

Mr. Schumann's
Advanced Placement European History
Topeka High School
2011-2012

I. PURPOSE

This course covers the expanse of European history ranging from the Middle Ages to the Present. It is a college-level survey course that allows high school students to pursue and receive credit for not only high school credit, but college credit as well. The curriculum, materials, and expectations are all designed to meet these ends. The A.P. national exam administered by the college board will determine an individual student's ability to receive college credit or advanced placement at the institution to which they later matriculate.

II. COURSE DESCRIPTION

- A. Advanced Placement European History is designed to foster student development of analytical skills and the factual foundations necessary to examine critically the issues and events that shaped the European continent, Western society, and the world. Students will learn to analyze and interpret a variety of historical resources and develop the skills needed to utilize documentary materials, maps, and pictorial and graphic evidence of historic events and culture happenings. As a result, it will be vital that students are able to express themselves with clarity and precision both orally and on the written page.
- B. In addition to primary sources, writings of historians (other than those found in the textbook) will be examined. These materials will be utilized, in part, to show how views of the past shape our interpretations of the present, as well as how the present alters how we interpret past events. Though historic facts (such as where and when) may not change, it is the why and for what reason(s) that draws our interest and engages our imaginations when we examine the historical record.
- C. It is imperative that students stay informed of current events for the purposes of this course. They should be reading newspapers (online or in print) daily, and be prepared to discuss events and connect them to themes and antecedents within the context of this course.
- D. This course is taught in a lecture-discussion format. The textbook is utilized as a basic resource. However, primary documents will be utilized throughout the course to reinforce themes, raise questions, and spur student learning and discussion. Emphasis is placed upon cause and effect relationships, and the consequences of historical events. The building of a competent knowledge base is essential so that students may draw upon it during the writing of essays and carry out critical examination skills. The central theme of consequences and the relevance toward future society and historical periods remains a constant through the course.
- E. There will be numerous opportunities provided during the school year for students to interact and guide their learning process. This will occur not only in the form of projects, but will also include classroom simulations, debates, presentations, and role-playing activities.
- F. The most essential key to success in this course is for the student to read. **Read** all assignments on time. **Read** old notes periodically to review material. History builds on what came before. To understand what is going on in class, you need to understand what came before. **Read** graded assignments and old tests when you get them back. Find out what you did right or wrong, and why.
- G. One final recommendation: **Join a Study Group**. This is vital to stay on top of the material and keep you sharp for the A.P. exam. You should meet periodically during the year (once a week would be great, anything less than once every two weeks for a few hours is risky). Your group should be one that functions about using its time wisely, in a focused manner. Stay on task. If you can't do this with those in your group, you need to alter your group membership/dynamic.
- H. Oh, and did I tell you to **Read**? I really mean it.

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III. THEMES

The course, though organized by periods of time, emphasizes recurring themes, their development, and how the often intertwine in the study of European, Western and world cultures. The following themes and subtopics will be examined during this academic year long course:

1. Intellectual and Cultural History

- Changes in religious thought and institutions
- The rise of secularization of learning and culture
- Scientific and technological developments and their effects
- Major trends in arts and literature
- Intellectual and cultural developments and their relationship to social values and political events
- Developments in social, economic, and political thought
- 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 the political elite and the development of political parties and ideologies
- The extension and limitation of rights and liberties (personal, civic, economic, and political); including majority and minority political persecutions
- The development and changing forms of nationalism and jingoism
- Forms of political protest, including reform, and revolution
- The interdependence 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 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 and their economic and social impact
- Changing definitions and attitudes toward mainstream groups and groups characterized as "the other"
- The origins, development, and consequences of industrialization
- Changes in the demographic structure of Europe, their causes and consequences
- Gender roles and their influence on work, social structure, family structure, and interest group formation
- Private and state roles in economic activity
- Development of racial and ethnic group identities

IV. CLASSROOM RESOURCES

WEBPAGE

The instructor shall operate a webpage that will provide information about the course, assignment descriptions, and links to resources of interest. In addition, there will be located within the webpage an updated calendar noting important dates such as assignment due dates and upcoming classroom activities.

The web address is as follows:

<http://apeuro.samlshumann.com>

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TEXTBOOK:

McKay, Hill and Buckler. *A History of Western Society since 1300*. 8th edition. Boston: Houghton Mifflin Company, 2006.

Supplemental Readers (Dialectic Journals):

Fall:

Machiavelli, Niccolò. *The Prince*. London: Penguin Classics, revised 2003 (originally published, 1532, George Bull translation, 1961).

Spring:

Marx, Karl and Josef Engels. *The Communist Manifesto*. Annotated edition. New York: International Publishers, 1948 (original issue, 1848, original annotated issue, 1888).

V. MATERIALS/SUPPLIES

Required items for each class period:

- ✓ Textbook
- ✓ Notebook Paper
- ✓ Blue or Black Ink Pen
- ✓ A set of 5 different highlighters – yellow, blue, pink, orange, green (Set of Bic Brightliners recommended – available at Walmart, Walgreens, and other retailers)
- ✓ Class Notebook (for current unit)

Recommended item:

- ✓ Course Notebook – students should maintain a course level notebook within which they organize all of their assignments, activities, and handouts. This should be utilized for study test preparation. And, if the student continues on to take A.P. European History examination, this notebook will be essential for test preparation.

VI. CONSULTATION

- **The instructor will be available for assistance or consultation before and after class, or by appointment.**

VI. STUDENT EVALUATION/GRADES

Grades will be determined based upon a standard 90% (A), 80% (B), 70% (C) and 60% (D) grading scale.

Fall grades will be based upon a Semester/Final Examination, regular Examinations, Major Assignments, Short Reports, Pop Quizzes/Student-Led Discussion Circles, the Intellectual Diary, and Daily Work/Class Participation.

Spring grades will be of a similar construct, although the major assignments will change in nature. In addition, during the Spring Semester only, if a student opts to take the A.P. examination for this course, they will be exempt from taking the comprehensive Final Examination.

1) PARTICIPATION GRADES/DAILY WORK – 10%

Students will be asked to take an active role in various activities during this course. Their preparation, focus, and active involvement, along with the quality of their work will be graded as if it were any other assignment. Among the assignments will be extensive activities in regard to primary document analysis, synthesizing several documents in the form of document-based questions, and thematic writing. Please Note: *All homework/practice assignments will be due on the following class period unless otherwise noted in the assignment materials.*

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2) POP QUIZZES/STUDENT-LED DISCUSSION CIRCLES/DEBATES – 5%

On the due date for chapter readings (and the assorted materials associated with those readings), there will either be quizzes or student-led discussion circles/debates. These will be used to evaluate student preparation for class and comprehension of the reading content within the larger framework of course content.

3) SHORT THEMATIC REPORTS – 10%

Short Reports will range in size to 2-3 pages (endnotes separate) on individuals, events, and movements of interest in regard to classroom content.

4) INTELLECTUAL DIARY – 5%

The Intellectual Diary is a compilation of student written essays and analysis produced in class. These writings will occur in class approximately 2-3 times of week. The subject of each essay will often call on students to evaluate or provide a larger thematic analysis/context to issues of current classroom activity.

5) TESTS – 45%

Chapter test will cover only material from the chapters at hand. There will be questions in both objective and subjective formats. In addition, previously tested chapters and units may have questions that pertain to them. Not all material tested will be covered within class. This is imperative to help prepare students for the *Advanced Placement European History* exam in the spring. There will be questions in both objective and subjective formats. *Spring tests will cover material from both the Fall and Spring Semesters.*

6) MAJOR ASSIGNMENTS (Fall Semester Only) – 15%

There are two components to this assignment, each of different value.

- The *Dialectic Journal* will be over Niccolò Machiavelli's *The Prince*. It is imperative that students work on this item during the semester as they read the book, and not delay their work or their journaling to the last minute. This assignment will culminate with a student-driven classroom discussion over the book (its content, concepts, themes, etc.). This activity is more fully described on the website and in classroom handouts (9% of classroom grade).
- The *Social Studies Field Experience* involves attending a museum, arts, or other cultural event approved by the instructor. Included in this assignment is a short paper relating the experience to classroom content/themes. This event is more fully described on the website and in classroom handouts (6% of classroom grade).

6) MAJOR ASSIGNMENTS (Spring Semester Only) – 15%

There are three components to this assignment, each of varying value.

- The *Dialectic Journal* will be over Karl Marx and Josef Engels's *The Communist Manifesto*. It is imperative that students work on this item during the semester as they read the book, and not delay their work or their journaling to the last minute. This assignment will culminate with a student-driven classroom discussion over the book (its content, concepts, themes, etc.). This activity is more fully described on the website and in classroom handouts (7% of classroom grade).
- *History or Hollywood* involves viewing a commercial movie that is available on DVD or VHS. The movie is to be purportedly base upon "fact." The student's job is to find a scene with a major historical/factual error. They will then "prove" the inaccuracy via research. The student will present the scene and the counter evidence during an in class presentation. In addition, a paper with notes and supporting evidence will be handed in to complete the project. The movie selected must be pre-approved by the instructor, and must fall within the scope of the content of this class. This assignment will be modeled by the instructor in class, and is described more fully on the class website. (8% of semester grade)

7) SEMESTER EXAMINATION (Fall Semester Only) – 10%

At the end of the Fall Semester, as mandated by Topeka High School policy, there will be a comprehensive semester exam. It will consist of both objective and subjective questions. Among the questions will be thematic essays and document related questions.

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7) COMPREHENSIVE FINAL EXAMINATION OPTION (*Spring Semester Only*) –
(10% - *If not taking the A.P. European History Exam*)

At the end of the Spring Semester students will have the option to either take a Comprehensive Semester Exam (covering material from both the fall and spring semesters) or take the *Advanced Placement European History* exam. If a student opts to take the Comprehensive Semester Exam in the Spring in lieu of the AP European History Exam, it will count toward 15% of that student's grade. The Comprehensive Semester Exam will be of similar format to the Semester Exam from the fall, but will be all-inclusive for the school year, and will be taken during the final 2 class periods of the semester.

VII. STUDENT EXPECTATIONS/CONDUCT

I. ATTENDANCE

A student's attendance in class is not only mandated by school and district policy, but is vital for success in this course. Students should come to class prepared each day with readings and assignments completed. A student's presence and active participation will play an expansive role in one's individual success, but also in the success of one's classmates.

II. PROPER PREPARATION

Students should come prepared to class each and every day. This means bringing all required materials and having completed any assignments or activities requested/scheduled. Failure to do so will be considered in regard to points awarded for a student's *Participation Grade/Daily Work* and/or the specific assignment in question.

III. LATE WORK/MAKE-UP WORK

Late work on *Daily Assignments* will not be accepted for a grade. Instead, a 0.00% will be recorded in the grade book. A student may turn in an assignment late to be "scored" to gain comments and insight into the task, but they will not receive credit for it. *Short Reports* and *Major Assignments* may be turned in late, but they will receive a – 5% daily penalty (of that assignment's points possible) for every day late, including weekends. *Tests* may be made up for a legitimate absence. However, if one is not made up before the class takes the next test the student will receive a 0.00% in the grade book for the quiz or test that had not been made up on time.

IV. BEHAVIOR/MISCONDUCT/EXPECTATIONS

Students are expected to conduct themselves in a professional manner. They are expected to come to class on time and be ready to take part/work when the bell rings. *At all times students will treat their peers and staff with respect and consideration.* Failure to do so will not be tolerated, and penalties may be imposed as proscribed by building and school district policies.

V. CHEATING

If a student is caught cheating, including on an exam or major course component, the student will receive a 0.00% on the assignment in question. In the case of major assignments this would put the chances of scoring well in class at high risk.

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PLEASE NOTE

The information and guidelines on this syllabus are subject to change. This is especially true in regard to when examinations will occur on the schedule. *As a result, students should pay attention to updates on the schedule in class, or refer to the class website, which will be updated weekly.*

A Final Thought For Students and Parents

Any student wishing to succeed in this class will need to devote a high level of engagement to their studies. This means that the student will have to carefully read and mentally engage with each of the reading assignments. Also, students must complete and turn in work assignments on time. It is also vital that students should devote a few hours each week to studying their notes, texts, and other materials beyond the scope of the time necessary to complete assignments, readings, and other activities. If a student is to take the *A.P. European History Exam*, there are no quick fixes to prepare a student at the end of the school year. Only focused, long term effort and mental engagement in their studies will enable them to succeed to their highest abilities when facing such a rigorous test.

If any student or parent has any questions, concerns, or need clarification, they should feel free to contact Mr. Schumann either at work or home using the contact information located below. Also, remember, updated class schedules and all assignments and handouts are posted upon the class website at <http://apeuro.samlshumann.com>.

MR. SCHUMANN'S CONTACT INFORMATION:

Topeka High School

- Phone: (785) 295-3300
- E-mail: sschuma@topeka.k12.ks.us

Home

- Phone: (785) 215-1121 (cell)
 - Call anytime. The only time I won't tend to be available is between 12:00 a.m.-5:00 a.m.
- E-mail: sam.l.schumann@gmail.com

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Classroom Agreement

I have read the syllabus and understand what is expected of a student in Mr. Schumann's A.P. European History course at Topeka High School for the 2011-2012 academic year. I also realize that I may contact Mr. Schumann with questions, concerns, or feedback in regard to the course.

Student Signature / /
Date

Parent/Guardian Signature / /
Date