

Website: <https://mrrayoworldwonders.weebly.com/>

Mr. Arroyo
marroyo@muhsd.org
Twitter: @MrArroyo6

AP European History Course Syllabus 2019-2020

Course Description

AP European History is a challenging college-level course that is structured around the investigation of *seven course themes* and *88 key concepts* in *four different chronological periods* from the Renaissance to the present. Besides covering the relevant historical facts from these eras and linking these facts to the analysis of the themes, the course requires you to master nine historical thinking skills. **This course is taught at the college level.** The major difference between a high school and college history course is the amount of reading and depth of focus. Moreover, the AP curriculum stresses a large degree of higher order thinking skills within a rigorous academic context. Thus, the student will be required frequently to analyze, synthesize, and evaluate primary and secondary historical sources in addition to memorizing, comprehending, and applying facts.

During the year, you will be provided with the opportunity to examine primary sources, such as documentary material, pictures and graphs, maps, political cartoons, statistical tables, and works of art. In addition, you will be provided with exposure to both factual narratives and to the interpretations of European history from the perspectives of a variety of different writers and historians. Historiography is the history of history. You will be examining how people have thought about and written about historical events over the course of time. You will also be provided with the opportunity to develop your analytical and interpretive writing skills, practicing short answer questions as well as document-based and long essay question essays. Besides the short answer questions, you will be writing at least one essay in each unit.

This course includes history as both content and methodology. Students must demonstrate knowledge of basic chronology and major events and trends since the High Renaissance, and will develop academic skills, including:

- 1.) Effective analysis of such primary sources as documents, maps, statistics, art, pictures, and graphs
- 2.) Effective note-taking;
- 3.) Clear and precise written expression; and
- 4.) The ability to weigh evidence and reach conclusions on the basis of fact.

The most important thing to remember while you read the rest of this is to: stay positive! Although this course is extremely challenging, Gaucha AP history students have succeeded and you will succeed in the future. You must believe in yourself and be willing to accept a few setbacks along the way in order to grow as a young scholar and as a person ("no pain, no gain"). Learn from your mistakes and setbacks, make adjustments, and try again. The prize at the end is worth it! You can do it!

Units	Chronological Period*	Exam Weighting
Unit 1: Renaissance and Exploration	c. 1450 – c. 1648	10–15%
Unit 2: Age of Reformation		10–15%
Unit 3: Absolutism and Constitutionalism	c. 1648 – c.1815	10–15%
Unit 4: Scientific, Philosophical, and Political Developments		10–15%
Unit 5: Conflict, Crisis, and Reaction in the Late 18th Century		10–15%
Unit 6: Industrialization and Its Effects	c. 1815 – c. 1914	10–15%
Unit 7: 19th-Century Perspectives and Political Developments		10–15%
Unit 8: 20th-Century Global Conflicts		10–15%
Unit 9: Cold War and Contemporary Europe	c. 1914 – present	10–15%

Themes

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting the themes and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

THEME 1: INTERACTION OF EUROPE AND THE WORLD (INT)

Motivated by a variety of factors, Europe's interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies.

THEME 2: ECONOMIC AND COMMERCIAL DEVELOPMENTS (ECD)

Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects.

THEME 3: CULTURAL AND INTELLECTUAL DEVELOPMENTS (CID)

The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.

THEME 4: STATES AND OTHER INSTITUTIONS OF POWER (SOP)

European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects.

THEME 5: SOCIAL ORGANIZATION AND DEVELOPMENT (SCD)

Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society.

THEME 6: NATIONAL AND EUROPEAN IDENTITY (NEI)

Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe.

THEME 7: TECHNOLOGICAL AND SCIENTIFIC INNOVATION (TSI)

Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.

AP Disciplinary Practices:

1. Analyzing Historical Evidence

- a. Primary Sources
- b. Secondary Sources

Students will interpret, describe, explain, and analyze historically relevant information and arguments.

2. Argument Development

Students will make historically defensible claims in the form of an evaluative thesis, support an argument using evidence, and use historical reasoning to explain relationships among events.

AP Historical Thinking Skills:

Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6
Developments and Processes 1	Sourcing and Situation 2	Claims and Evidence in Sources 3	Contextualization 4	Making Connections 5	Argumentation 6
Identify and explain historical developments and processes	Analyze sourcing and situation of primary and secondary sources.	Analyze arguments in primary and secondary sources.	Analyze the context of historical events, developments, or processes.	Using historical reasoning processes (comparison, causation, continuity and change) analyze patterns and connections between and among historical developments and processes.	Develop an argument.

Course Format

Guided Reading

The Spielvogel textbook is known as one of the most “student-friendly” textbooks in AP Euro classrooms nationwide, however it may challenge your vocabulary. Use it to your advantage

Primary Source Analysis

For each unit, you will be expected to read, analyze, and interpret a wide variety of primary sources such as:

- Written sources (letters, journals, government documents, newspapers, etc.)
- Maps
- Statistics tables
- Works of art

Secondary sources and Interpretations

Aside from the textbook, we will look at historical scholarship of various viewpoints and historical eras. This will help you develop your own historical interpretation.

APEH Writing

Each unit will give instruction and practice in writing the DBQ (Document-Based Question), SAQ (Short Answer Question) and LEQ (Long Essay Question) essays. Some of these will be peer-reviewed, while others will be timed and graded in the AP style.

Simulations, Discussions, and Socratic Seminars

Students will regularly engage in simulations, discussions, and seminars that will require ACTIVE participation, critical thinking, collaboration, and group problem solving.

IT'S WHY READING IS MANDATORY!

AP Practice Tests

Each unit will include a summative assessment based upon the AP Exam. These will include AP-style multiple choice questions as well as timed LEQ, SAQ, and DBQ essays.

Required Texts:

- Spielvogel, Jackson. (2018) *Western Civilization, Since 1300, AP Edition, 10th edition*. Cengage Learning.

Please note: I expect you to read the assigned readings ahead of time. You cannot rely on me to lecture on what was assigned in the reading. Rather than dictate events to you ("This happened, then that happened"), you must come to class prepared to answer questions about the reading.

Required and Recommended Materials:

- A spiral bound notebook exclusively for this class for taking notes on lectures and/or reading.
- A binder for keeping reading materials organized.
- Pens, pencils, and highlighters.
- Post-it notes. You will often want to write notes in your textbook, but since you cannot write in the text, use post-it notes instead to annotate what you read.
- Index cards. You may want to use these for making flash cards.(Not required)

Useful Resources and Websites:

- The AP College Board website for students:
<https://apstudent.collegeboard.org/apcourse/ap-european-history>
- YouTube's Crash Course channel: Great history videos by author John Green:
<https://www.youtube.com/watch?v=WhuC9dp0Hk&list=PL8dPuualjXtMsMTfmRomkVQG8AqrAmJFX>
- www.khanacademy.org has great tutorial videos as well.
- Tom Richey, an AP Euro teacher from South Carolina, has placed his lectures and rubrics online. Go to www.tomrichey.net to access his lecture videos and review materials.
- Paul Sargent's AP Euro Bit by Bit YouTube videos: Go to www.youtube.com and search "Paul Sargent AP Euro" to find his "Worldwide Classrooms" series.

Course Planner and Readings: *"Napoleon by winter break, Hitler by spring break" is the typical AP Euro teacher's mantra. We will try to adhere to the following schedule. This is a planned outline for the course calendar, along with selected readings, activities, assignments, and quizzes/tests for each chapter unit. Primary and secondary sources will be assigned for each chapter throughout the year. In addition to the "Selected Readings" we will also be analyzing various styles of art in painting, sculpture, and architecture as a source of historical thought, from the Renaissance through Modern Art.*

Grading System:

Grades are weighted in the following categories:

- Chapter/Unit Tests: 40%
 - o *Test Corrections given for those earning less than a C. Half a point awarded back for each corrected answer.*
- Essays (DBQ, LEQ, and SAQ): 15%
- Homework and Reading Quizzes: 35%
- Participation: 10%

Based on recommendations of the College Board, the following scale will be used:

- 90-100%= A
- 80-89%= B
- 70-79%= C
- 60-69%= D
- 0-59%= F

All DBQs (Document-Based Question Essay) will be based on a 7-point scale (no half points). The standards for grading will focus on thesis statement clarity, logic of argument, evidence, outside information provided, etc.

- 7= 100% = A+
- 6= 95% = A
- 5= 85% = B
- 4= 75% = C
- 3= 65% = D
- 2= 55% = F
- 1= 45% = F

All LEQs (Long Essay Question) will be based on a 6-point scale (no half points). There are four different types of LEQs: Causation, Comparison, Continuity and Change Over Time, and Periodization.

- 6= 100% = A
- 5= 92% = A-
- 4= 82% = B-
- 3= 72% = C-
- 2= 62% = D-
- 1= 52% = F

Final Note:

Please remember that this class may be challenging, but at the end of the year, you will find that you have acquired great skills in reading, analysis, critical thinking, and writing. If you try your best and do not fall behind in the homework, success is possible and attainable. If you are struggling with any material or reading, please contact Mr. Arroyo as soon as possible- don't wait! Best of luck in this school year.

Note: *This syllabus is subject to change based on the needs of the class. Changes, if any, will be announced in class. Students will be held responsible for all changes.*

AP EUROPEAN HISTORY STUDENT CONTRACT

I, _____, have read and understand the course, rigor, and requirements for success in the class. *I promise to try my best and always ask for help when I need it.* I understand that this course requires me to pull my own weight and keep up with the assigned reading. I also understand that by preparing for and passing the AP exam in May, I can earn college credit, and therefore will give it my best effort. Finally, I understand that I must be an active participant in the class in order to gain as much knowledge as I can from this course.

Student Name: _____

Student Signature: _____

Parent Name: _____

Parent Signature: _____

Date: _____

Mr. Arroyo, AP European History teacher

Please detach this page and return to Mr. Arroyo