

AP European History 2006-2007 School Year

Mr. Sommer

mrsommer@adelphia.net

<http://www.mrsommer.net>

Introduction

The AP course and exam in European History are intended for qualified students who wish to complete classes in secondary school equivalent to college introductory courses in European history. The exam presumes at least one academic year of college-level preparation, a description of which is set forth in this book.

The AP European History course corresponds to the most recent developments in history curricula at the undergraduate level. In colleges and universities, European history is increasingly seen in a broad perspective, with teaching methods reflecting an awareness of other disciplines and diverse techniques of presentation, including visual and statistical materials.

The exam is divided into three parts: a multiple-choice section dealing with concepts, major historical facts and personalities, and historical analysis; a document-based essay designed specifically to test students' ability to work with evidence; and two thematic essays on topics of major significance. Together, these three parts of the exam provide students with an opportunity to demonstrate that they are qualified to pursue upper-level history studies at college.

All sections of the exam reflect college and university programs in terms of subject matter and approach. Therefore, questions in **cultural, diplomatic, economic, intellectual, political, and social history** form the basis for the exam. Students are expected to demonstrate a knowledge of basic chronology and of major events and trends from approximately 1450 (the High Renaissance) to the present. The entire chronological scope and a range of approaches are incorporated throughout the exam. Students need to understand the designations for centuries; e.g., the seventeenth century is the 1600s, *not* the 1700s. In the multiple-choice section, approximately one-half of the questions deal with the period from 1450 to the French Revolutionary and Napoleonic era, and one-half deal with the period from the French Revolutionary and Napoleonic era to the present. A number of questions may be cross-chronological or combine several approaches. No essay or multiple-choice question will focus on the pre-1450 or the post-2001 period.

The Course

Goals

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Topic Outline

The outlined themes that follow indicate some of the important areas that might be treated in an AP course in European History. In addition, questions on the exam will often call for students to interrelate categories or to trace developments in a particular category through several chronological periods. For this reason, students and teachers need to address periodization in European history and to relate periodization, as appropriate, to the following themes.

1. Intellectual and Cultural History

- Changes in religious thought and institutions
- Secularization of learning and culture
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments and their relationship to social values and political events
- Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism
- Developments in literacy, education, and communication
- The diffusion of new intellectual concepts among different social groups
- Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
- Impact of global expansion on European culture

2. Political and Diplomatic History

- The rise and functioning of the modern state in its various forms Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
- The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
- The growth and changing forms of nationalism
- Forms of political protest, reform, and revolution
- Relationship between domestic and foreign policies
- Efforts to restrain conflict, treaties, balance-of-power diplomacy, and international organizations
- War and civil conflict: origins, developments, technology, and their consequences

3. Social and Economic History

- The character of and changes in agricultural production and organization
- The role of urbanization in transforming cultural values and social relationships
- The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
- The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
- The development of commercial practices, patterns of mass production and consumption, and their economic and social impact Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
- The origins, development, and consequences of industrialization Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
- Gender roles and their influence on work, social structure, family structure, and interest group formation
- The growth of competition and interdependence in national and world markets
- Private and state roles in economic activity

The Exam

The exam is 3 hours and 5 minutes in length. It consists of a 55-minute multiple-choice section and a 130-minute free-response section.

The multiple-choice section consists of 50 questions designed to measure the student's knowledge of European history from the High Renaissance to the present. Approximately one-half of the questions deal with the period from 1450 to the French Revolutionary and Napoleonic era and one-half from the French Revolutionary and Napoleonic era to the present. The questions covering the nineteenth century and the twentieth century are divided evenly (approximately 25 percent of the total number of questions for each century).

Approximately one-third of the questions focus on cultural and intellectual themes, one-third on political and diplomatic themes, and one-third on social and economic themes. Of course, many questions draw on knowledge of more than one chronological period or theme. A student is not expected to be familiar with all the material covered.

Section II, the free-response section, begins with a *mandatory* 15-minute reading period followed by Part A, in which students are required to answer a document-based essay question (DBQ) in 45 minutes, and Parts B and C, in which students are asked to answer two thematic questions in 70 minutes. Students choose one essay from the three essays in Part B and one essay from the three in Part C; they are advised to spend 5 minutes planning and 30 minutes writing each of their thematic essays. Thematic questions are grouped to ensure that students consider a range of historical periods and approaches. Grouping is often not chronological. Students are instructed to spend the introductory 15-minute reading period of Section II analyzing the documents for the DBQ, outlining their answer, and considering the choices of questions offered in Parts B and C.

Within the free-response section, the DBQ essay is weighted 45 percent and the two thematic essays together are weighted 55 percent. For the total exam score, the multiple-choice and the free-response sections are weighted equally.

Information about the process employed in scoring the AP European History Exam, including the standards used and samples of student answers, can be found at AP Central and in the *2004 AP European History Released Exam*. Ordering information for this and other AP publications can be found on pages 42–46.

AP Grades

The Readers' scores on the essay and problem-solving questions are combined with the results of the computer-scored multiple-choice questions, and the total raw scores are converted to a composite score on AP's 5-point scale:

AP GRADE	QUALIFICATION
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Course Description:

Knowledge of the way people have lived and of the way events and ideas have shaped our lives, helps us understand the world of the present. As we grapple with such questions in this course, I hope that you will emerge with: (1) an enjoyment of—or at least satisfaction from—the learning process itself; (2) a broad knowledge of the history of Europe sufficient enough to feel prepared to take the Advanced Placement exam on the afternoon of May 5th. (3) an appreciation of some of the political, economic, social, and intellectual cross-currents in the continent's history; (4) the acquisition of skills useful to an ongoing study of history and the social sciences, and (5) an enhanced understanding, through a study of contemporary events, of the role that European nations still play in today's world.

AP European History is a challenging course that is designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of European history from the Renaissance to the present. Solid reading and writing skills, along with a willingness to devote *considerable time to homework and study*, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography.

You will be required to apply the effort necessary to act as an historian and develop the ability to analyze historical evidence to determine its validity and relevance identify point of view and the nature of bias, and recognize the necessity of objectivity and substantiation. The methodology of an historian involves skills that are highly transferable—the ability to formulate generalizations, interpret and use data and to analyze and weigh evidence from conflicting sources of information are applicable to many other academic and practical disciplines.

Besides listening to occasional lectures or PowerPoint presentations on important themes of European history, you are expected to participate in class verbally through discussions of primary documents and events, debates of key issues, possible role-playing of historic figures and mock trials. Furthermore, you are expected to continually develop your writing skills through regular short essays, essay exams and maintain a notebook of all class materials. The volume of material involved in a survey course of US history is extensive and you can expect to do *a lot of reading not only in the text*, but also from outside sources and research both in the library and through the internet.

AP European History is challenging and stimulating and, compared with other high school courses, *takes more time and requires more homework* (but you already know that). Consequently, there will be a focus on *strengthening skills* in taking objective exams, in addition to writing clear and compelling essays and doing research and analysis of historical data. Therefore, *regular study, frequent practice in writing, historical analysis, class discussions/debates/seminars, and study/review/and test-taking strategies are major elements of the course.*

Course Objectives:

- Master a broad body of knowledge
- Demonstrate an understanding of historical chronology
- Use historical data to support an argument or position
- Differentiate between different schools of historical thought
- Interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast

- Work effectively with others to produce products (such as original DBQs, PowerPoint presentations, review sheets for the entire class) and solve problems
- Prepare for and successfully pass the Advanced Placement Exam

A Key To Success:

The most important grading factor in this class is ***consistent effort***. The reading load is especially heavy the first 7-10 weeks, in order to cover the maximum amount of material in the time we have allotted. To do this with the least amount of stress, sharing is definitely encouraged. *You are ultimately responsible for understanding all material for testing.* The amount of time required for homework for this class will vary with your reading speed. *You should expect to do something for this class **everyday**.* I hope that you will enjoy the year, work hard, and come out of it in May *"thinking like a historian"*, able to tackle the demands and challenges of any college course!!!

Materials Required:

Wide loose leaf binder [at least 2" or larger to be kept at home] -> this will not only be your primary notebook, but you will be creating your own individual "review book" as well and should keep it neat and well-organized, so that you have things at your fingertips.

- One small [1"] binder or multi-pocket folder that will be brought to school each day with the materials/homework notes, etc., needed for the current unit being studied. -> include some clear loose leaf and some blank, white computer paper in the back.
- 3-holed college-lined [narrow-lined] loose leaf.
- A yellow-colored highlighter.
- Individual loose leaf tabs/dividers [one for each of 30 topics, plus one review sheets.

Class Rules:

1. This is a College Level Course for which you voluntarily signed up for; I plan to treat you like my college professors treated me. Please do not bother me with your petty and frequently lame descriptions on how your various extra curricular activities have caused you to fall behind in your work.
2. Always give your best effort on all class activities and assignments. They are opportunities to learn, achieve and grow. Take advantage of them.
3. Academic Freedom: All students have a right to their opinions, (however unpopular). How you support your opinions is a key to doing well on the AP exam and in this class. Respect for the opinion of others is a class requirement.
4. Remember that your personal honor and integrity are a very precious and important part of who you are as a person. Therefore, I expect that you will do all of your OWN work at all times.
5. Do not be late. Be inside the door when the bell rings, unless you have a legitimate excuse to be tardy.
6. Keep in mind that I want all of you to do well. I am one of your many Academic Coaches and I want you to reach your goals and your full potential as a student and as a person.
7. I encourage you to approach me after class so that I can give you my undivided attention [if I am free] or see me in the halls, email me, or drop a note in my mailbox, so that I know we need to talk. Never hesitate to share your respectful feelings with me. Students quickly learn that I will eagerly listen and respond to their concerns when they approach me courteously.

Grading Policy:

My grading system is very simple—the total number of points you receive divided by the total possible

points for those assignments. One grade will be a class participation/discussion/presentation grade for 100 points and will be included as an additional grade to your total point value score. Before the end of the marking period, I will ask for your self-evaluation sheet which lists the criteria for you to evaluate yourself for that participation grade. It will serve as a guide for me before I make a final decision on your score for that grade. Therefore, your final grade for each marking period is 99% in your control, so you get what you give!

Late Policy:

In order to receive credit for all work, it must be submitted when it is due. I will deduct 10% off of the original grade you would have received for each of the first three days after the original due date (max of 30% deduction). After that time, you will receive a zero for that assignment. However, I allow for ONE late written/visual assignment over the entire year (up to three days late for that assignment without penalty--the only exceptions being the last graded assignment of the marking period or an oral/PowerPoint presentation/group project). Think of this as a Monopoly “get-out-of-jail-free” card, so to speak, and you can use it at any time. Remember, if you use this option in the first quarter, that’s it for the year! Exams missed due to absence will be taken within THREE school days after you return unless prior arrangements are made. You are strongly encouraged to let me know if you are going to miss class beforehand, if you know, so that we can make a plan together for when work can be made up.