

# AP European History

## Fall 2023



### Contact Information:

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Mr. Phillips, Spring 2022

## Course Overview:

AP EUROPEAN HISTORY (AP Euro) provides a university-level survey of Modern European History from the Late Middle Ages to Today.

Students develop and use skills used by historians, analyze sources, build arguments, make connections, and think about continuity and change over time. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

## Goals:

1. Learn the basic chronology of major events and trends in modern European History.
2. Understand the seven principal [themes](#) in modern World History:
  - a. **Europe and the World** – Concerns political, economic, social, and cultural exchanges that influenced both European and non-European societies.
  - b. **Economics** – Concerns the effects of economic developments, especially capitalism.
  - c. **Culture** – Concerns the creation and transmission of knowledge.
  - d. **Power** – Concerns development of governmental and civil institutions to organize society and consolidate political power.
  - e. **Society** – Concerns family, class, and social group dynamics.
  - f. **Identity** – Concerns perceptions of regional, national, and European identities.
  - g. **Science** – Concerns the intended and unintended consequences of scientific and technological advances.
3. Develop historical thinking skills and reasoning processes:
  - a. **Developments and Processes** – Identify and explain historical developments and processes and turning points.
  - b. **Sourcing and Situation** – Analyze sourcing and situation of primary and secondary sources.
  - c. **Claims and Evidence in Sources** – Analyze arguments in primary and secondary sources.
  - d. **Contextualization** – Analyze the context of historical events, developments, or processes.
  - e. **Making Connections** – Use historical reasoning to analyze patterns and connections between and among historical developments and processes.
  - f. **Argumentation** – Support an argument using specific and relevant evidence.
  - g. **Comparison** – Compare historical developments within a society or between societies separated by time and/or space.
  - h. **Causation** – Identify, analyze, and evaluate short- and long-term historical causes and effects.
  - i. **Continuity and Change** – Describe, compare, and evaluate historical developments within a society or between societies separated by time and/or space.

## Units

### 1. [Florence to Westphalia, c. 1450-1648 CE](#)

- a. **Renaissance** - [Early Modern Society](#), [The Renaissance](#), [The New Monarchies](#), [Spain and England](#), [Sweden, Poland, and Russia](#), [The Ottoman Empire](#)
- b. **Reformation** - [Latin Christendom](#), [The Protestant Reformation](#), [The Catholic \(or Counter-\) Reformation](#), [Mannerism and Baroque Art](#), [The Wars of Religion](#)
- c. **Exploration** - [Banking and Trade](#), [The First Global Age](#), [Exploration and Empire](#)

### 2. [Westphalia to Vienna, c. 1648-1815 CE](#)

- a. **Sovereignty** - [The English Constitution](#), [The Dutch Republic](#), [Absolute Monarchy](#)
- b. **Commerce** - [18th Century Society](#), [Agricultural Revolution and Proto-Industrialization](#), [Markets](#)
- c. **Reason** - [The Scientific Revolution](#), [The Enlightenment](#), [Nature](#), [18th Century Art and Literature](#)
- d. **Revolution** - [The Colonies](#), [The French Revolution](#), [The Congress of Vienna](#), [Romanticism](#)

### 3. [Vienna to Sarajevo, c. 1815-1914 CE](#)

- a. **Industry** - [Industrialization](#), [Urbanization](#), [Victorian Society](#), [La Belle Époque](#)
- b. **Ideology** - [The Political Spectrum](#), [The Concert of Europe](#), [Mass Politics](#), [19th Century Urban and Social Reforms](#)
- c. **Empire** - [Collapse of the Concert of Europe](#), [Unification](#), [The Russian Empire and European Jews](#), [The New Imperialism](#), [Alliances and Crises](#)
- d. **Modernity** - [Modern Art](#), [19th Century Science](#), [19th Century Philosophy](#), [19th Century Religion](#)

### 4. [Sarajevo to Brussels, c. 1914 CE - Today](#)

- a. **The First World War** - [The Great War](#), [Peace](#), [The Lost Generation](#)
- b. **The Second World War** - [Capitalist and Democratic Failures](#), [Totalitarianism](#), [The Second World War](#)
- c. **The Cold War** - [The Cold War](#), [20th Century Culture](#)
- d. **The European Union** - [The EU and Russia](#), [Separatists and Terrorists](#), [Advanced Science and Technology](#), [Civil Rights](#), [Pop Culture](#)

## Texts

1. *Barron's AP European History Flashcards, 2<sup>nd</sup>. ed.* by David William Phillips
2. *A History of Western Society, 8<sup>th</sup>. ed.* by John McKay

## Rules and Expectations

1. **Be kind. Act interested. Follow directions.**
2. Sit only in your assigned seat.
3. **Polite, civil behavior** is expected! This includes but is not limited to:
  - **Using respectful language.** Profanity, racist, sexist, homophobic, transphobic, nativist, or other offensive comments will not be tolerated. Public education is open to all members of the public, and everyone is welcome.
  - **Using formal academic English language** when writing, including **proper capitalization, punctuation, and spelling** to ensure your message is communicated effectively.
4. Food and drinks are not permitted.
5. Only one individual may use the restroom at a time. Students must sign-out as they exit and sign-in as they return.
6. Electronic devices must be put away when instructed to do so.
  - Earbuds and headphones are not permitted. I need to know you can hear me when I speak.
  - Electronics are to be used **for academic purposes only**.
  - Electronics will be confiscated if a student is playing games, watching videos, or otherwise using a device for any purpose other than schoolwork.
7. **Your participation is essential to success!** This means:
  - Read ***everything*** thoroughly for detail!
  - Log into Canvas daily and follow the latest directions in the classroom stream.
  - Check WCPSS email daily. Answer messages within 24 hours or less.
  - Adhere to the semester schedule without falling behind or working ahead. Keep up with readings and assignments, study vocabulary, and watch assigned videos.
  - Submit work only to Canvas. Assignments that are emailed, shared only on Google Drive, or sent through another app will not be accepted.

## **Grading Policies**

### **Grading scale:**

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

### **Quarterly Grades:**

- Exams – 55%
- Quizzes – 20%
- Essays – 15%
- Classwork – 10%

### **Course Grade:**

- Quarter 1 – 40%
- Quarter 2 – 40%
- Final Exam – 20%

## **Assignments**

1. Assignments that are submitted on time and meet minimum completion requirements will receive no less than a 50%.
2. Assignment submissions are timestamped digitally. All assignments are due by 11:59 PM on the due date. Assignments will only be accepted late for 60% credit until the final day of each unit.
3. Students with a score of 84% or below on a test may retake one time for a maximum test score of 85%.
4. Extra credit will not be offered.

## **Typed Assignments**

Typed assignments must conform to MLA standards.

- [MLA paper format](#)
- [MLA formatted essay example](#)
- [Microsoft Word directions MLA for formatting](#)

## **WCPSS Honor Code Policy**

Honor Code Policy (4310) states: “Academic honesty is essential to excellence in education and is directly related to the Board's educational objectives for students to promote integrity and self-discipline in students. As all schoolwork is a measure of student performance, academic honesty facilitates an accurate measurement of student learning.

Each student, parent, family and staff member has a responsibility to promote a culture that respects and fosters integrity and honesty. Academic integrity and honesty requires that all stakeholders share responsibility in the fulfillment of this policy.

In fulfilling these responsibilities:

- students will collaborate with their peers to foster a culture of academic integrity; refrain from participating, either directly or indirectly, in any form of cheating or plagiarism; and adhere to the honor code;
- parents and family will actively support the honor code by encouraging their child(ren) to foster and uphold a culture of academic integrity;
- staff will establish and annually teach expectations regarding academic integrity and honesty; and promote the honor code.