations. The course includes an analysis of the political and diplomatic, intellectual and cultural, as well as the social and economic development of Europe.

The content of this course will prepare you for the A.P. national exam on **Friday, May 12th** that determines eligibility for college credit. Students are **REQUIRED** to take the national exam, as well as a class final exam.

This is a challenging course that requires students to put a lot of effort into the concepts and themes that we are studying. There is not an overwhelming amount of traditional homework assigned, but it is necessary for success and understanding for students to review their notes every night and read all assigned articles/selections/chapters. This course also requires students to plan ahead and budget their time for the large projects, presentations, and papers that will be assigned.

Goals of the Course

Students are expected to demonstrate knowledge of the basic chronology of events, concepts, themes, and trends as well as their impact on the times for the period from 1450 to the present.

Students are expected to develop an understanding of the principle themes in modern European History and develop an ability to analyze historical evidence and express that understanding in writing.

Themes in European History

- 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)

Historical Thinking Skills

The following historical thinking skills will be what we will be building throughout this course in every unit that we cover:

Skill Type	Historical Thinking Skill
I. Chronological Reasoning	1. Historical Causation 2. Patterns of Continuity and Change over Time 3. Periodization
II. Comparison and Contextualization	4. Comparison 5. Contextualization
III. Crafting Historical Arguments from Historical Evidence	6. Historical Argumentation 7. Appropriate Use of Relevant Historical Evidence
IV. Historical Interpretation and Synthesis	8. Interpretation 9. Synthesis

Course Structure

The course is centered around four different chronological periods, from approximately 1450 to the present. Each broad unit includes a number of sub-units within it based around the five course themes and the 19 key concepts.

Historical Periods

The course outline is structured around the investigation of course themes and key concepts in the following four chronological periods. These periods, from c. 1450 to the present, provide a temporal framework for the course. The instructional importance and assessment weighting for each period is equal.

Period 1: c. 1450 to c. 1648

Period 2: c. 1648 to c. 1815

Period 3: c. 1815 to c. 1914

Period 4: c. 1914 to the Present

Each chronological area includes a number of key concepts that will be stressed in the course.

- Unit 1: 1450 – 1648
 - 1.1: The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world.
 - 1.2: The struggle for sovereignty within and among states resulted in varying degrees of political centralization.
 - 1.3: Religious pluralism challenged the concept of a unified Europe.

- 1.4: Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.
- 1.5: European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.
- Unit 2: 1648-1815
 - 2.1: Different models of political sovereignty affected the relationship among states and between states and individuals.
 - 2.2: The expansion of European commerce accelerated the growth of a worldwide economic network.
 - 2.3: The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture.
 - 2.4: The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.
- Unit 3: 1815-1914
 - 3.1: The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.
 - 3.2: The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.
 - 3.3: The problems of industrialization provoked a range of ideological, governmental, and collective responses.
 - 3.4: European states struggled to maintain international stability in an age of nationalism and revolutions.
 - 3.5: A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.
 - 3.6: European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.
- Unit 4: 1914-Today
 - 4.1: Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union.
 - 4.2: The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between liberal democracy, communism, and fascism.
 - 4.3: During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.
 - 4.4: Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

Our course will be designed to go through the following units and modules:

Unit 1: 1450 – 1648

- Module 1: Late Medieval Era and the Renaissance (1450-1550)
- Module 2: Exploration and Conquest (1450-1550)
- Module 3: Reformation (1500-1648)
- Module 4: Age of Religious Warfare (1500-1648)

Unit 2: 1648 – 1815

- Module 5: Age of Absolutism (1648-1750)
- Module 6: Scientific Revolution and the Enlightenment (1648 – 1800)
- Module 7: Changing Life of the People (1700 – 1800)
- Module 8: French Revolution and the Napoleonic Era (1789 – 1815)

Unit 3: 1815-1914

- Module 9: Ideologies and Upheaval (1815 – 1850)
- Module 10: Industrialization and its Impact (1780 – 1850)
- Module 11: Nationalism (1850 – 1914)
- Module 12: The West and the World (1815 – 1914)

Unit 4: 1914-Present

- Module 13: War and Revolution (1914 – 1919)
- Module 14: Age of Anxiety (1918 – 1939)
- Module 15: World War II and the Cold War (1939-1968)
- Module 16: Collapse of the Cold War (1968-1993)
- Module 17: Modern Europe (1990-Today)

Course Outline

The following are the general units that we will cover throughout the year and the approximate time that we will spend on them:

<i>Aug.-Sept.</i>	Late Medieval Era and the Renaissance (1450-1550)
<i>Sept.</i>	Exploration and Conquest (1450-1550)
<i>Sept.</i>	Reformation (1500-1648)
<i>Oct.</i>	Age of Religious Warfare (1500-1648)
<i>Oct.</i>	Age of Absolutism (1648-1750)
<i>Oct.-Nov.</i>	Scientific Revolution and the Enlightenment (1648 – 1800)
<i>Nov.</i>	Changing Life of the People (1700 – 1800)
<i>Nov.-Dec.</i>	French Revolution and Napoleonic Europe (1789-1815)
<i>Dec.</i>	Ideologies and Upheaval (1815 – 1850)
<i>Dec.-Jan.</i>	Industrialization and its Impact (1780-1850)
<i>Jan.</i>	Nationalism (1850-1914)
<i>Feb.</i>	The West and the World (1815-1914)
<i>Feb.-March</i>	War and Revolution (1914-1919)
<i>March</i>	Age of Anxiety (1918-1939)
<i>March-April</i>	World War II and the Cold War (1939-1968)
<i>April</i>	Collapse of the Cold War (1968-1993)
<i>May</i>	Modern Europe (1990-Today)

Resources

Textbook:

Kagan, Donald, Steven Ozment, and Frank Turner. *The Western Heritage: Since 1300, AP Edition*. Ninth Edition. Pearson Prentice Hall, 2007.

Your textbook presents the general outline of the course. We will have readings out of the textbook periodically, but we cover a lot of information that is not in the textbook, so it is imperative for you to be in class daily.

You will also receive a Course Reader for the course. This is complete with a variety of primary source readings (speeches, selections from books, etc.), secondary source readings, news articles, academic journal articles, and DBQ assignments. This is divided into the units that we cover, and there is a separate edition for 2nd Semester. You may leave your textbook at home to use as a resource, but you will need to bring your Course Reader to class on a daily basis. The Course Reader will also be uploaded onto our AP European History website, so you can access the articles online, as well.

The class presentations, activities, outside readings, videos, and lectures add information and enrich the learning experience. The questions you ask and the answers you seek provide further information in your quest to master the intrigue of European history. Your careful thought and expression of learning in verbal and written form add a great deal to this class.

Our summer reading book, Desiderius Erasmus' *The Praise of Folly and Other Writings*, will be constantly referred to throughout the course, as it was chosen because of its relevance to the broad scope that is European history. We will also be reading additional books throughout the year, including:

<u><i>First Semester</i></u>	<u><i>Second Semester</i></u>
<ul style="list-style-type: none">▪Niccolo Machiavelli's <i>The Prince</i>▪Thomas More's <i>Utopia</i>▪Mary Wollstonecraft's <i>A Vindication of the Rights of Woman</i>▪Karl Marx and Fredrick Engels' <i>Communist Manifesto</i>	<ul style="list-style-type: none">▪Fyodor Dostoyevsky's <i>Crime and Punishment</i>▪Erich Maria Remarque's <i>All Quiet on the Western Front</i>

There are class copies of each of these books.

Films

There are a number of excellent films about the eras that we will be studying this year and these films add a lot to our study of European history. We will be watching several films this year, but not in class. Students are **required** to watch the following films on their own time online through Zoom on selected days to further our study of the topics we are discussing in class and complete an assignment after each film. This is a requirement of the course, so your viewing of these films is mandatory.

This is an academic requirement and, as a result, this takes precedence over extracurricular activities, including sports practices and Drama rehearsals.

The films we will watch include the following:

Month	Unit	Film
September	Module 3: Reformation (1500-1648)	<i>Luther</i> (2003)
October	Module 4: Age of Religious Warfare (1500-1648)	<i>Elizabeth</i> (1998)
	Module 5: Age of Absolutism (1648-1750)	<i>To Kill a King</i> (2003)
December	Module 9: Ideologies and Upheaval (1815 – 1850)	<i>Amazing Grace</i> (2006)
January	Module 9: Ideologies and Upheaval (1815 – 1850)	<i>Les Miserables</i> (1998)
	Module 11: Nationalism (1850 – 1914)	<i>Suffragette</i> (2015)
February	Module 13: War and Revolution (1914 – 1919)	<i>Nicholas and Alexandra</i> (1971)
	Module 13: War and Revolution (1914 – 1919)	<i>All Quiet on the Western Front</i> (1979)
March	Module 14: Age of Anxiety (1918 – 1939)	<i>The Trotsky</i> (2009)
	Module 14: Age of Anxiety (1918 – 1939)	<i>Triumph of the Will</i> (1935)
April	Module 15: World War II and the Cold War (1939-1968)	<i>Conspiracy</i> (2001)
	Module 15: World War II and the Cold War (1939-1968)	<i>The Pianist</i> (2002)
May	Module 15: World War II and the Cold War (1939-1968)	<i>The Tunnel</i> (2001)
	Module 16: Collapse of the Cold War (1968-1993)	<i>Strike</i> (2006)
	Module 17: Modern Europe (1990-Today)	<i>Welcome to Sarajevo</i> (1997)

*list may be amended throughout the year

What you need for this class

- LARGE 3-ring binder to keep **all** handouts, readings, past tests, etc. for the entire year
- LARGE notebook for notes (loose leaf paper is **not** acceptable for notes)
- pen/pencil
- highlighter

Extra Help

I am always available for students who have questions or who need extra help. I typically am at school by 7am and will stay as late as needed. I strongly encourage

students to take advantage of this and get help before it is too late. I can be reached at the school at either (802) 463-3944 ext. 263 or craig.divis@wnesu.com.

Classroom Expectations

The classroom expectations are as follows:

1. Follow directions
2. Be seated before the bell rings
3. No swearing, negative comments, put downs or bullying
4. Don't disrupt the learning process (ex. talking, off task, disrupting others)
5. Be prepared for class! (notebook, pencil, highlighter, book, homework)

Failure in meeting these expectations will result in the following action:

1. Warning
2. Time after class
3. 15 minutes after school and parent phone call
4. 45 minutes after school and parent phone call
5. Buddy room/Administration

The following are additional expectations in the classroom:

- Have respect for individual ideas and opinions, especially if they might be different than yours. It is great to debate an idea, but NEVER put down another student because of a belief.
- No food or drink, other than water, in the classroom
- Pay attention and be on task while in class
- Be a contributing member of this class, which means taking an active role in each and every activity and class discussion
- Take responsibility for your actions

Homework:

All assignments, as well as their due dates, will be on Mr. Divis' webpage (<http://mrdivis.yolasite.com/>), which can be accessed through the BFUHS website, <http://www.bfuhs.org/>, clicking on the Social Studies department page, and then clicking on Mr. Divis. Besides homework information, you can also access course syllabi, Social Studies course descriptions, an MLA Writing Guide, Reading Recommendations, and other useful information for students and parents.

Make-up Work:

It is your responsibility to find out what you have missed! If you are sick and miss one day of school, then you get one school day to make that work up, and so on. **IDO** **NOT** accept any late work in this class.

If a student had prior knowledge (ex. in class when it was assigned) of a test, homework assignment, or presentation, then the day they are back in class from the absence that assignment will be expected, whether it is taking a test, making a presentation, or turning in homework. If not turned in or ready, it will be considered late and will be a 0.

For essays and research papers, if a student is absent on the date a paper is due, the student must e-mail me the paper *as an attachment* on the due date. This is a college-level expectation. My e-mail address is: craig.divis@wnesu.com. If not received in my e-mail inbox on the date due, it will be considered late and will be a 0.

As for tests, there are NO make-up tests in this course. As for extra credit, there is NO extra credit in this course.

No excuses will be accepted!

Substitute Policy

Students are expected to behave for a substitute teacher just as they would for Mr. Divis. If there is a substitute in class, they have the authority as any teacher would, and I have given them directions to leave a list of all student names who are disruptive, insubordinate, or rude to them or anyone in class. If the substitute writes down the entire class as being disruptive, insubordinate, or rude, then the entire class will have a 45-minute mandatory after school detention in my room. If one or a number of students have their names written up, then they will be served with a detention by Mr. Broadley, as well as a 45-minute mandatory after school detention in my room.

Cell phones and iPods:

Cell phones and/or other electronic devices are prohibited in class. The first time you are seen using one of these devices (i.e. texting, looking at the time, etc.) during class, it will be confiscated by the teacher and you will get it back at the end of class. If you are seen using it a second time, it will be confiscated by the teacher and will only be given back to the student's parent/guardian. If you refuse to turn it over to the teacher, you will be sent to the office immediately for insubordination. To prevent your property from ending up in the teacher's hands, DO NOT even bring it to class.

Restroom/Hall Pass:

You will ONLY be allowed to leave the class for any purpose after the first 20 minutes of class. Do not ask me to use the restroom or go to your cubby before class begins because you will not be given permission to be late to class. Without your agenda, you will not be allowed to leave the room.

Cheating and plagiarism:

Cheating and/or copying work from another student, book, website, etc. is a major offense. If caught cheating, the student will receive a 0 on the assignment; if copying

off another student with the other student's knowledge, then both students receive a 0. Parents/guardians will be notified of these situations and consequences, as well.

Plagiarism is the adoption or incorporation of another's ideas without proper attribution of the source. It is more simply defined as taking the writings of another person and representing them to be one's own.

To avoid plagiarism, you must credit the sources used when writing an essay, research paper, or other assignment in accordance with the MLA format required in this course.

Types of actions defined as plagiarism:

- Using a direct quote from a source and not using quotation marks, in-text citation, and reference.
- Submitting papers and/or assignments that were completed by another student, or arranging for another person to complete your assignments for you.
- Sharing your assignments, exams, or forums with other students.
- Selling or purchasing (or copying) papers, assignments, or exams from any website that buys or sells them. This also applies if only partially used in student submission.
- Citing a source with fake bibliographical information.
- Writing a paper for another student.
- Submitting a paper, assignment, quiz or exam that you submitted in a previous and/or concurrent class without requesting and receiving in writing prior permission from your instructor(s).
- Copying an image, audio, video, spreadsheet, PowerPoint presentation, etc., without proper citation and reference.
- Presenting statistics, facts, or ideas that are not your own, or is not common factual knowledge either by the general population, or commonly known within the particular discipline, without citation, even if you view them as common knowledge in your own educational background. When in doubt, cite; definitions or other facts that seem basic to you may still require a citation. For example, the fact that person X is president of a country is a common knowledge fact. Whether that president supports a progressive tax structure or has the majority of electoral support from a conservative base may be known to many but is something that requires citation to support.

If a student is caught plagiarizing, the student will receive a 0 on the assignment and their parents will be notified. This is an easy punishment, as many universities and colleges expel students for plagiarism!

Course Grading

Your grade will depend on your performance in the following areas:

1. class attendance, attention, and participation
2. on time and accurate completion of work assigned
3. long term research papers, presentations, and other related projects
4. performance on quizzes, tests, and exams

To assess your knowledge of each part of each unit in AP European History and to prepare you for the AP Exam, you will be required to show your understanding in the following test formats: Long Essay Question Essays, Document Based Question Essays, Short Answer Questions, Standard Content-based Multiple Choice Questions, and Stimulus-based Multiple Choice Questions.

The required A.P. exam will NOT be a part of your grade in the class.

Your quarter average will be calculated according to the following:

- Writing assignments (essays, DBQs, research papers, etc.) – 40%
- Projects and presentations – 15%
- Homework – 5%
- Tests – 40%

Your final average will be calculated according to the following:

- Semester 1 – 60%
- Semester 2 – 40%

For the final grade, the 1st semester will account for 60% of your final average because of the 90-minute class periods 1st semester and the more rigorous workload, while the 2nd semester, with only 45-min. class periods and the A.P. exam, will account for 40%. There will be a Final Exam but it will be part of the 4th Quarter grade.

Letter grades are assigned based on the following table:

90-100	A
80-89	B
70-79	C
67-69	Not Yet (NY)
66 ↓	F

**In order to get credit for a class, you need to get a C- or better.

Not Yet (NY) and/or Incomplete (I):

It is the student's responsibility to come see me if they received either a Not Yet (NY) or Incomplete (I) on their report card to get the assignment(s) necessary for them to improve their grade. Students have one (1) week to come and see me after report cards are mailed out to get their assignment(s).

If students do not come and see me to get their assignment(s), or if they fail to complete the assignment satisfactorily, then their grade will become an F.

A.P. European History

Syllabus

After reading the syllabus for A.P. European History, which includes the following:

- a general description of the course,
- the goals of the course,
- the major themes that will be focused on,
- a general course outline for the year,
- the resources that we will use and those that students need for the class,
- Mr. Divis' contact information,
- the classroom expectations and consequences,
- the grading policy,
- the make-up work policy,
- the class participation requirement,
- the policy for when there is a substitute teacher in the class,
- the cell phones and iPods policy, and
- the cheating and plagiarism policy,

I fully understand the expectations for what this year-long course will entail.

Student Name (printed)

Student signature

Date

Parent/Guardian Signature