



AP European History

INSTRUCTOR: Michael Withers

2016-2017 SCHOOL YEAR

COURSE SYLLABUS

COURSE INFORMATION

This is an accelerated elective course covering the history of Europe from the Renaissance to the present. Emphasis is placed on preparing for the College Board AP exam by enhancement of higher level skills including analysis, drawing conclusions, evaluating and assessing historical events using primary and secondary sources. Special emphasis is placed on writing skills at a collegiate level.

COURSE OBJECTIVES

AP European History is a challenging college-level course that is structured around the investigation of course themes and 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 historical thinking skills. During the year, you will be provided with the opportunity to examine primary sources, such as documentary material, pictorial and graphic materials, maps, political cartoons, statistical tables, and works of art. In addition, you will be provided with exposure to both factual narrative 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 every unit.

TEACHER INFORMATION

Michael Withers

AP European History

Contact information: michaelwithers@misdmail.org, 2nd period conference A day, 8th period B day.

TEXTBOOK

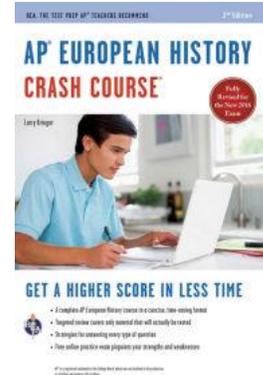
The Western Heritage Since 1300 (AP Edition), 11th Edition,
Pearson Publishing

You will have access to an electronic edition of the book only.

Access information is available in our iTunes U course.



We have a class set of several AP test prep books, but I highly recommend you buy a copy of the *AP EUROPEAN HISTORY CRASH COURSE*. It is an excellent support reference.



Outside readings come from a variety of websites. Here are some of the websites that may help you along the way:

The Cave-<http://www.thecaveonline.com/APEH/>

<http://www.historyteacher.net/APEuroCourse/APEuroCourseMainPage.htm>

Spark Notes- <http://www.sparknotes.com/testprep/ap/>

MATERIALS

Required Materials: Students need to be able to make and **retain** notes and assignments. I recommend a dedicated three-ring binder (at least 2”), subject dividers, colored pencils, notebook paper, pens, and pencils in class every day. On-going need for 3x5 cards and a box to store them in. You may keep a folder in the classroom if you wish.

Suggested Materials: Personal sharpener and highlighters.

COURSE CALENDAR/SCHEDULE

A tentative six-week course calendar will be posted in the iTunesU course at the beginning of each six-week grading period. The dates are tentative and subject to change. A weekly schedule of topics and assignments will be posted in the classroom.

ATTENDANCE/TARDIES/ID/DRESS CODE

All students in this class will be subject to all MHS policies, as stated in your MHS Student Handbook.

CLASS PARTICIPATION

Students will not be graded on class participation. However, it is expected that students ask and be able to answer questions about topics. Any class behavior that is distracting in any way to the educational environment of the class will not be tolerated.

ACADEMIC DISHONESTY

Acts of academic dishonesty (copying, cheating, plagiarism) will be dealt with swiftly and severely. MISD rules on academic dishonesty are explained in the Student Handbook.

GRADING POLICY

Philosophy:

Given the premise that all students can learn, MISD administrators and teachers believe that grade reporting should focus on student growth and learning in a climate of high expectations. Instructional emphasis should be placed on the accomplishments of defined district goals. Grading and reporting should be both formative and summative in nature and should utilize both formal and informal processes. Schools are accountable for structuring learning experiences, teaching processes, planning and evaluations, and utilization of materials, resources, and time to result in optimum student learning. The Mansfield Independent School District educational stakeholders envision a learning experience for each student based on the fundamental premise of student success.

Weighted Categories:

- Tests/Major Assessments will count 60% of each student's six-week grade.
- The remaining 40% will be derived from other sources of student achievement as determined by the teacher, including homework and class work.

Different weights will be given to the 2nd category based on the difficulty and time involved in completing the assignment (example: some assignments may only count 25 points, while other assignments may count 200 points).

Number of grades for regular classes

Each teacher should take at least eight (8) grades per Six-Week grading period. At least TWO of those grades should be a major assessment/test.

Late Work

Students may be assessed a penalty of no more than 30 points per day for up to one class period before a zero may be given for work not turned in on time.

Missed Tests and Retakes

If you are absent the class periods before a test/quiz (typically a test review day), you must still take the test.

Students who fail a major test/assessment (below 70%) will be allowed to retake or correct up to a 70% grade. This does not include semester examinations.

Students are expected to make arrangements with the teacher to retake or correct a major test/assessment. Students are encouraged to participate in tutoring opportunities before retaking a test.

All retakes or corrections must be completed prior to the end of each six week grading period unless the student is afforded time, after the six-week grading period, as a result of the district's absent/make-up guidelines.

SEMESTER GRADES

Semester grades are computed by averaging the numerical grades recorded for each of the three six week reporting periods and the course semester exam.

- First Six Weeks = 26% Second Six Weeks = 27% Third Six Weeks = 27%
- Semester Exam = 20%

Course credit is awarded with a grade of 70 or higher. If a student fails either semester of any MISD yearlong course and passes the opposite semester with a high enough grade for an overall average of 70 for the full course, a full credit will be granted. In this situation, for averaging to occur, the courses must have been taken during the same school year and in consecutive semesters.

SEMESTER EXAMS

Neither mid-term nor final exams are given early. If a student is absent on the day of an exam he/she will take the exam at a school designated time and date. A student is expected to contact the course teacher to schedule a make-up time for a **first semester exam** missed because of student absence and the school counseling department to schedule a make-up time for any **second semester exam** missed because of student absence.

AP Expectations:

Testing: AP Test is 12 May 17

To assess your knowledge of each part of each unit in AP European History and to prepare you for the AP Exam, you will be required to show your understanding in the following test formats: Long Essay Question Essays, Document Based Question Essays, Short Answer Questions, Standard Content-based Multiple Choice Questions, and Stimulus-based Multiple Choice Questions. When the syllabus says “multiple choice,” be prepared to answer both types of multiple-choice questions.

The AP exam is a timed test. That means that one of our highest priorities must be getting prepared to meet those time demands. Therefore, it would only make sense that we get used to writing those in the allotted time as well.

SCOPE & SEQUENCE (This is an abbreviated version of the syllabus submitted to College Board. That version, with an in-depth description of the topics/themes/assignments is available upon request—just let me know)

Unit 1: 1450-1648

Key Concepts:

- 1.1 The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world
- 1.2 The struggle for sovereignty within and among states resulted in varying degrees of political centralization
- 1.3 Religious pluralism challenged the concept of a unified Europe.

- 1.4 Europeans explored and settled overseas territories, encountering and interacting with indigenous populations
- 1.5 European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures

➤ **Unit 1: Part 1 Review of Late Medieval Europe and The Renaissance**

Review of Late Medieval Europe and the Renaissance

Timeline: 3 weeks Text: Ch. 1 and 2

➤ **Unit 1: Part 2 Europe Expands and Divides - Overseas Discoveries, Economic Change, and the Protestant Reformation**

Timeline: 3 weeks Text: Ch. 3 and 4

Unit 2: 1648-1815

Key Concepts:

- 2.1 Different models of political sovereignty affected the relationship among states and between states and individuals
- 2.2 The expansion of European commerce accelerated the growth of a worldwide economic network
- 2.3 The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture
- 2.4 The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes

➤ **Unit 2: Part 1 The Age of Absolutism**

Timeline: 3 Weeks Text: Ch. 5

➤ **Unit 2: Part 2 The Scientific Revolution and The Enlightenment**

Timeline: 3 weeks Text: Ch. 6

➤ **Unit 2: Part 3 The French Revolution and the Napoleonic Era**

Timeline: 3 weeks Text: Ch. 10 and 11

Unit 3: 1815-1914

Key Concepts:

- 3.1 The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry
- 3.2 The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location
- 3.3 The problems of industrialization provoked a range of ideological, governmental, and collective responses
- 3.4 European states struggled to maintain international stability in an age of nationalism and revolutions
- 3.5 A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers
- 3.6 European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other

- **Unit 3: Part 1 The Industrial Revolution and its Consequences: The Rise of Liberalism, Marxism, Socialism, and Revolution**

Timeline: 3 weeks Text: Ch. 12 and 13

- **Unit 3: Part 2 Nationalism and the Building of Nations**

Timeline: 1 week Text: Ch. 14

- **Unit 3: Part 3 International Industrialization and Competition, New Imperialism, and Late 19th Century Challenges to the Middle Class**

Timeline: 3 weeks Text: Ch. 15

Unit 4: 1914 to the Present

Key Concepts:

4.1 Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War, and eventually to efforts at transnational union

4.2 The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle among liberal democracy, communism, and fascism

4.3 During the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.

4.4 Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.

- **Unit 4: Part 1 World War I, the Russian Revolution, the Interwar Years, and World War II: 1914-1945**

Timeline: 4 weeks Text: Ch. 15-20

- **Unit 4: Part 2 The Cold War and Modern Europe: 1945 – Present**

Timeline: 3 weeks Text: Ch. 21-22

TUTORING SCHEDULE

Monday PM 3:00 - 3:30; Tuesday AM 6:50 - 7:20. Also available by appointment.

AVAILABLE STUDENT SERVICES

The MHS library and Mansfield Public Library are both valuable available student services in terms of resources and computer access. If students need specific outside help in any way, he or she needs to talk to the instructor about these issues.

iPad Classroom Management

iPads are an expectation for this class. They need to be brought, charged, daily. They are used for research and assignments. **DO NOT PLAN TO USE YOUR PHONE!**

Daily Procedure

- Close all applications on your iPad upon entering the classroom. You may only have open the apps to be used in class during that specific class period. The opening of any additional app including any gaming, messaging or email feature will result in a disciplinary referral.
- iPads need to remain on your desk at all times. When they are not in use, follow your teacher's directions about where to keep them.
- iPads need to remain flat on your desk or slightly propped (using the stand) when in use so that your screen can be viewed by the teacher at all times.
- Make sure your device has the sound off. You will be instructed when it is necessary for the sound to be on. In that case, you will be asked to use headphones.

BYOD Policy - Mansfield ISD has a BYOD policy in place; however, with access to iPads in the classroom daily, the use of any cellular device is only allowed with permission from the teacher. Having cell phones out in class without permission will result in disciplinary action.

Michael Withers
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Mansfield High School