**AP European History**  **2018 | 2019 Course Syllabus**

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**Course Overview:**

According to the College Board, *“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. The course also allows teachers flexibility to teach certain topics of their choice in depth.”*

**Text:**

McKay, John P., Bennett D. Hill, and John Buckler. *A History of Western Society: Since 1300.* 11th ed. Boston: Houghton Mifflin, 2014.

**Course Requirements:**

One 2” or 3” binder is mandatory for this class. The binder should be organized (with dividers) as follows:

I. Syllabus/calendar II. Training materials, charts, review sheets III. Writing IV. Multiple choice / short answer quizzes V. Reading outlines /class notes (all in chronological order)

\*Outlines and class notes should be written on lined notebook paper, kept in either the binder or a separate spiral-bound notebook.

\*Notecards are not mandatory but are a good tool to help review key terms, events, and concepts.

**Reading Assignments:**

Students taking AP European History should be prepared to complete assigned weekly and daily readings, terms for identification, and summary questions. Readings will come from a variety of materials, including textbooks, primary sources, the Internet, and other supplemental materials.

In order to keep up with the readings in this fast-paced course, **students should make every conceivable effort to follow the course outline provided in their course-pacing guide.** Falling behind in assigned readings will result in inadequate preparation for the course as well as the AP examination.

Students should expect to have a **minimum of one hour of reading a night**. It is critical that the student make time for this reading to prevent falling behind**.**

**Test Requirements:**

Unit exams will be used to measure student mastery of concepts and provide a simulation of what students will encounter when taking the Advanced Placement European History Examination (See Below.) Tests will take place at the end of approximately every two chapters on a pre-assigned date. **We will make every effort to stick to these pre-assigned dates, so students should plan on following this schedule as strictly as possible. DO NOT BE ABSENT ON THESE DAYS!!!**

**Writing Requirements:**

Writing is an essential part of this course. DBQs (Document-Based Questions) are in the same format as the AP exam and will prepare you to do the work of a historian in brief. Based on the AP skills-based rubric, students will read text, analyze graphs, figures, and drawings, to construct an essay that will be graded on the AP seven-point rubric. There will be a minimum of 3 DBQs scheduled throughout the year, but we shall strive to complete more. LEQs (Long Essay Questions) are in the same format as the AP exam and will test your detailed knowledge of modern European history and will be graded on the AP six-point rubric. There will be a minimum of 3 LEQs that will correspond with where we are in the course.

**Participation:**

Participation is a prerequisite for achieving success in this class. All students will be required to participate in class discussions, debates, and other activities, which are part of the course curriculum. Students will be required to share their work. All students are expected to begin class immediately at the bell and plan on working the entire class period every day.

**Make-up Work:**

Your regular attendance is required to successfully complete this course. **Students that are frequently absent for non-critical issues will not be successful in this course.** Despite this fact, life happens and you may be absent for a variety of reasons. **Make-up work is the sole responsibility of the student.** Please keep in mind I will not ask you for make-up assignments, tests, etc. It is up to you to hand in assignments and schedule make-up tests. **Test make-ups must be scheduled during Enrichment or before or after school**, since retaking a test during class time will only result in you falling further behind. Only excused absences will result in make-up work or extended deadlines.

**Late work** will be penalized **one letter grade per day** (not class period) it is late. Late work for each unit will be accepted up until the date of the exam for that particular unit.

**Grading:**

**The following assignments will make up the bulk of your grade: I. Daily assignments, such as reading quizzes, and homework:** This includes any work given during the class period and homework assignments.

**II. Formal Assessments:** Assessments includechapter tests, multiple-choice practice tests; DBQs and LEQs.

**III. Participation:** This includesprojects and presentations assigned periodically throughout the year.

**IV. Final Exam (20% of overall grade in the Fall Semester; no Final Exam Spring Semester)**

**Class Expectations** ALL school rules will be enforced consistently in this classroom.Additionally, the following items describe what I expect from the class EVERY SINGLE DAY, so that everyone has the opportunity to learn to the best of his or her ability.

• Be on time, on task, and prepared to learn.

• Respect the teacher, the classroom, your classmates, and yourself.

• Be responsible for your own learning.

• Clean up after yourself and your peers.

• Keep all electronics turned off and put away.

**Academic Dishonesty** Plagiarism and cheating will not be tolerated under any circumstances. Plagiarism and cheating disrespects yourself, your classmates, your teacher, and the learning community. If anyone is caught cheating, he/she will get an automatic zero on the assignment, test, quiz, or project. Plagiarism is the use of another’s ideas or words without properly crediting your source.   It is unethical, academically dishonest, and illegal. Be sure that you know what constitutes plagiarism so that you do not get caught in an unfortunate situation.

All of Reitz High School’s attendance and skipping policies will be strictly enforced.

**Course Outline:**

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

**Unit Breakdown: *Semester 1:***

Unit 1 (Chapters 11-13): Later Middle Ages, the Renaissance, and the Reformation Unit 2 (Chapters 14, 15): Age of Exploration, Religious Wars, Absolutism

Unit 3 (Chapters 16-18): The Eighteenth Century (Scientific Revolution, Enlightenment, economics, and society)

Unit 4 (Chapter 19): The French Revolution and Napoleonic Era

***Semester 2***:

Unit 5 (Chapters 20, 21): Industrial Revolution and Ideological Upheavals Unit 6 (Chapters 22, 23): Life in the 19th Century and the Age of Nationalism Unit 7 (Chapter 24, 25): Age of Mass Society, Imperialism, and WWI Unit 8 (Chapter 26-30): Interwar Period (Rise of Dictatorships) and WWII to the present

**Course Pacing Guide:**

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| **Week** | **Reading in McKay** | **Notes** |
| **8/8 – 8/10** | **Summer Reading - see course website.** |  |
| **8/13 - 8/17** | **Ch. 12 – European Society in the Age of the Renaissance (p. 356-387)**   * Italian Renaissance (p. 356-362) * Intellectual Hallmarks of the Renaissance (p. 362-373) * Art and the Artist (p. 373-379) * Social Change (p.379-383) |  |
| **8/20-8/24** | * Politics and the State in Western Europe (p. 383-387)   **Ch. 13 – Reformations and Religious Wars, 1600-1700 (p. 390-422)**   * The Early Reformation and Martin Luther (p. 392-406) |  |
| **8/27-8/31** | * The Spread of Protestant Ideas (p.407-414) * The Counter Reformation and Religious Violence (p.414-422) |  |
| **(No school for Labor Day)**  **9/4 – 9/7** | **Review and test, Chapters 12 & 13** |  |
| **9/10-9/14** | **Ch. 14 – European Exploration and Conquest, 1450-1600 (p. 427-459)**   * European Voyages of Discovery (p. 432-445) * The Impact of Conquest (p.445-456) * Changing Attitudes (p. 457 – 458) |  |
| **9/17-9/21** | **Ch. 15 – Absolutism and Constitutionalism in Western Europe (p. 464-553)**   * 17th Century Crisis and Rebuilding (France and Spain) (p. 464-478) * Absolutism in Austria and Prussia (p. 478-482) * Absolutism in Russia and the Ottoman Empire (p. 482-489) |  |
| **9/24-9/28** | * Constitutionalism in England and the Dutch Republic (p. 489-499) | Review for Exam |
| **10/1-10/4**  **FALL BREAK Friday** | **Test Chapters 14 and 15** |  |
| **10/10-10/12**  **FALL BREAK**  **Monday and Tuesday** | **Begin Ch. 16** |  |
| **10/15-10/19** | **Ch. 16 – Toward a New Worldview (p. 502-537)**   * Scientific Revolution (p. 502-516) * The Enlightenment (p. 516-529) * The Enlightenment and Absolutism (p.529-536) |  |
| **10/22-10/26**  **PSAT 10/24 for 11th Grade (and probably Ms. Burns)** | **Ch. 17 – The Expansion of Europe in the Eighteenth Century (p. 540-571)**   * Agriculture and Land (p. 542-546) * The Beginning of the Population Explosion (p. 546-554) * The Growth of the Cottage Industry (p. 555-557) * Building the Atlantic Economy (p. 557-564) |  |
| **10/29-11/2** | **Ch. 18 – Life in the Era of Expansion (p. 574-606)**   * Marriage and the Family (p. 576-586) * Popular Culture and Consumerism (p.586-596) |  |
| **11/5-11/9** | * Religious Authority and Beliefs (p. 597-601) * Medical Practice (p. 601-606) | Review for Exam |
| **11/13-11/16**  **(No School for Veterans’ Day)** | **Test Chapters 16, 17, 18**  **Begin Chapter 19** |  |
| **11/19-11/20**  **THANKSGIVING WEEK** | **Ch. 19 – The Revolution in Politics, 1775-1815 (p. 610-645)**   * Background to the French Revolution (p. 612-619) * The French Revolution 1789-1791 (p.619 - 626) * World War and Republican France, 1791-1799 (p. 626-634) |  |
| **11/26-11/30** | * The Napoleonic Era, 1799-1815, and the Haitian Revolution (p. 634-645) |  |
| **12/3-12/7** | **Review content from Ch. 12 – 19** |  |
| **12/10-12/14**  **FINALS WEEK** | REVIEW AND TAKE FINAL |  |
| **12/20 – 1/2**  **WINTER BREAK** | **Ch. 20 – The Revolution in Energy and Industry (p. 648-679)**   * The Industrial Revolution in Britain (p. 650-661) |  |
| **1/3-1/4** | * Industrialization in Continental Europe (p. 661-667) * New Patterns of Working and Living (p.667-679) |  |
| **1/7-1/11** | **Ch. 21 – Ideologies and Upheavals, 1815 – 1850 (p. 682 - 713)**   * Aftermath of the Napoleonic Wars (p. 685 – 690) * Radical Ideas and Early Socialism (p. 690 – 694) * The Romantic Movement (p. 694-699) * Reforms and Revolutions (p. 699 – 706) |  |
| **1/14-1/18** | * The Revolutions of 1848 (p. 706-713) * The DBQ |  |
| **1/22-1/25**  **(No School for MLK Day)** | **Review and test Chapters 20, 21** |  |
| **1/28 - 2/1** | **Ch. 22 – Life in the Emerging Urban Society, 1840-1914 (p. 716-749)**   * Taming the City (p. 718-725) * Rich and Poor and Those in Between (p. 725-734) * The Changing Family (p. 734 - 743) * Science and Thought (p. 743-749) |  |
| **2/4-2/8** | **Ch. 23 – The Age of Nationalism, 1850 – 1914 (p. 753 - 785)**   * Napoleon III in France (p. 753 – 756) * Nation Building in Italy, Germany, and the U.S. (p. 756-764) * The Modernization of Russia and the Ottoman Empire (p. 764 – 770) |  |
| **2/11- 2/15** | * The Responsive National State, 1871 – 1914 (p. 770 – 775) * The Nation and the People (p. 775-781) * Marxism and the Socialist Movement (p. 781 – 785) |  |
| **2/18 - 2/22**  **PRESIDENTS DAY – NO SCHOOL** | **Review and test Chapters 22, 23** |  |
| **2/25-3/1** | **Ch. 24 – The West and the World (p. 788 – 819)**   * Industrialization and the World Economy (p. 790 – 797) * The Global Migration (p. 797 – 803) * Western Imperialism (p. 803 – 813) * Responses to Western Imperialism (p. 813 – 819) |  |
| **3/4-3/8** | **Ch. 25 – The Great Break: War and Revolution (p. 822 – 859)**   * The Road to War (p. 824 – 830) * Waging Total War (p. 830 – 837) * The Homefront (p. 837-842) |  |
| **3/11-3/15** | * The Russian Revolution (p. 842 – 849) * The Peace Settlement (p. 849 – 859) |  |
| **3/18-3/22** | **Review and test Chapters 24, 25** |  |
| **3/26-3/30**  **SPRING BREAK** | **Ch. 26 – The Age of Anxiety (p. 862 – 893)**   * Uncertainty in Modern Thought (p. 864 – 870)Modern Art and Music / Movies and Radio (p. 871-877) |  |
| **4/1-4/5** | * An Emerging Consumer Society (p. 877-880) * The Search for Peace and Political Stability (p. 880 – 885) * The Great Depression, 1929 – 1939 (p. 885 – 893)   **Ch. 27 – Dictatorships and the Second World War (p. 898 – 931)**   * Authoritarian States / Mussolini and Fascism (p. 898 – 910) |  |
| **4/8-4/12**  **(11th Grade SAT April 9)** | * Hitler and Nazism in Germany (p. 911 – 920) * Nazi Expansion and the Second World War (p. 920 – 931) |  |
| **4/15-4/19**  **(4/19 Snow Make-Up Day)** | **Ch. 28 – Cold War Conflicts and Social Transformations, 1945 – 1965 (p. 934 – 967)**   * Postwar Europe (p. 936–944) * The Western Renaissance (p. 944-948) * Soviet Eastern Europe, 1945–1968 (p. 948–956) * The End of Empires (p. 956-962) * Postwar Social Transformations, 1945 – 1968 (p. 963 – 967) |  |
| **4/22-4/26** | **Ch. 29 – Challenging the Postwar Order: 1960-1991 (p. 970 – 1003)**   * Reform and Protest in the 1960s (p. 972 – 983) * Crisis and Change in Western Europe (p. 983 – 992) * The Decline of “Developed Socialism” (p. 992 – 998) * The Revolutions of 1989 (p. 998 – 1003) |  |
| **4/29 -5/3** | **Ch. 30 – Life in an Age of Globalization (p. 1006 – 1040)**   * Reshaping Russia and the former East Bloc (p. 1008 – 1015) * The New Global System (p. 1015 – 1024) * Toward a Multicultural Continent (p. 1024 – 1029) * Confronting Twenty-First Century Challenges (p. 1029 – 1040) * REVIEW!! |  |
| **5/6-5/10** | **REVIEW AND TAKE AP TEST!!**  **WEDNESDAY, MAY 8** |  |