

# ~ *Advanced Placement European History* ~

Class Period: 4

Instructor: Marc Sprintz

Room: 322, Phone: 732-6133, ext. 20206 Email: [marc.sprintz@orange.k12.nc.us](mailto:marc.sprintz@orange.k12.nc.us)

Website: <http://sprintz.weebly.com/>

## **Course Texts:**

- *A History of Western Society (8<sup>th</sup> Edition)*, McKay, et al. Houghton Mifflin Company. 2006
- *Modern European History*, Viault, Birdsall
- A variety of supplemental readings

## **Course Description:**

Advanced Placement European History is an intensive and challenging course designed for students who wish to complete studies equivalent to college introductory courses in European history. The focus of the class is European history from the 1400s to the present and introduces students to the cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of this course are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and to express historical understanding in writing. Therefore primary source materials and writing will be important to the class. **Extensive reading is required and will be expected.** ALL students are expected to take the AP exam given each May.

## **Goals/Objectives:**

1. The student will gain the ability to analyze historical documents, including graphic representations, and explain their effect on the historical development of Europe.
2. The student will develop the ability to analyze historical studies and present in writing an assessment of their historical and literary quality, their value as historical evidence and their relationship to course content & activities.
3. The student will demonstrate the ability to present effectively, both orally and in writing, a logical argument supported with meaningful historical evidence.
4. The student will demonstrate an understanding of the text by being able to answer questions based on that reading.
5. The student will demonstrate an understanding of the course of study by passing tests on textual and course-related materials.
6. The students will come to understand the conflict between the forces of tradition and the forces of change in the European civilization.
7. The students will learn to use interpretative and analytical skills in working with primary documents and other source materials.
8. This course will help students view the facts and events of history in context, establish causes, results, significance, and distinguish movements and trends.

## **Required Supplies**

1-Three ring binder (3" or 4" inch) with at least eleven (11) file separators

1-College Ruled Notebook

3-Highlighters (yellow, blue, and green)

1000-3x5 index cards (for optional note card assignment)

## **Assignments and Activities**

### **Text, Supplemental Reading Assignments, and Vocabulary Note Cards**

Reading assignments from one or both of the textbooks will be given in advance of the time the subjects are to be covered in class and all such materials are fair game for inclusion on tests. Supplemental readings, typically a combination of primary sources and excerpts from novels written during the time period we are covering, will be assigned during the weekly course of study. Such readings are meant to contribute to and enhance your understanding of various topics under consideration. Supplemental readings will typically include questions that require historical analysis and informed commentary. These readings and analytical exercises should help contribute to class discussions, encourage you to analyze different points of view, and be sources for ideas when writing essays. You will also be provided with a list of vocabulary for each unit that includes key people, events, laws, etc. You will have an optional assignment to write the term on one side of a 3x5 note card and on the other side write down definition, cause/effect (when appropriate), details, and significance to era. The cards will be due on the day of your unit exams and will provide you with a study aid you can use as you prepare for the AP Exam in May. **You may choose not to complete the note cards assignment, but it will make all other assignments worth a greater percentage of your grade & you are still responsible to know all of the terms.**

---

### **Essays: Writing Process and Completion Dates**

#### **Writing Process**

During the course of the semester, there will be formal free-response (FRQ) and/or DBQ (document-based question) essay writing assignments. These essays will first be written in class as part of a general practice in writing within limited periods of time. After the first set of essays, students will be required to submit their essay to both the teacher and members of their peer groups for critique. Specific instruction for writing the FRQ and DBQ according to AP standards will be given early in the first semester and instruction for critiquing essays will also be provided. The FRQ's will be given as a component of each unit test while DBQ assignments will be given separately over the course of the semester and weighted equivalent to that of a test grade.

#### **Document Based Question (DBQ)**

During each nine-week grading period, students will be required to complete several Document Based Questions for a test grade. DBQs are questions that are answered through analysis of excerpts from historical documents and the student's knowledge of the time period which is represented in the documents.

---

## **Quizzes, Tests, and Analyses**

### **Quizzes & Tests**

Planned and/or unannounced quizzes will be given and will typically be used to assess the extent to which students are completing the reading assignments. It is critical that ALL reading assignments are completed. Unit tests will include material covered in class, the text, and any supplemental readings. The tests will be composed of a series of multiple choice questions and essays (FRQs or DBQs). You will be given about the same amount of time for the multiple choice section and essay section as you should expect to receive when taking the AP Exam in May. Many of the test questions will come from previously administered AP Euro Exams.

### **Analyses**

In addition to the readings in the textbook, there will be numerous teacher-generated readings and other works. These readings will be analyzed to determine the different interpretations and credibility gaps that exist throughout history. A synthesis of these works will be a major objective.

# **Final Project**

## **European Colonial Impact on International Human Rights**

After the AP Exam in May, you will still have about a month left in class. During that time you will research and present on the ways that European history has impacted native populations around the world. The assignment requires that you research a non-European country and discover the impact of the European colonial legacy on human rights in that country. After you present your findings, we will watch a motion picture that illustrates some of your findings. In previous classes, students have researched European colonial impact on South Africa, Chile, Congo, India, Rwanda, El Salvador, Sudan, and Cambodia. We will likely add to that list this year.

## **Additional Assignments and Student Notebooks**

### **Additional Assignments**

In addition to the assignments listed above you will be assigned a variety of other assignments, some completed in class and some outside of class. These additional assignments may include, but not be limited to:

- Map exercises
- Book review(s)
- Presentation(s) on a topic of special interest
- Panel discussions or debates

### **Student Notebooks**

It is suggested that all students keep a **3-Ring binder (3" or 4" ) with pockets and section separators** for the entire course. The notebook should be divided into separate sections with all items organized in their chronological order within each section. An organized notebook will prove extremely useful in preparation for the AP Exam in May. Sections may include:

1. General Notes
2. Study guides and essays
3. Handouts (maps, readings, time lines etc. distributed in class)
4. Quizzes and examinations

## **Teaching Methods**

The instructor will employ a variety of teaching methods that will include:

- Lecture/discussion
- Simulation
- Demonstration
- Experiential/Inquiry Learning
- Cooperative Learning

## **Assessment Tools**

The instructor will employ a variety of methods to assess students' understanding of course material. These methods will include:

- Tests/Quizzes
- Daily Homework
- Essays
- Oral Presentations
- Student Projects

## **Major Units and Themes**

- The "creation" of Europe and The Middle Ages
- The Renaissance
- Exploration and Growth of Capitalism
- Reformation
- Politics and Religion
- Gov't Building in the 17<sup>th</sup> c. (France & Britain)
- Eastern Europe and Others
- The Scientific Revolution/Enlightenment
- The French Revolution/Napoleon
- The "-Isms"
- The Nation-State
- La Belle Epoch
- The Great War
- Russian Revolution; USSR
- The Rise of Dictators
- World War II
- The Modern Era
- Review for AP Test

# Themes in Advanced Placement European History

## **I. INTELLECTUAL AND CULTURAL HISTORY**

- The secularization of learning
- Changes in religious thought and organization
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments as statements of social values and as historical evidence
- Developments in social, economic, and political thought
- Development in literacy and communication
- The diffusion of new intellectual concepts among different social groups
- Changes in popular culture, such as the development of new attitudes toward religion, family and work

## **II. POLITICAL AND DIPLOMATIC HISTORY**

- The rise and functioning of the modern state in its various forms
- 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)
- The development and growth of nationalism
- Forms of political protest, reform and revolution
- Colonialism and imperialism: relationship of European and non-European powers, including de-colonization
- Relationship between domestic and foreign policies
- Efforts to restrain interstate conflict: treaties, balance-of-power diplomacy, and international organizations
- Techniques and technology of war

## **III. 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
- Hygienic practices, disease, and medicine and their effects on society
- The development of commercial practices and their economic and social impact
- The origins, development and consequence of industrialization
- Changes in the demographic structure of Europe and their consequences
- Change and continuity in the European family structure and in gender roles
- The growth of competition and interdependence in national and world markets
- The relationship between private and state contributions to economic growth; the development of a mixed economy