Course Description

The AP course and examination in European History are intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in European history. The examination presumes at least one year of college-level preparation. The current AP program in European History 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 a diversity of techniques of presentation, including visual and statistical materials.

Advanced Placement Exam

The examination 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 examination provide students with an opportunity to demonstrate that they are qualified to pursue upper-level history studies at college.

All sections of the examination 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 examination. Students are expected to demonstrate knowledge of basic chronology and of major events and trends from approximately 1450 to the present, that is, from the High Renaissance to the very recent past. The entire chronological scope and a range of approaches are incorporated throughout the examination. In the multiple-choice section, approximately one-half of the questions deal with the period from 1450 to the French Revolution and Napoleonic era, and one-half from the French Revolution and Napoleonic era to the present. A number of questions may be cross-chronological or combine several approaches. Students should also have some familiarity with those aspects of the late medieval period that have an impact on post-1450 events, but there will be no essay or multiple-choice question that will have pre-1450 material as its focus.

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 all lack the context for understanding the development of contemporary institutions, the role of conflict and continuity 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 the AP program in 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 (c) an ability to analyze and to express historical understanding in writing.

These three goals will guide our course of study, and be the overriding concerns of the course. However, there is no set answer to these goals, and the questions they raise, but serve as a starting point for examination and discussion.
Course Outline

Below you will find the tentative course outline. The following units will be covered prior to the AP exam. There will be a midterm examination modeled on the AP exam in May.

1. The Renaissance
2. The Reformation
3. Age of Absolutism
4. Ancient Regime
5. Intellectual Revolution
6. French Revolution
7. Romanticism
   - Midterm Examination
8. Nationalism
9. Victorian Age
10. Imperialism
11. World War I and the Russian Revolution
12. World War II
13. Cold War
14. Globalization
15. AP Examination Review

After the AP Exam, Sophomore students will prepare for and take the Regents in exam in Global History and Geography, while Junior and Senior students will complete a final project.

Instruction

Each unit will be based around a series of PowerPoint lectures, with group activities, videos, and debates used as appropriate. All of the lectures will be recorded and posted on my website.

Textbook


Outside Required Readings

As this is a college-credit course, students must do much of the reading outside of class. It is imperative that when readings are assigned students complete them; do not allow the readings to build up on you. Besides reading the textbook, there will be many cases when students are expected to read outside materials to highlight important areas. The readings will be discussed in class.

Course Projects

There is one course long project for the class, a Research Project.

Research Paper

History is a process that consists of two main functions: fact gathering and fact interpretation. You will have the opportunity in this assignment to carry out the same skills and functions that the professional historian undertakes. In this essay, process (i.e. the stages or steps in the research), as well as the product (i.e. the final essay) will be assessed as indicated below.

Students will type a research paper for this class. The paper will be no less than 5 pages and no more than 7 pages. The paper should focus on research and should include primary source documents.

Homework

Homework is due at the beginning of the class period, not at the end of the day. If for some reason you are absent from class, NOT SCHOOL, it is due as if you were in class that day. If you are absent from school, the assignment is due the day following your return to school. **I WILL NOT ACCEPT LATE HOMEWORK.**

All homework must be written in blue or black ink only. All assignments must be legible to be accepted. Any assignment written in any other ink color or illegible will be marked incorrect.

Materials

You will need a notebook and folder for this class. You will use your folder to keep any handouts, packets, and essays. Your notebook will contain all of the notes you take in class, and often students purchase large three-ring binders for this purpose. These must be with you each day of class. **It is suggested that have a dictionary to help you understand the text.**
Grading policy
The final course grade will be based on the four marking period averages. Your marking period grade will be calculated according to the following weights.

1. **Tests**  
   **Percentage of grade: 40**  
   These tests will often involve student’s ability to answer questions involving vocabulary terms, multiple-choice questions, and reading skills.

2. **Quizzes**  
   **Percentage of grade: 20**  
   Quizzes will normally be announced and follow different formats.

3. **Assignment**  
   **Percentage of grade: 10**  
   Assignments will be checked approximately 10 times a marking period at the beginning of class. To earn a grade of 100 a student must be prepared for class and have assignments prepared for class. Each time an assignment is missing or incomplete or a student is unprepared they will not receive the points for the assignment. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED!**

4. **Essays**  
   **Percentage of grade: 30**  
   Writing skills are an important part of this course. Each day late is 10% deduction, including weekends.

5. **Projects**  
   **Counted as a Test Grade**  
   There are two projects for the year, and they will be counted as a test grade.

6. **Extra Credit**  
   It is possible to earn extra credit. A point system will allow students to do extra credit projects to earn up 2.5 points on their averages. These **MUST** be completed by the 8th week of the marking period.

*There may be other announced assignments and presentations added at various weights throughout the year.

Final Average  
As this is a mixed level course, with Sophomores, Juniors, and Seniors enrolled in it, there will be a final project instead of a final exam for Juniors and Seniors, while Sophomores will take the Global Regents exam. For Sophomores, your final average will be the average of your four marking period grades and your Global Regents exam score. For Juniors and Seniors, your average will be of just the four marking periods plus your final project.
Class Participation
Discussion will be a key component of this class. Full participation is expected on a daily basis. Interaction with the students by questioning them and engaging them in discussion adds to the students’ knowledge, helping to clarify difficult topics. Good class participation is defined by: prompt and regular attendance, preparation for class with required materials, assigned readings have been read, participation in class discussions, listening respectfully to others, initiating questions in class, and able to take constructive criticism without being overly sensitive.

Academic Responsibility
Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on the basic concepts of honesty and integrity.

Behavioral Expectations
All students at this level know what is proper behavior and what is bad behavior. Students should at all times be on their best behavior, swearing, horseplay, and general bad manners will not be tolerated by Mr. Hathaway or your fellow students.

Attendance
It is your responsibility to make up work that is missed during absences. You need to see me to make arrangements to get missed work. The best time is to do this is during the activity period or after school. You will not receive credit for missed assignments and tests you do not make up in a timely manner upon your return to school. If a student is late two (2) times an activity period will be assigned. For each additional tardy, a discipline referral will be sent to the main office.

Hall Passes
Any student who does not have their agenda will not be granted a hall pass. Students who are late with a pass need to present them to me when they arrive in class. Requests for passes (locker, lavatory, etc.) often will not be signed. Students are expected to use the lavatory and get their materials between classes.

Class Rules
All students will:
1. Come to class on time.
2. Come to class prepared (agenda, textbook, notebook, folder, and pen).
3. Always raise their hands when you wish to speak.
4. Follow directions.
Class Discipline
The following process will be used, but it can be modified case-by-case.
1. Warning and discussion with student
2. Assign Activity Period and/or call home
3. Behavior Referral sent to Main Office

Contact Information
Office: B-199
Email: thataway@eastauroraschools.org
Phone: 687-2300 Ext. 7176

Final Note
I will do whatever I can to help you learn and enjoy the class. Share problems, frustrations, and/or complaints privately and in a timely manner. The determining factors in your choice to succeed or fail the course and/or AP exam are:
- Attitude
- Motivation/drive/desire
- Commitment/dedication
- Determination/perseverance
- Organization/quality time on task/meeting deadlines
- Attention to detail
- Interest
- Academic/personal pride

My Pledge
I shall strive to create a positive supportive learning environment and educational experiences for all students and pledge to respect each of my students as a unique person, not a test score.

Signatures
Your first assignment is to sign this form and have your parents/guardians sign it as well. This signifies that you have read the information above.

__________________________________________  ______________________________________
Student signature  Parent or Guardian