

# AP European History Syllabus

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## Introduction

This course we will delve deeply into the study of European history, in an attempt to arrive at an understanding of the forces, correlations, and discourses at work in the periods and places that we study. You will be expected to be able to analyze, synthesize, and evaluate both primary and secondary sources, as well as comprehend, memorize, and apply relevant historical facts. This is going to be a challenging and rewarding course. But be aware that it requires *a lot* of reading, *a lot* of writing, and, hopefully, a lot of learning.

## Course Description

The study of European history since 1450 will introduce you to cultural, economic, political, intellectual, and social developments that have played a fundamental role in shaping the world in which you live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present day society and politics (including the United States), and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of this course are to develop

- (1) an understanding of many of the principal themes in modern European history,
- (2) an ability to contextualize and analyze historical evidence and historical interpretation, and
- (3) an ability to express historical understanding in writing.

## Texts & Resources

For this course, the following textbook and supplementary materials will be utilized.

*The Western Heritage: Since 1300, 9<sup>th</sup> Edition*, Donald Kagan, Steven Ozment, Frank M. Turner.  
Pearson/Prentice Hall (2007)

*Western Civilization: Sources, Images, and Interpretations, from the Renaissance to the Present*, Dennis Sherman, 4<sup>th</sup> Edition. McGraw Hill Higher Education (2004). (distributed via handouts throughout the course).

It is also **required** that each student purchase their own copy of any AP European History Exam review book (Crash Course, AP Achiever, and 5 Steps to a 5 are all quite good).

It is strongly suggested that you purchase a copy of this study aid:  
*SparkCharts: European History*. This fold out chart (it costs \$5.00) outlines major historical eras, peoples, ideas, and advancements in a single, easy to read format.

There are excellent review videos covering all the content of the course. They include the Youtube channels by Tom Richey and Paul Sargent, and online resources from Crash Course and Khan Academy.

## The AP Exam

The AP Exam will take place on **Friday, May 5<sup>th</sup>, at 8:00am.**

The AP European History exam is 3 hours and 15-minutes long. It includes both a 105 - minute section with 55 multiple choice and 3 short answer questions, and a 90-minute free response section with a DBQ and a long essay question. Further details will be provided in separate handouts, in class, and can be found in the AP European History CED.

## Units of Study & Chronological Periodizations

The AP European History course is divided into four periodizations, and nine units of study. The chart below indicates the periodizations and units that we will cover this year. Each unit is equally weighted, representing 10-15% of the content covered on the AP exam.

**Period 1: c. 1450 – c. 1648**

**August 22-October 7**

[Review of Late Middle Ages]

Unit 1: Renaissance and Exploration

Unit 2: Age of Reformation and Wars of Religion

**Period 2: c. 1648 – c. 1815**

**October 10-February 10**

Unit 3: Absolutism and Constitutionalism

Unit 4: Scientific, Philosophical, and Political Developments

Unit 5: Conflict, Crisis, and Reaction in the late 18<sup>th</sup> Century

**Period 3: c. 1815 – c. 1914**

**February 13-March 10**

Unit 6: Industrialization and its Effects

Unit 7: 19<sup>th</sup> Century Perspectives and Political Developments

**Period 4: c. 1914 to present**

**March 13-April 28**

Unit 8: 20<sup>th</sup> Century Global Conflicts

Unit 9: Cold War and Contemporary Europe

**Themes**

The following themes serve as the connective tissue of the course. They enable students to create meaningful connections across units and periods. They are often broader ideas that become threads that run throughout the course.

We will use the acronym **INSPECT**, to highlight and deepen your understanding of the various themes throughout the course.

1. **I - Interaction of Europe and the World (INT)** – Motivated by a variety of factors, Europe's interaction with the world led to political, social, and cultural exchanges that influenced both European and non-European societies. (Units 1, 7, 8, 9)
2. **N - 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. (Units 4, 5, 7, 8, 9)
3. **S - 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 individuals and society. (Units 1, 2, 4, 5, 6, 9)
4. **P - 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. (Units 1, 2, 3, 4, 5, 6, 7, 8, 9)
5. **E - 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. (Units 1, 3, 5, 6, 8, 9)
6. **C - 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. (Units 1, 2, 4, 5, 6, 7, 8, 9)

7. **T - 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. (Units 1, 3, 4, 6, 7, 8, 9)

### **Course Outline**

All textbook readings are due at the start of each unit. Quizzes will be occasionally administered to ensure that you are on top of the assigned chapters and other readings.

We will follow this outline as closely as possible. But it is subject to change. Any changes will be announced in class.

### **Introduction**

Introduction to the course

Introduction to the AP European History Exam

European geography (Quiz)

### **Period 1, Unit 1: Renaissance & Exploration**

- Contextualizing Renaissance and discovery
- The Italian Renaissance
- The Northern Renaissance
- Printing
- New Monarchies
- Technological advances and the Age of Exploration
- Rivals on the world stage
- Colonial expansion and the Columbian Exchange
- The Slave Trade
- The Commercial Revolution
- Causation in the Renaissance and Age of Discovery

*Readings: Textbook: Chapter 10, Renaissance and Discovery*

*Primary Sources: Petrarch, Pico della Mirandola, Castiglione, More, Erasmus, Machiavelli, Columbus, Cabot.*

### **Period 1, Unit 2: The Age of Reformation**

- Contextualizing 16<sup>th</sup> – 17<sup>th</sup> century challenges and developments
- Luther and the Protestant Reformation
- Protestant reform continues
- Wars of Religion
- The Catholic Reformation
- 16<sup>th</sup> century society and politics
- Art of the 16<sup>th</sup> Century: Mannerism and Baroque art
- Causation in the Age of Reformation and the Wars of Religion

*Readings: Textbook: Chapters 11 & 12, The Age of Reformation and The Age of Religious Wars*

*Primary Source Readings: Sale of Indulgences, Martin Luther, Zwingli, Henry VIII, Council of Trent, Ignatius of Loyola*

*Video: The Protestant Revolution (BBC 4), by Dr. Tristram Hunt*

### **Unit 3: Absolutism & Constitutionalism (Period 2)**

- Contextualizing state building
- The English Civil War and the Glorious Revolution
- Continues and changes to economic practice and development
- Economic development and Mercantilism
- The Dutch Golden Age
- Balance of Power

- Absolutists approaches to power
- Comparison in the Age of Absolutism and Constitutionalism

*Readings: Chapter 13, 15, and 17, Paths to Constitutionalism and Absolutism: England and France in the Seventeenth Century, and Successful and Unsuccessful Paths to Power (1688-1740), and The Transatlantic Economy, Trade Wars, and Colonial Rebellion*

*Reading packet: Sources of the West Docs 57 – 61, Western Civilization Chapters 4 & 5*

#### **Unit 4: Scientific, Philosophical, and Political Developments (Period 2)**

- Contextualizing the Scientific Revolution and the Enlightenment
- The Scientific Revolution
- The Enlightenment
- 18<sup>th</sup> century society and demographics
- 18<sup>th</sup> century art and culture
- Enlightened and other approaches to power
- Causation in the Age of the Scientific Revolution and the Enlightenment

*Readings: Textbook: Chapters 14 and 18, New Directions of Thought and Culture in the 16th and 17th Centuries and The Age of Enlightenment: Eighteenth Century Thought*

*Reading packet consisting of both primary and secondary sources pertaining to this period.*

*Short documentary video on Thomas Kuhn's Structure of Scientific Revolutions.*

#### **Unit 5: Conflict, Crisis, and Reaction in the late 18<sup>th</sup> Century (Period 2)**

- Contextualizing 18<sup>th</sup> century states
- The rise of global markets
- Britain's ascendancy
- The French Revolution
- The French Revolution's effects
- Napoleon's rise, dominance, and defeat
- The Congress of Vienna
- Romanticism
- Continuity and change in the 18<sup>th</sup>-century states

*Readings: Textbook: Chapters 19 and 20, The French Revolution, and The Age of Napoleon and the Triumph of Romanticism*

*Reading packet: Selected readings from Aspects of Western Civilization, Vol 2, Ch. 5*

*Secondary source excerpt from The French Revolution and Human Rights, p. 1-32 Précis Due*

*Possible video: History Channel Documentary, The French Revolution*

#### **Unit 6: Industrialization and Its Effects (Period 3)**

- Contextualizing industrialization and its origins and effects
- The spread of industry throughout Europe
- Second wave industrialization and its effects
- The social effects of industrialization
- The Concert of Europe and Conservatism
- Reactions and Revolutions
- Ideologies of change and reform movements
- 19<sup>th</sup> century social reform
- Institutional responses and reform
- Causation in the Age of Industrialization

*Readings: Textbook Chapter 21: Economic Advance and Social Unrest*

*Primary Sources: TBD*

#### **19<sup>th</sup> Century Perspectives and Political Developments (Period 3)**

- Contextualizing 19<sup>th</sup> century perspectives and political developments
- Nationalism
- National unification and diplomatic tensions
- Darwinism, Social Darwinism

- The Age of Progress and Modernity
- New Imperialism: Motivations and methods
- Imperialism's global effects
- 19<sup>th</sup> century culture and arts
- Causation in 19<sup>th</sup> century perspectives and political developments

*Readings: Textbook: Chapter 22 and Chapter 23, The Age of Nation States, The Building of European Society*

*Reading packet: Sources of the West, Vol 2, Selected Readings & Aspects of Western Civilization, Vol. 2,*

*Possible Video: What the Victorians Did for Us (BBC)*

#### **Unit 8: 20<sup>th</sup> Century Global Conflicts (Period 4)**

- Contextualizing 20<sup>th</sup> century global conflicts
- World War I
- The Russian Revolution and its effects
- Versailles Conference and peace settlement
- Global economic crisis
- Fascism and Totalitarianism
- Europe during the Interwar Period
- World War II
- The Holocaust
- 20<sup>th</sup> century cultural, intellectual, and artistic developments
- Continuity and change in Age of Global Conflict

*Readings: Textbook: Chapter 25: Imperialism, Alliances and War, Chapters 26 & 27 (to page 915):*

*Political Experiments of the 1920s, and Europe and the Great Depression of the 1930s*

*Primary Sources: TBD, excerpt from Remarque's All Quiet on the Western Front*

*Readings:*

*Video: excerpt of Sartre, No Exit, and excerpt of film "The Great Dictator"*

#### **Unit 9: Cold War and Contemporary Europe (Period 4)**

- Contextualizing Cold War and contemporary Europe
- Rebuilding Europe
- The Cold War
- Two superpowers emerge
- Postwar nationalism, ethnic conflict, and atrocities
- The fall of Communism
- 20<sup>th</sup> century feminism
- Decolonization
- Migration and immigration
- Technology
- Globalization
- 20<sup>th</sup> century and 21<sup>st</sup> century culture, arts, and demographic trends
- Continuity and change in the 20<sup>th</sup> and 21<sup>st</sup> centuries

*Readings: Textbook: Chapter 29 The Cold War Era and the Emergence of the New Europe, Chapter 30, The West at the Dawn of the Twenty-First Century*

*Primary Source Readings: from AP Classroom (selections)*

*Possible Video: excerpt from Goodbye Lenin*

#### **Exam Review**

Whole class and group reviews

Thematic and Chronological Review

Practice exams and essays

## **Class Supplies**

It is your responsibility to have all the following supplies by the end of the first week.

- An appropriate notebook or binder, with paper available to take notes during class each day.
- **Blue or black pens** for taking notes, and for completing homework, class work, and exams. **I will not accept work completed in pencil, no exceptions.**
- A stapler with an ample supply of staples. I will not accept any work that has multiple pages that is not stapled, and you may not use mine in class.

## **Geographic Knowledge**

An integral component of developing a sound understanding of history is knowledge of geography. To that end, there will be a map quiz the second week of the first quarter. Everything you need to know for the quiz will be shared via Archie.

## **AP Classroom**

At the beginning of the year, I will guide you through the process of accessing and logging into your AP Classroom website, created by the College Board. Throughout the year you will be completing the Personal Progress Checks which will help you and me gauge your understanding of the course content as we progress through the class. You will be assigned MCQs, SAQs, DBQs, and LEQs.

## **The CED**

The AP European History Course & Exam Description is one of the most important resources that you have access to. All students are to have a copy (either electronic or printed), of the relevant sections of the CED for AP European History. This is the outline of the course provided by the College Board, and specifies the topics, themes, and general content that can and will be tested on the AP Exam in May. We will be actively using them in class as we review for both unit exams and the AP exam.

## **Notebooks**

Each student is required to maintain a dedicated, organized notebook. As stated above, it should contain blank paper for in-class note taking, as well as pockets to keep the handouts and print outs that you will receive throughout the year. It should be organized with **dated, titled entries**. You must have this notebook by the end of the first week of school, no exceptions. These notebooks will be checked periodically and without warning, and it is your responsibility to have it in class with you daily.

## **Handwritten Notes**

As stated above, you will be required to maintain a physical notebook with handwritten notes. Many studies have shown that the act of writing out notes helps with retention and comprehension. You may not use a tablet or other electronic device to take notes in class. Of course, you may transcribe the notes into an electronic format once you are home (that repetition will also help in retention and comprehension).

## **Readings**

As this is an AP course, you can expect a heavy reading load, significantly more than AP World History. You will be responsible not only for readings from the texts, but also several outside readings which will be made available to you either as handouts or through Archie. Treat these readings as you would an assigned reading from the text – they are not optional. You will be responsible for the material covered in these readings in quizzes, your participation grade, review questions, and exams.

The majority of the readings will be in the form of reading packets, consisting of excerpts of primary and secondary sources, as well as maps, charts, and visual sources followed by a series of questions. They will be due for most units covered in class.

## **Quizzes**

Pop quizzes may be administered randomly and at my discretion, especially when I sense that readings are not being completed outside of class. Periodically, pre-announced quizzes will be given either after an assigned reading, or to assess your comprehension of the material as we progress through the units.

## **IDs**

For each unit covered in class, you will complete a series of Identifications. These are not mere definitions, rather, they should help you contextualize and elaborate upon various ideas, issues, people, and events, in any given era. They will be assigned at the start of the unit. Needless to say, the work you turn in should be your own. I will give a zero for any set of IDs that contain any amount of work plagiarized from the Internet or any other source.

### **Exams**

In-class exams will consist of both multiple choice and short answer questions, and occasionally LEQ or DBQ style questions. The questions will be similar in style and content to those you will encounter on the exam in May.

Each exam is somewhat cumulative in nature, utilizing previous units as sources of questions, comparisons, etc. This more closely resembles the format and style of the AP exam, and consistently reinforces the course content.

You will also be given exam grades for AP style essays that you will complete either at home or in class. You will be completing at least one per unit.

### **Written Assignments**

As with the reading, you will be expected to complete many in-class and take-home writing assignments. These will include DBQs (document-based questions), SAQs (short answer questions), LEQs (long essay questions), analytical essays, thematic essays, video and reading précis, etc. This will not only help to prepare you for the free-response portion of the AP test in May, but it will also help you to synthesize the information you have learned, as well as force you to take varying perspectives of the same information.

### **Final Exam**

Your final exam will be a mock AP exam given approximately 1-2 weeks before the actual AP exam in May. It will be worth two exam grades.

### **Course Policies**

Every student is expected to comply with the rules listed by the school. All policies (including dress code, attendance, and general behavior) will be enforced in this classroom.

#### Academic Honesty

**This is possibly the most important point in this syllabus.** You will **earn a zero** for any assignment or work plagiarized or for any cheating or inappropriate work you do or try to submit. In addition, depending on the severity, you also **earn** an **'F'** for the class. For any infraction of this rule your parents will be notified. And you will be immediately referred to the administration, where appropriate additional disciplinary measures may be taken.

#### Dress Code

AUC's dress code policy will be enforced in this class. You must be wearing the proper uniform jackets, shirts, shoes, etc. to be admitted to class. Moreover, no hats are allowed to be worn in class at any time; this includes baseball style caps, hoodies, etc.

#### Electronic Devices

**At the start of each class all phones need to be placed in the appropriate hanging holder available in class. No phones or earbuds or other electronic devices should be used in class.** allowed in the classroom. I will be posting many readings in pdf format. You may be asked to use your iPad while in class on occasion, to complete work assigned, access a particular web site, or access a reading or document. But you will be told when this is necessary and permission has been given by the instructor to do so.

#### Attendance

Students are to follow all set school rules regarding attendance. All students will be held responsible for any and all material missed. To that end, I am available, as usual, to all students at the end of the school day or via email. Any assignments due during the absence are due immediately upon return to class -- no exceptions. If possible, prior notice should be given before a missed exam, and it will be scheduled **before** the absence. If an absence is unavoidable, an alternate form of the exam will be administered at the earliest date possible.

Note: Because class participation is a critical component of a student's final grade, and due to the lecture/discussion nature of this course, attendance is critical and will affect your final grade.

#### Tardiness

Tardiness is disruptive to everyone else in the class. In that light, please be advised that no student will be allowed late entry into the class without the proper forms from the main office, or a valid pass from another teacher. If you are denied entrance into the class, you will be held responsible for any material missed, assignments due, etc. Please bear in mind that you are expected to be in your seat and ready to work by the time the second bell rings. **Please note: tardiness is factored into your weekly participation grade.**

#### Assignments/ Late Work

As a general rule, I will not accept any late work, unless previously cleared by me. Whenever possible, if you *must* submit something late, please speak to me first, and note that one letter grade will be deducted per day. After five days, you will have earned a zero. There are no exceptions to this. Do not attempt to turn in any late assignments at the end of the grading period as they will NOT be graded.

If you have missed a quiz, an X will be entered into the gradebook and there will be no make ups.

If you have missed an exam, it is your responsibility to speak to me to arrange the earliest possible date for which to make it up. If more than one week elapses without communication from you, a zero will be entered into the gradebook for the missed exam. Note: No make-up exam will be the same version as the exam given in class.

#### Classroom Behavior

It is my hope to conduct this class in a manner that is conducive to an open and civilized exchange of ideas. To that end, it is imperative that everyone is treated with **respect**. Talking over others, shouting out answers without first having been recognized, and other disruptive behaviors will not be tolerated. I also do not tolerate any bullying, intolerance, or harassment in the classroom. A warning will be given the first time, after which you will be asked to leave the class (again, you are responsible for any missed material, assignments due, etc.).

Moreover, poor behavior, sleeping in class, talking during class, and other disruptive behaviors are heavily factored into your weekly participation grade.

#### Class Participation

Your participation in class discussions is an integral part of this class. To that end, every student is expected to contribute to the class discussions. **The level and quality of a student's participation, the level of your engagement in the class discussions and lectures, the timely submission of your assigned work, along with your punctual arrival to class daily, and your classroom behavior and deportment** will be factored into the final grade, as a weekly participation grade in the gradebook.

#### Classroom

No furniture (chairs, desks, etc) is to be moved. Ever. Consider the desks nailed in place. Moreover, you are expected to leave the classroom as you found it, free of garbage, ink and pencil marks, left behind books, etc., on a daily basis. Moreover, there is to be no food or drink (other than water) in the classroom, unless otherwise discussed.

**Also, no students are allowed in the classroom during lunch or before/after school unless I or another teacher is in here with you.**



### Food & Drink

There is no eating in class. If you do eat in class, you will be asked to leave the classroom and report to the office. Your absence from class, as well as your disobeying of the rules, will adversely affect your weekly participation grade.

You are allowed a bottle of water at your desk. No sodas, juices, or other drinks are allowed in the classroom.

### Bathroom Breaks

You may not interrupt the lecture or discussion with requests to use the restroom. Please wait for a natural break in the conversation to make your requests. Moreover, no student will be allowed to use the restroom in the first 10 and the last 10 minutes of class.

### Excused vs Unexcused Absences

You are only allowed to make up missed assignments, quizzes, classwork, and exams with excused absences. No make-up work will be allowed or accepted if your absence or tardy was unexcused.

### Grade “Bumping”

I do not “bump up” grades, so please do not ask. The grade you receive in the class is the grade you have earned.

### Grading Scale

Exams are worth 40%, Quizzes are worth 30%, Classwork & Participation are worth 20% and Homework is worth 10% of your final grade.

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

(next page)

**AP European History  
Syllabus**

**Student Acknowledgement**

I acknowledge that I have received, read, and understood the syllabus provided and the course policies delineated therein. I agree to adhere to the parameters set above, to work to the highest of my abilities, to complete assignments in their entirety and on-time, and to help foster a classroom climate conducive to thoughtful and respectful discussion.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Period: \_\_\_\_\_

**PLEASE PRINT, DATE AND SIGN THIS PAGE AND TURN IT IN  
BEFORE FRIDAY OF THE FIRST WEEK OF SCHOOL  
FOR A COMPLETION GRADE**

PLEASE PRINT THE REST OF THE SYLLABUS AND KEEP A COPY  
IN YOUR BINDER FOR REFERENCE