

Advanced Placement  
*European History*



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**Office Hours:** PRIDE Time, SMART Lunch, or by appointment

AP Euro is a UNIVERSITY-LEVEL SURVEY COURSE of the past 600 years or so of Modern European History starting in the mid-1400s with the Italian Renaissance. If you put in serious work you'll better understand the forces that have shaped the modern world. My hope is this course will teach you to think, reason, and discuss as an adult.

### **COURSE GOALS**

- Know the [basic chronology of major events](#) and trends in modern European history.
- Understand some of the [principal themes](#) in modern European history.
- Analyze and interpret [historical evidence](#).
- Express your understanding of history in [writing](#).

### **QUARTER GRADING**

50% = Exams

20% = Essays

15% = Homework and Quizzes

15% = Projects

### **COURSE GRADE**

40% = Q1

40% = Q2

20% = FINAL EXAM – Students who qualify may be exempted.

### **ASSIGNMENTS**

**Late policy** - Assignments are due at the start of class each day. Late homework will be accepted for 60% of the grade it would have earned if submitted on time.

**Handwritten Essays** - Both timed handwritten Free Response Question (FRQ) and Document Based Question (DBQ) essays will be assigned throughout the semester. Handwritten assignments are acceptable in blue or black ink only. Essays written in pencil will not be accepted.

**Typed Assignments** - Typed assignments must conform to MLA standards.

**Make-up Work and Tests** - Make-up work is your responsibility. Work assigned prior to an absence will be due upon your return to school. This includes tests that are scheduled for the day of your return. For work assigned during your excused absence: one day out = one extra day, two days out = two extra days, three days out = three extra days. Missed tests due to an excused absence may be made up during PRIDE Time, SMART Lunch, or after school by appointment within five school days of the original test date.

**Retests** – Retests are available during PRIDE Time, SMART Lunch, or after school by appointment to students earning below a 70% on a test. Test corrections must first be completed within five school days of test scores being returned.

### **STUDENT ENGAGEMENT**

Be engaged! This is an intense college-level course which moves quickly and deeply. Lengthy readings are assigned nightly. Students are expected to arrive at class daily prepared to discuss. Students are encouraged to take detailed handwritten notes over each night's readings. We will regularly have both announced and unannounced free-response quizzes over the previous night's assignment. Handwritten notes may be used on unannounced quizzes.

## **CHEATING**

CHEATING IS BAD. Do it on even the smallest assignment and you'll lose my respect and can count me out as ever acting as a reference for you. I will also inform your other teachers that you've been caught cheating and cannot be trusted and will see that you are dismissed from any honor societies to which you belong. ACT WITH INTEGRITY.

## **EXPECTATIONS**

**Be kind!** Be positive, speak politely, use active listening, use appropriate language, celebrate others' successes, offer solutions, be forgiving, and above all else, maintain your self-respect and respect the dignity of others.

**Act interested.** Jump in! Discussions are only effective when participants are well-prepared and engaged. This class will be either as exciting or as boring as you choose to make it.

**Keep an open mind!** A good historian must step into the shoes of past peoples and seriously examine life from alternative perspectives. Don't restrict your thinking to your 21st century values.

## **CLASS SUPPLIES**

You are required to bring these items to class every day.

- Blue or black ink pen
- Notebook
- Printed online readings and a folder for in-class handouts
- Pencil (required on test days)

## **FLASHCARDS, TEXTBOOK, and READINGS**

I am author of [Barron's AP European History Flashcards](#). 1st. ed. Hauppauge, NY: Barrons. 2016. We'll also rely on [A History of Western Society](#). 8th ed. Boston, MA: Houghton Mifflin, 2006. And, of course, many primary readings.

## **THEMES AND ESSENTIAL QUESTIONS**

### **Theme 1: Europe and the World**

- Why have Europeans sought contact and interaction with other parts of the world?
- What political, technological, and intellectual developments enabled European contact with other parts of the world?
- How have cross-cultural encounters shaped Europe in its culture, politics, and society?
- How have Europeans impacted non-European societies?

### **Theme 2: Poverty and Prosperity**

- How has capitalism developed?
- How has society changed as a result of capitalism?
- What were the causes and consequences of economic and social inequality?
- What were the responses to inequality from individuals, groups, and the state?

### **Theme 3: Objective Knowledge and Subjective Visions**

- What role have traditional sources of authority played in the transmission of knowledge?
- How and why did Europeans come to rely on the scientific method and reason in place of traditional authorities?
- How and why did Europeans come to value subjective interpretations of reality?

#### **Theme 4: States and Other Institutions of Power**

- How have Europeans governed?
- How have European governments closer to and farther from democracy?
- How have non-governmental institutions impacted European states?
- How did changes in warfare affect the balance of power?

#### **Theme 5: Individual and Society**

- What forms have family, class, and social groups taken in European history, and how have they changed over time?
- How and why have tensions arisen between the individual and society over the course of European history?
- How and why has the status of specific groups within society changed over time?

### **HISTORICAL THINKING**

#### **Chronological Reasoning**

- Events rarely have a single cause. Identify, analyze, and evaluate short- and long-term historical causes and effects. Differentiate between coincidence, causation, correlation.
- Recognize, analyze, and evaluate continuity and change over years, decades, or centuries. What is the same? What is different? Be able to relate these patterns to larger historical processes or themes.
- Describe, analyze, evaluate, and divide history into time periods. Identify turning points and split the grand historical narrative into manageable chapters. Recognize choices of specific dates favor certain narratives, regions, or groups.

#### **Comparison and Contextualization**

- Describe, compare, and evaluate historical developments within a society, or between societies separated by time and/or space. Be able to analyze historical events from multiple perspectives.
- Connect historical developments to the specific circumstances of time and place and to broader regional, national, or global processes. How do unique local conditions influence events? How do events fit into the big picture?

#### **Crafting Historical Arguments from Historical Evidence**

- Address questions about the past by arguing. Do not report events. Instead use clues to form theories providing deeper insight. Present a theory in a thesis statement supported by relevant historical evidence.
- Analyze evidence from written documents, art, artifacts, maps, and statistics. Consider the source. How does its author, purpose, format, and audience shape it? Consider the context in which the evidence was produced and used. Who made it for whom, and why? Extract useful information, make inferences, and draw conclusions.
- Be able to pick apart others' arguments. Describe, analyze, and evaluate a theory's validity in light of available evidence.

#### **Historical Interpretation**

- Describe, analyze, evaluate, and construct different interpretations of the past. Be aware that the past is not neutral territory. Historians and historical actors are biased by their own social, political, religious, economic, and cultural circumstances. With all the centuries, lives and accumulated experiences of the past, the selection of what we study is a statement of current-day values. Interpretation requires analyzing evidence, reasoning, contexts, and points of view found in both primary and secondary sources.

### **COLLEGE BOARD EXAM INFO**

The AP European History Exam is 3 hours and 15 minutes long. It will be administered on Friday, May 18, 2018. It includes both a 95-minute multiple-choice and short-answer section (Section I) and a 100-minute free-response section (Section II). Student performance on these four parts will be compiled and weighted to determine an AP Exam score.