

**NORTH SALEM HIGH SCHOOL
COURSE INFORMATION SHEET, 2019 - 2020**

Course Title: Advanced Placement European History

Teacher: Mr. Christopher Regan

Course Prerequisite: Completion of first three marking periods in Global I Honors, Departmental recommendation.

Course Description:

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Knowledge of the way people have lived and of the way events and ideas have shaped our lives helps us understand the world of the present. As we grapple with such questions in this course, I hope that you will emerge with:

- (1) an enjoyment of — or at least satisfaction from — the learning process itself;
- (2) a broad knowledge of the history of Europe sufficient enough to feel prepared to take the Advanced Placement exam;
- (3) an appreciation of some of the political, economic, social, and intellectual cross-currents in the continent's history;
- (4) the acquisition of skills useful to an ongoing study of history and the social sciences, and
- (5) an enhanced understanding, through a study of contemporary events, of the role that European nations still play in today's world.

AP European History is a ***challenging course*** that is designed to be the equivalent of a freshman college course in a high school setting. It is over a year-long survey of European history from the Renaissance to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography.

You will be required to apply the effort necessary to act as an historian and develop the ability to analyze historical evidence to determine its validity and relevance, identify point of view and the nature of bias, and recognize the necessity of objectivity and substantiation. The methodology of an historian involves skills that are highly transferable--the ability to formulate generalizations, interpret and use data and to analyze and weigh evidence from conflicting sources of information are applicable to many other academic and practical disciplines.

Besides lectures or Google presentations on important themes of European history, you are expected to participate in class verbally through discussions of primary documents and events, debates of key issues, and possible role-playing of historic figures. Furthermore, you are expected to continually develop your writing skills through regular completion of Short Answer questions, DBQ essays, and Long Essays . Please maintain an online folder with the Google Docs form the various units. The thorough completion of these unit Google Docs are essential for success in this course.

The volume of material involved in a survey course of European history is extensive and you can expect to ***do a lot of reading*** from the textbook, review book, and from the various links in the Google Docs. AP European History is challenging and stimulating and, compared with other high school courses, takes more time, and requires more homework. Consequently, there will be a focus on strengthening skills in taking objective exams, in addition to writing clear and compelling essays and doing research and analysis of historical data. Therefore, regular study, frequent practice in writing, historical analysis, class discussions/debates/seminars, and study/review/and test-taking strategies are major elements of the course.

A Key To Success: The most important grading factor in this class is consistent effort. The workload is especially heavy. If you fail to read all of the assigned material and thoroughly complete the unit Google Doc, you are doing yourself a great disservice in the class and would be jeopardizing your chance of success. You are ultimately responsible for understanding all material for testing. You should expect to do something for this class **every day**. I hope that you will enjoy the year, work hard, and come out of it in May "thinking like a historian," able to tackle the demands and challenges of any college course!

Helpful Suggestions to Students:

- A. This is a ***reading & writing*** course. You must keep up on your assignments.
- B. A well-kept and organized unit Google Doc folder is extremely important, especially come exam time.

- C. Assignments sheets will be distributed at the beginning of each unit of study, as well as posted on the class web site. Be sure to complete all assignments in the Google Doc because they are all important and will help you progress & succeed in the class. No assignment will be accepted once we leave a particular chapter or unit of study.
- D. All exams and assignments missed due to a legal absence are to be made up within three days of a student's return to class. It is your responsibility to find out what you missed and to make arrangements with me to make up the work. Any test, quiz, or other assignment missed due to an **illegal absence** will result in a zero. If you need extra help please see me immediately. Remember, vacations are not considered legal absences (See School Discipline Code for definition of a legal absence.)

Main Text Titles:

Hunt, Lynn, et al. *The Making of the West: Peoples and Cultures*, 3rd Edition. Boston, MA: Bedford/St. Martin's, 2009.

Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations from the Renaissance to the Present*, 8th edition. New York: McGraw-Hill, 2011.

Manchester, William. *A World Lit Only by Fire*. Little, Brown, & Company, 1993.

Supplemental Texts & Source Books:

Chambers, Mortimer, et al. *The Western Experience*, 9th ed.. Boston: McGraw-Hill, 2007.

Coffin, Judith G, & Robert C. Stacey. *Western Civilization*, 16th ed. New York: W.W. Norton & Co., 2008.

Kagan, Donald, et al. *The Western Heritage: Since 1300*, 9th ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.

Kishlansky, Mark A., ed. *Sources of the West: Readings in Western Civilization, Vols. I & II*. New York: Longman, 2003.

McKay, John, et al. *A History of Western Society*, 9th ed. Boston: Bedford/St. Martin's, 2008.

Rogers, Perry M., ed. *Aspects of Western Civilization: Problems & Sources in History, Vols. I & II*. Upper Saddle River, NJ: Prentice Hall, 2003.

Review Books: I recommend *Achiever Exam prep Guide for AP European History* by Christopher Freiler.

Homework Policy:

You will have homework almost every evening, as well as over the school breaks during the year (Summer, Holiday, & Winter). On average, we will complete one unit over a two week period. You will also complete daily reading in the assigned section of the Google Doc.

Written assignments will consist of article summaries, free-response type essays & document-based essays.

There will be one project related assignment each quarter.

All plagiarized work is an automatic **zero (0)**.

Testing Policy:

- A. Tests will be given upon the completion of each unit.
- B. A midterm assessment may be given in November.
- C. The course will culminate with the Advanced Placement exam in May, 2020. **ALL STUDENTS SHOULD PLAN ON TAKING THIS TEST!**
- D. Tests will be returned to the students within one week of completing the exam, but will be collected and archived by the teacher for use in review at the end of the year
- E. Both the multiple-choice and the Short Answer free-response sections cover the major themes of the course. Together, these parts of the exam provide students with an opportunity to demonstrate that they are qualified to pursue upper-level history studies at college.
 - 1. In the multiple-choice section, maps, graphs, charts, primary and secondary source quotations, and artwork are asked to judge the student's ability to assess data, while other questions focus on evaluating arguments, comparing different themes in different

historical time periods, drawing generalizations, and understanding historical events.

2. In the DBQ section, the focus of the DBQ is to assess students ability to interpret different types of historical documents, analyze point of view and bias, and construct an essay narrative that contains a clear thesis supported by information both from the documents and from outside of the given documents.
3. The “Long Essay” Free-Response Questions provides an opportunity for students to demonstrate the range of the skills and information mastered in the course in a broad, usually comparative essay of the major topics of the course

F. The Advanced Placement exam is 3 hours and 15 minutes in length.

G. Section I (A) -- The multiple choice section consists of 55 questions, lasts 55 minutes, and is designed to measure the student’s knowledge of European history from the High Renaissance to the present. Questions are grouped into sets of three to six and based on ‘stimulus material,’ which will be a primary or secondary source that could be a reading passage from a historical text, chart or graph, an illustration, or a map, etc. A student is not expected to be familiar with all the material covered. The multiple choice section of the test accounts for 40% of the overall test score.

H. Section I (B) -- The Short Answer section consists of 3 questions over 40 minutes. At least two of the questions will be based on a primary or secondary source. All questions ask students to analyze historical developments by, for instance, identifying cause and effect, drawing comparisons, or taking a position on an issue of historical significance.

I. Section II (A) -- The Document based Question (DBQ) -- The DBQ begins with a mandatory 15-minute reading period followed by 45 minutes to write the DBQ essay. The documents will number between 5 - 7 and will vary in format and length. You will be asked to analyze and synthesize evidence from the documents in your essay, group the documents and analyze them for bias / POV. IN addition, you will need to incorporate outside information into the essay in order to approach the top score.

J. Section II (B) -- The Long Essay -- Here you will have a choice of three essays and will have 40 minutes to write the essay. You will be asked to formalize a thesis and to synthesize historical evidence.

- K. After the AP Exam in May, students will prepare for the New York State Regents exam in Global History & Geography, with specific focus on non-western history & themes. The grade on the Regents exam will constitute 20% of your final yearly average.**

Grading Policy:

- A. Tests: 35% of quarter average
- B. Essays / Quizzes: 20% of quarter average
- C. Projects: 15% of quarter average
- D. Written / Oral Critiques: 10% of quarter average
- E. Unit Google Doc Completion: 20% of quarter average

Attendance:

- A. Daily attendance is both required & encouraged.
- B. See the District Attendance Policy, adopted June 2012.

Extra-Help Days & Locations:

- A. For the 2019 - 2020 school year, extra help days will be held on Tuesdays and Wednesdays in W-12 from 2:15 - 2:55.

Other Pertinent Information:

- A. Be consistent & organized --- do all of your work on a daily basis to give yourself the best chance at success.
- B. Students enrolled in a full-year course may drop a course with no entry made on their transcripts and permanent records if they do so prior to the beginning of the 7th week of school. Students seeking to drop the course beyond the beginning of the 7th week of school will have an entry of drop-pass or drop-fail on their transcripts and permanent records.
- C. I will send home additional progress reports after each examination so that parents are aware of progress in the class. I may ask that these progress reports be signed and returned promptly from time to time.

Communication:

- A. Mr. Regan: (914) 669-5414, x 2161, e-mail to:

Cregan@northsalemschools.org

B. School Web site: <http://www.northsalemschools.org>

C. Course Web site: <http://reganapeuropean.weebly.com>

AP European History

Course Themes

1. Intellectual and Cultural History

- Changes in religious thought and institutions
- Secularization of learning and culture
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments and their relationship to social values and political events
- Developments in social, economic, and political thought
- Developments in literacy, education, and communication
- The diffusion of new intellectual concepts among different social groups
- Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
- Impact of global expansion on European culture

2. Political and Diplomatic History

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

3. Social and Economic History

- The role of urbanization in transforming cultural values and social relationships
- The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
- The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
- The development of commercial practices and their economic and social impact
- Changing definitions and attitudes toward mainstream groups and groups characterized as "the other"
- The origins, development, and consequences of industrialization
- Changes in the demographic structure of Europe, their causes and consequences
- Gender roles and their influence on work, social structure, family structure, and interest group formation
- Private and state roles in economic activity
- Development of racial and ethnic group identities

AP European History

Course Outline

A full text and Course and Exam Description from the College Board can be found at the following address:

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-european-history-course-and-exam-description.pdf>

This course will offer knowledge of the fundamental political events, balanced by familiarity with social, cultural, economic and intellectual history, of the lengthy period 1450-1990. Within a chronological framework, the following general topics will be covered:

- ✓ Renaissance and Reformation, 16th century
- ✓ Absolutism and Parliamentarianism, 17th century
- ✓ Enlightenment and French Revolution, 18th century
- ✓ Age of Ideologies and Industrialization, 19th century
- ✓ Imperialism, WWI, and the Russian Revolution, 19th/20th century
- ✓ Mass Society: Fascism, Democracy, Socialism, WWII and Cold War, 20th century

A brief course outline is below.

I. Medieval Background

- a. Feudal society
- b. Role of the Church
- c. Crises of the late Middle Ages

II. Renaissance

- a. Italian Renaissance

- i. Background, Humanism and other related concepts
- b. Northern Renaissance
 - i. New piety: reconciling humanism and Christianity
- c. Art and Literature

III. New Monarchs and Exploration

- a. Territorial consolidation and the development of the state
- b. Opening of the Atlantic
- c. Conquest and Commercial Revolution

IV. Reformation and Religious Wars

- a. Luther and Calvin
- b. Catholic Response
- c. Religious Wars
 - i. France, Netherlands, Spain, England, and Germany

V. Age of Reason

- a. Absolutism and Parliamentary
 - i. France and Louis XIV
 - ii. England and the Netherlands
 - iii. Prussia, Russia, Austria
 - iv. Colonial rivalry
- b. Scientific Revolution and the Enlightenment

VI. French Revolution and the Napoleonic Era

VII. Industrial Revolution

VIII. Age of Reaction, Reform and Unrest

- a. Advent of the “isms”
- b. Reaction to the French Revolution and Napoleon
- c. Reaction to the Industrial Revolution
- d. Nationalism and Unification
- e. Tsarist reforms in Russia
- f. Imperialism

IX. World War I and Russian Revolution

X. Rise of Fascism

- a. Depression
- b. Appeasement

XI. World War II & Holocaust Unit Curriculum

XII. Post-WWII

- a. Economic recovery
- b. Cold War rivalry