

West Broward High School  
AP European History Course Syllabus 2016-2017  
Mrs. Rivas – Room 178  
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### Course Overview:

This is a college-level course developed by the College Board for high school students. The AP European History Course Description identifies FIVE themes and NINETEEN Key Concepts in FOUR different chronological periods from approximately the 1450s to the present. The course will prepare students for the AP exam given in May, which may qualify students to earn college credit at state and private universities.

Daily lessons will consist of student-led seminars, teacher mini-lectures with slides, analysis of primary and secondary sources and writing short and long extended responses, including answering document-based essay questions. Approximately one chapter will be covered per week and students will be expected to keep up with the readings, participate in class discussions and demonstrate various skills when writing essays. Maintaining good attendance and taking ownership of improving in areas of weakness is crucial to your success in the course.

### Course Grading:

Multiple Choice and Essay Exams = 40%  
Quizzes = 30%  
Classroom Activities/Harkness Seminars = 20%  
Homework = 10%

### Student Responsibilities:

- Keep up with weekly readings and turn in all guided reading assignments (ID Lists) for each chapter on time
- Maintain good attendance and check website regularly
- Complete all practice essays and participate in all peer scoring and feedback activities
- Come prepared on the day your group is to have its Harkness Seminar
- Come prepared on test dates
- Actively participate in all discussions and ask questions
- Seek tutoring immediately if falling behind

### Materials:

Binder with three divisions: (1) Class notes, (2) Homework Notes (ID Lists), (3) Essay Handouts

### Assessments:

There will be weekly quizzes and at least 4 unit exams. You are responsible for all of the assigned readings. Often there may not be time to discuss some of the material in class prior to a test but a Q&A session will always take place before each test and you are encouraged to ask questions. Notes from lectures will help you understand the material but should not be substituted for reading and mastering the text. All tests will consist of stimulus-based multiple or essay questions or both.

### Homework:

Weekly homework will consist of reading chapters and completing ID Lists. In addition, you will need to prepare for your group's Harkness Seminar, as you will be participating in these seminars once every two or three weeks. There will always be something to read or reread, take notes on and/or study. Internet access and e-mail is a must. The school's media center and any public library will offer Internet access with printing capabilities if needed.

## Essays:

Essay writing skills are essential for passing the AP exam. It is not possible to pass the class if you refuse to write essays. You should have mastered basic writing skills as assessed by standardized tests. The AP core rubric will be taught during the year and it is the same rubric that the College Board will use in scoring your AP exam. You are encouraged to seek tutoring if falling behind in the essay-writing portion of this course as you will need to master the core skills in order to pass your AP exam in May.

## Course Materials/Resources:

Mortimer Chambers. *The Western Experience* 8<sup>th</sup> Ed 2003. McGraw-Hill ISBN 0-07-242437-0

Primary Source Reader: Mark A. Kishlansky. *Sources of the West: Readings in Western Civilization*. 3<sup>rd</sup> Ed Vols I,II.

Primary and Secondary Source Reader: Sherman, Dennis, ed. *Western Civilization: Sources, Images and Interpretations; from the Renaissance to the Present*. Third edition. New York: McGraw-Hill Companies, Inc.,

[www.collegeboard.com](http://www.collegeboard.com)

[www.fordham.edu/halsall/mod/modsbook/html](http://www.fordham.edu/halsall/mod/modsbook/html)

[www.mhhe.com/chambers8](http://www.mhhe.com/chambers8)

## Exam Description

The AP European History Exam is 3 hours and 15 minutes long and includes both a 105-minute multiple-choice/short-answer section and a 90-minute free-response section. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	4 questions	50 minutes	20%
II	Part A: Document-based question	1 question	55 minutes (includes a 15-minute reading period)	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

## **Historical Eras that divide the course:**

1450 – 1648

1648 – 1815

1815 – 1914

1914 – Present

## **Themes (which run throughout all four historical eras):**

1. Poverty and Prosperity
2. Objective Knowledge and Subjective Knowledge
3. Individual and Society
4. States and other Institutions of Power
5. Europe's interaction with the World

## **Historical Thinking Skills addressed in the course**

You will need to demonstrate these skills when you speak, read and write history:

- I. Chronological Reasoning (MCQs, SAQs, LEQ and DBQ Essays)
  1. Historical Causation
  2. Patterns of Continuity and Change over Time
  3. Periodization
- II. Comparison and Contextualization (MCQs, SAQs, LEQ and DBQ Essays)
  4. Comparison
  5. Contextualization
- III. Crafting Historical Arguments from Historical Evidence (LEQ and DBQ Essays)
  6. Historical Argumentation
  7. Appropriate Use of Relevant Historical Evidence
- IV. Historical Interpretation and Synthesis (MCQs, SAQs, LEQs and DBQs)
  8. Interpretation
  9. Synthesis

## **Units:**

### **Unit 1: 1450 – 1648 (August – October)**

This period begins with the Italian Renaissance leading to the Northern Renaissance followed by the Protestant Reformation and Religious Wars. Also occurring in this era is the rise of strong monarchs in Western Europe and the creation of centralized nation-states, many of which begin exploring the seas in search of new trade routes, leading to colonization of outside lands and the start of the new Atlantic trading system. The unit ends in 1648, using the Treaty of Westphalia as a significant marker for it ended religious wars and created a new balance of power with a weaker Holy Roman Empire.

**Key Concepts** (See Concept Outline in Course Description for more information on each):

- 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 experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures.

Chambers' Textbook: Chapters 12 – 16

Analysis of Primary and Secondary Source Readings from Kishlansky and Sherman

Harkness Seminars followed by timed, stimulus-based Short Answer Question (SAQ)

Stimulus-based multiple-choice questions (MCQs) chapter quizzes

Unit Test: 55 stimulus-based, MCQs and 1 SAQ

### **Unit 2: 1648 – 1815 (October – November)**

This unit begins with a post Treaty of Westphalia Europe wherein strong monarchs rose to even more power with France leading the way in Absolutism while England developed into a Constitutional Monarchy. The Scientific Revolution challenged traditional sources of authority by introducing rational methods to finding universal truths in the natural world, leading to the Enlightenment applying similar methods to the study of society. Enlightenment ideas and overextension in colonial wars resulted in France experiencing a revolution,, giving birth to new political ideologies such as liberalism and republicanism, and the rise of Napoleon. The unit ends in 1815 when the Congress of Vienna is established after the defeat of Napoleon in an effort to bring back conservative rule and erase liberal and national tendencies. Also occurring at this time was an increase in global trade, including an increase in European slave trade across the Atlantic as well as colonial wars fought between European states.

#### **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 no unchallenged, emphasis on reason in European culture.

2.4 The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.

Chambers' Textbook: Chapters 17 – 21

Writing SAQs, LEQ and DBQ Essays

Analysis of Primary and Secondary Source Readings from Kishlansky and Sherman

Harkness Seminars followed by timed, stimulus-based Short Answer Question (SAQ)

Stimulus-based multiple-choice questions (MCQs) chapter quizzes

Unit Test: 55 stimulus-based, MCQs, 1 SAQ and 1 LEQ

### **Unit 3: 1815 – 1914 (December – February)**

This unit begins with the Congress of Vienna, which sought to erase liberal and national movements resulting from the French Revolution and Napoleonic conquest. Nationalism still grew leading to the unification of Germany and Italy. Industrialization created a new society wherein the gap between the new middle and working class grew, leading to new economic theories challenging capitalism. Middle class women enjoyed the comforts of the new industrial age but were confined to the domestic sphere while working class women and children endured the poor conditions found of factory work. Industrialized European states sought control of outside lands searching for new markets and natural resources leading to imperialism and supported by new Social Darwinist thinking. Competition between states led to the beginning of WWI in 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.

Chambers' Textbook Chapters 22 - 26

Writing SAQs, LEQ and DBQ Essays

Analysis of Primary and Secondary Source Readings from Kishlansky and Sherman

Harkness Seminars followed by timed, stimulus-based Short Answer Question (SAQ)

Stimulus-based multiple-choice questions (MCQs) chapter quizzes

Unit Test: 55 stimulus-based, MCQs, 1 SAQ and 1 DBQ

**Unit 4: 1914 – Present (February – March)**

This unit covers 20<sup>th</sup> century European conflicts beginning with WWI. The Great Depression ushered in the rise of Fascist states in Italy and Germany, while a communist revolution led to the creation of the Soviet Union. The Cold War led to the rise of two superpowers: the U.S. and the Soviet Union, creating a divided Europe until the fall of the Soviet state. Colonies in Africa and Asia gained independence as post-Cold War European states sought to cooperate economically with one another leading to the formation of the European Union. Nationalism however challenged unity as separatists groups and anti-immigration sentiments spread, continuing into the 21<sup>st</sup> century.

**Key Concepts:**

- 4.1 Total war and political instability in the first half of the 20<sup>th</sup> 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 between liberal democracy communism and fascism
- 4.3 During the 20<sup>th</sup> 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.

Chambers' Textbook Chapters 27 – 30

Writing SAQs, LEQ and DBQ Essays

Analysis of Primary and Secondary Source Readings from Kishlansky and Sherman

Harkness Seminars followed by timed, stimulus-based Short Answer Question (SAQ)

Stimulus-based multiple-choice questions (MCQs) chapter quizzes

Unit Test: 55 stimulus-based MCQs, 1 SAQ, 1 DBQ and 1 LEQ Essay

**Review – April**

**AP Exam Date: Friday, May 12, 2017 Afternoon**

**Additional Information:**

See [www.collegeboard.com](http://www.collegeboard.com) for the College Board AP European History Course Description.

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

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

**Honor Code:**

Students will abide by the honor code statement **“I have neither given nor received help on this assignment”** for all assignments unless specifically exempted by the teacher. Violations of the honor code pledge will result in a zero for the assignment, a disciplinary referral to the office for action consistent with the school policy on cheating and potential loss of status in honor societies. Examples of violations of this policy include giving or receiving help on any in-class or take-home test, essay or quiz, plagiarism or material on take-home essays and discussion of any quiz, test or essay questions with students who have not yet completed that assignment.

**I HAVE READ THE ABOVE SYLLABUS AND HONOR CODE AND HAVE DISCUSSED BOTH WITH MY PARENTS/ GUARDIANS on this \_\_\_\_\_ day of August, 2016.**

\_\_\_\_\_  
Print Student Name and Period

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

Student E-mail address: \_\_\_\_\_

\_\_\_\_\_  
Print Parent Name and daytime #

\_\_\_\_\_  
Parent Signature

Parent E-mail address: \_\_\_\_\_