

Advanced Placement Modern European History

Beachwood High School

Mr. Perse

AP Modern European History will be one of the most challenging courses of your high school career. It is specifically designed to be a college level course. Thus, it will require college level work, a college level attitude, and a college level performance. What this means, in a specific sense is that:

- a. the class will require much more than the “normal” amount of homework and daily preparation as you prepare to take the AP exam in May;
- b. the study of European History will involve much more than just a simple memorization of facts (although memorization will indeed be necessary);
- c. the mastery of this content will require independent preparation and a sophisticated level of synthesis, analysis, creative thought, and skill development;
- d. classes will be structured and designed to take advantage of your ability and willingness to work and to study without being spoon-fed; to analyze material on your own; to be responsible for information even though we do not cover it in class, and to approach the study and understanding of history from a more mature perspective than ever before.

It is my intent that you will work harder in this class; that you will be responsible for more in this class; and that with consistency and dedication and sacrifice, you will gain more from this class than what you have gained previously. Our goal in this class is not to earn a specific letter grade, or to memorize a certain number of facts. Rather, our goals must necessarily concern:

- a. becoming informed citizens with a highly developed sense of empathy and tolerance;
- b. enhancing our ability to think “historically” by improving our ability to think critically and independently;
- c. developing the self-confidence and skills necessary to successfully compete with all the other AP students in the country on a single day in May.

Basic Assumptions

1. I assume that you are interested in the subject of European History; otherwise, why would you be in this course?
2. I assume that you are dedicated to taking the AP exam in May and doing the very best that you can;
3. I assume that you have mastered previous history courses and that you have a sophisticated vocabulary which will enable you to understand difficult historical concepts;
4. I assume that you are able to read, understand, and remember difficult material, that you are able to discern opposing points of view, and that you are able to compare and contrast the quality of, and information in different historical sources;
5. I assume that you are not afraid of the effort it will take to be successful in a difficult academic situation and that you will embrace this unique challenge;
6. I assume that you have mastered the ability of successfully communicating your ideas in both written and spoken form and that you are tolerant of the ideas expressed by others;
7. I assume that you have the desire and ability to work independently and to maintain, to the utmost, your academic responsibilities;
8. Finally, I assume that you will make this course your highest priority this year. I assume that JCWA conferences, homecoming weekends, Leadership activities, field-trips, Spirit Week shenanigans, band and orchestra recitals, and other such activities, while still fun and enjoyable, will not interfere with the time, work, and attitude necessary to succeed in this course.

IF I AM WRONG ABOUT ANY OF THESE ASSUMPTIONS, AS THEY PERTAIN TO YOU, THEN YOU ARE IN THE WRONG CLASS.

This endeavor will require a tremendous commitment. Make sure you are up to the task!!!

MAKE SURE THAT THIS IS THE RIGHT TYPE OF CLASS FOR YOU.

Major Themes and Specific Units of the Course

Political and Diplomatic Themes

1. The growth and development of nationalism and the modern nation-state
2. The development of political, social, and economic ideologies: conservatism and liberalism
3. The development of forces demanding change, reform, and revolution
4. The development of colonialism, territorial conquest, and wars of ideology

Intellectual and Cultural Themes:

1. The secularization of learning and culture
2. Changes in religious thought and organization
3. Major trends in literature and art
4. The development of new ideas about humans and society

Social and Economic Themes:

1. The division of society into and the development of modern social classes
2. The development of commercial and business practices and their impact on society
3. The origins, development, and impact of industrialization and technology

Historiographical Themes:

1. The role of individuals and their impact on historical events
2. The connections between the political, social, economic, and cultural events and ideas
3. The connections between different historical eras
4. The relationship between events within a nation and global events
5. The impact of one society and culture coming into contact (conflict) with another
6. The relationship between long term causes and the immediate sparks of historical events

First Semester Unit Outline and Schedule:

- Unit 1: Transition to the Modern World: The Renaissance and Reformation
- Unit 2: The Development of the Modern Nation-State
- Unit 3: Eastern Europe / The Struggle for Wealth and Empire: 1648-1763
- Unit 4: The Age of Science and Enlightenment
- Unit 5: The French Revolution
- Unit 6: The Age of Napoleon
- Unit 7: Reaction versus Progress: 1815-1848
- Unit 8: Artistic and Cultural Trends; 1500 - 1800 and Exam Review

Class Procedures and Policies

Attendance and Tardiness: Quite simply, **you cannot afford to miss class**. If you miss a class, and any assignments, it is your responsibility to make up the work. Your name must appear on the official absentee list so you don't get charged with a cut. In addition, **you cannot afford to be late to class**. This means you must be in your seat, with your materials BEFORE the bell rings. Once the bell rings we are going to start. We do not have the time to "get ready." **I WILL NOT BE ACCEPTING NOTES FROM TEACHERS AND OTHER PERSONNEL**. Please make separate arrangements to speak with them at a later time. If tardiness becomes a problem, I will lock the door when the second bell rings and not open it until the end of the class period.

Grades: Your grade in this class will be determined by both objective and subjective methods. You will be evaluated by your performance on all graded assignments as well as by your attitude. Attendance, tardiness, and citizenship can have a significant impact on your grade, either in a positive or a negative sense. Points can and will be deducted from your quarter average for a lack of cooperation. Each unit will consist of specific assignments. Your grade at the end of a marking period will be based on the total number of points you earned as a percentage of the total number of available points.

Missing Work: I hope that this is not an issue in an AP course, but just in case.... Late work can be penalized. Points might be deducted for each day the work is late. There will be no penalty if you are absent the day an assignment is due provided the work is turned in on the first day you return. We will deal with unique situations on a case by case basis. Do not let a case of the "sniffles" or being tired get in the way of your academic progress.

Materials: Hopefully we will have enough textbooks for you to have a copy at home and for there to be classroom copies. Regardless of the number of textbooks, you must bring your binder, with paper and writing utensil to class every day. Borrowing materials from a classmate does not count. All handouts that we are currently working with must also be brought to class every day. Failure to have the proper materials will result in a loss of points from your quarter average.

Cheating: Cheating and plagiarism will not be tolerated. If you are so behind, or so confused that you feel you need to cheat, then you better come see me. Dishonesty could result in a zero for that assignment., but more importantly, it will result in a loss of respect. Make the right choices.

Extra Help: I will be available for extra help on a case by case basis, provided you make an appointment. Just because I am not teaching a class at that moment, does not mean that I have nothing to do. Appointments will ensure that you get my undivided attention. Do not be afraid to ask for help- you know better than I do if you are comfortable or not with the material. Please do not ask about extra credit; students who do so generally have not taken care of the basic assignments.

Assignment Sheets: There will be a specific assignment sheet for each unit of the course. These assignment sheets will detail the readings which must be completed as well as the information for which you are responsible. Additional assignments will be added as we make our way through the semester. I will try to be as fair as I can in terms of keeping you informed; remember, we both have the same goal--- your success. There will be a series of "unannounced" quizzes and tests each semester to further inspire you to keep up with your reading. These so-called "pop" quizzes will be administered at my discretion. You might be able to drop your lowest pop quiz each quarter.

Teacher Discretion: Anything not covered in this syllabus, or anything which requires further interpretation, will be based solely on my discretion. We are here to learn about democracy; not to practice it.

Skills to be Developed and Utilized

Notebook Organization: This skill will be necessary to keep track of notes, handouts, in-class work, journal entries, returned assignments, etc. This course, as history itself, is cumulative. Everything we do in this class will appear again, in one form or another later in the year. I believe it would be in your best interests to have a 3 ring binder with a section for notes, a section for handouts, and a section for work that is returned to you.

Note taking: Many of you have gotten by at BHS without having to write things down. This class will be different. As good as your memory may be, writing information down enhances your ability to remember, understand, and articulate what you have learned. You will need a written record of your experiences in this class to perform to the best of your ability. Not learning to take organized notes will be a terrible mistake, now and in the future.

Definitions: This skill will be necessary for the sake of "getting to the heart of the matter." A concise statement of the meaning of a term or concept, in a complete sentence, will force you to articulate the idea in its most basic form, thus enhancing understanding and memory.

Identifications: Sometimes called a "short answer" the ID is the building block for a multi paragraph essay. The ID generally contains factual information regarding a person, place, event, thing, or concept. Such information, contained in a short paragraph, includes who, what, when, where, and the significance of the ID in question. The significance, or what I call the "so what" factor is analytical in nature. All good IDs should contain a topic sentence and a thesis statement.

Paired Identifications: This skill will involve linking together two or more regular IDs in an attempt to explain a cause and effect or compare and contrast type of relationship. A good paired ID, can be either one or two short paragraphs, characterized by a clear thesis (the link) and an adequate description of the factual information. This type of connection can be the basis for a short essay.

Non-Verbal Data: All non-verbal data such as charts, graphs, maps, pictures, etc. can be translated into words. This type of data will need to be translated clearly and concisely into paragraph form, again utilizing topic sentences and thesis statements. Similarly, there will be times when written data will need to be translated into a chart, graph, or other non-verbal form.

Geographic Literacy: It is important to have a sense of place when studying history. Specific geographic locations have determined, in part, the course of great historical events and trends. You will need to know the nations of present day Europe, the capital cities, major topographical features, as well as geographic information from earlier historical periods.

Chronological Sequencing: The understanding of cause and effect, major issues when thinking historically, is impossible without the ability to organize information chronologically. Not only will it be important for you to memorize certain specific dates, it will also be necessary for you to create time lines which demonstrate the progression of events and ideas that would otherwise remain hidden.

Test Taking Skills: This will be necessary to help prepare you for the AP exam in May. Multiple choice questions, short answers, IDs, time lines, etc. will be part of unit test formats. It is essential that test taking strategies be developed. Essays will also be part of the test taking format and will be graded according to the criteria listed elsewhere in this syllabus.

Time Management: It is essential, not just for this class, but for life itself in the modern world, to organize your life around a calendar and a clock. While you do not want to be a slave to those measurements of time, you do have to face up to their reality. "Time waits for no one, and it won't wait for you."

Class Participation: The typical BHS in-class mode of sitting back, remaining silent, and letting other students "carry the ball" is not an option for the AP class. Public speaking and the oral articulation of your thoughts are not only necessary skills for life, but are also indispensable for creating the proper learning environment for this course. In addition, class participation will give you the opportunity to test your theories before a sympathetic audience and give me the opportunity to help monitor your progress.

Homework Skills: Perhaps the most important skill to develop is your ability and willingness to handle your academic responsibilities on a daily basis. We are all capable of gearing up for the big test, or the big assignment. While this is important, it is probably more important to be consistent day in, day out. Homework skills must be seen in this light. Even if there is no specific assignment for that night, there is still homework to be done. With the pace and demands of an AP course, I anticipate at least an hour of homework each night just to stay up with the class. By homework I envision reading the assigned pages, taking notes on the reading, completing IDs, designing your own essay questions, making sure you know where we are in the course at that particular time, relating what you are reading (and writing it down) to what we are doing in class, and identifying areas or information that you do not understand. You must become an active learner to succeed in this class and in college.

Term Paper: There will be a required term paper for this course. The successful completion of a term paper will help you develop the analytical skills necessary for understanding a large, complex subject. Writing the paper will help you develop the ability to synthesize into an intelligible form what you have analyzed. More details to follow.

Exams: There will be a semester exam at the end of the first semester. The purpose of this exam will be to help you prepare for the AP exam, which necessarily embodies a large amount of information. Again, the cumulative nature of this course, and history itself, must be stressed.

Analytical and Synthetic Thinking Skills: By the end of the year, you will have been stretched to connect, question, debate, categorize, and articulate various facts, opinions, and concepts. You will have engaged in both deductive and inductive reasoning. Not only will you have learned what to think, but also how to think. The ultimate goal of this course is to help you develop to become a person with intellectual flexibility and higher order thinking skills.

Empathy: By learning from one another and by appreciating the human dimension of the past, students will, hopefully, develop greater tolerance, firmer values, and a better appreciation of themselves, their world, and their place in that world.

Persistence / Dedication / Sacrifice: No further explanation should be required.

"We are what we repeatedly do. Excellence, then, is not an act, but a habit." - Aristotle

General Essay Grading Standards

"A" work is characterized by:

- **Topic sentences** which introduce each paragraph clearly,
- **Introductory paragraphs** which sets the scene for the essay or the section
- **Thesis statement** which is clearly stated, valid, supportable, and original
- **Body paragraphs** which develop evidence in a clear and specific manner
- **Excellent writing mechanics** (proper grammar, punctuation, and form)
- **Something extra** including flowing command of the language and content
- **Promptness**, because late papers may never receive the highest grade

"B" work is characterized by:

- **Topic sentences** which adequately introduce the topic,
- **Introductory paragraphs** which set the scene somewhat and/or introduces the topics reasonably well,
- **Thesis statement** that is stated, valid, and supportable,
- **Body paragraphs** which may not develop all areas of evidence as promised, or which maybe unbalanced in treatment, or confused in their sequencing, but which contain solid information,
- **Good writing mechanics** (mostly proper grammar, punctuation, and form)
- **Satisfactory mastery of content and style**

"C" work is characterized by:

- **Weak or missing topic sentences**
- **Introductory paragraphs** that are unclear, unfocused, and limited,
- **Thesis statement** that is unfocused, invalid, or confused,
- **Body paragraphs** that lack specificity and/or logical sequencing,
- **Weak writing mechanics** (poor grammar, incorrect punctuation, spelling)
- **Limited vocabulary and/or content**

"D" work is characterized by:

- **Unclear introduction, unclear focus, unclear or absent thesis, poor writing, little information, weak content**

"F" work is characterized by:

- Hopefully, we won't even have to address this issue in an AP course. Suffice to say, if an essay is not turned in, or if there is little more than just a few sentences, the grade will be an "F"

Document Based Essay Grading Standards

The reading and understanding of historical documents lies at the heart of the DBQ. The DBQ is a significant portion of the AP exam because it tests a student's training as a historian as well as their writing skills and background knowledge. It is designed to test the analytical and interpretive skills the student has developed rather than just memory or recall of specific facts. The DBQ may use prose, maps, graphs, charts, pictures, etc, from many sources all in a single question. Your reading of not only a text but also of documentary and interpretive sources will help you to prepare for this type of essay.

<u>AP Scale</u>	<u>BHS Grade</u>	<u>Characteristics</u>
9-8-7	A - B	<ul style="list-style-type: none">- Solid critical analysis on several levels- Well developed, clear, valid thesis- Use of a variety of evidence from documents- Analyzes more than describes- Use of outside previously learned information- Clear sense of historical context and period- Considers reliability of the documents- Excellent writing skills displayed
7-6-5	B - C	<ul style="list-style-type: none">- Evidence of critical analysis of documents- Reasonably well developed thesis- Connection between thesis and evidence- Some outside previously learned information- Less clear sense of historical context- Some consideration of documents' reliability- Reasonably well written
5-4-3	C - D	<ul style="list-style-type: none">- Superficial thesis, or only on one level- Less direct analysis; more descriptive- May contain some, but not many errors of fact- Limited analysis of source and historical time- Limited use of outside information- Basic writing skills displayed
3-2-1-0	D - F	<ul style="list-style-type: none">- Thesis confused, invalid, unfocused, absent- Simple recitation of documents- No direct reference to documents- Misunderstanding of the questions- Little sense of document as historical source- Little sense of the historical context- May contain major errors- Poorly written and organized