



COURSE SYLLABUS

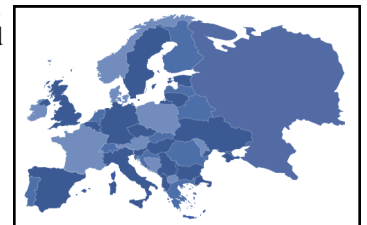
2014 - 2015

What is AP European History?

Important Dates!

- **First Day of Classes**– 8/25
- **Labor Day (No School)** 9/1
- **In Service Days**– 11/4, 1/19, 1/26, 4/7
- **Fall Break**-11/27-12/1
- **Winter Recess** 12/24-1/4
- **Spring Break**-4/2-4/7
- **May 8th 2015** -AP US and EURO Exams
- **Last Day of School**- June 11, 2015

Advanced Placement European History is a college-level course that deals with the history of the Europe from around **1400 to the present**. The course is a cooperative partnership of high schools, colleges, and the College Board to provide highly motivated students the challenge and opportunity to earn college credit during their high school years. Students' success and comprehension is based on their performance on the AP European History Exam. Their success and aptitude on this exam determines their eligibility to earn college credits. (It should be noted that whether a student receives college credit is determined by their score and the requirements of the college or university to which he or she applies.)



The content, scope, and pace of the course are predetermined by the demands of the exam. Since this is a college entry level course, the demands placed on students are greater than other high school courses. **A large amount of reading and writing is required,** most of which is to be done outside of the classroom. Students will be expected to learn a great deal of information and factual content. Additionally, they will also be expected to use that information to interpret different events in history, discover and analyze cause and effect relationships regarding historical events, speculate alternative outcomes of these events, and relate these events and the valuable lessons of the past to the events of today's world and the future. Thus, the emphasis in this class is on **analysis** rather than narration; on **skills** and **processing** information rather than memorization of facts. Therefore, this course requires **higher level** cognitive skills.

There is nothing new in this world except the history you don't know – Harry Truman



Mission Statement

The objective of this course is to empower students so they can effectively achieve their personal academic and long term personal goals.

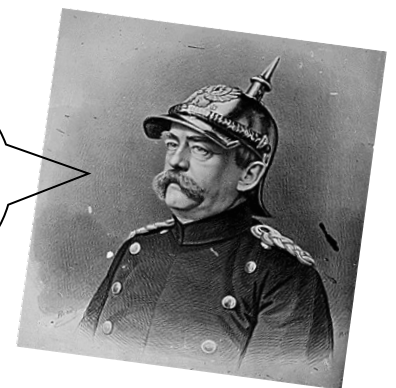
In addition to the textbook, students will have to utilize and read an array of supplemental materials: primary sources (documents, diaries, letters, essays, etc.), artwork (paintings, sculpture, architecture, and music), historical maps, and works of literature. All of these materials reveal insight into the lives, attitudes, beliefs, and fears of people of all socio-economic backgrounds throughout history.

This course covers modern European history (1450-present) with a brief look at the medieval origins of the modern world. It covers the full gamut of historical study of Europe's unique social, political, economic, and intellectual past.

AP European history covers around 500 years of history of around 50 nations.



Success in this course will require **more than average work** and speech. It requires analytical thinking, higher comprehension and **“Blood and Iron...”** Or maybe just sweat and tears!





**GOLDEN
EAGLES**

Why take an AP Course?

AP courses give students background and preparation that will prove useful in a variety of college classes. By taking AP courses students demonstrate to colleges that they have learned and mastered college-level material and deserve credit and/or credit for that material. Once credit is received, students do not have to take most entry level college courses **possibly saving thousands of dollars in tuition costs.**

Over 3,800 colleges and universities receive and accept A.P. scores. In fact, in 2010, 1.8 million high school students took 3.2 million AP exams in 34 classes. Only 58% earned a 3, 4 or a 5.

Regardless of individual test scores, students will be more prepared for the rigors of college classes. All classes designated with the AP tag must meet the strict demands of the nationwide AP Audit, which guarantees the class meet the nationwide requirements.

There is strong evidence which suggests students who participate in both AP courses and exams earn higher G.P.A.'s in college and are more likely to graduate in four years. Without question this is because students are more prepared for college. (<http://www.press.collegeboard.org/releases>)

“Students taking at least 1 AP course in high school greatly increase their odds for success in college”

By Scoring a 3, 4 or 5 you are eligible for credit from almost 4,000 colleges and universities

Colleges and universities like to see tags on transcripts as opposed to honors courses. It allows them to know these students are more prepared for the rigors of college academics as opposed to a student who does not take AP classes. (Note: They especially like to see the class and an exam score) **Most academic advisors and admission counselors agree that it is better to take an AP course and get a B or C than a non AP class and earn an A.**

In these troubled times when money is tight, colleges are making cuts, demonstrating these attributes can give students a distinct advantage over their competition.

Course Themes

During the course of study throughout the year we will refer to the following themes to guide our study of the content for this course. These themes will help us focus and frame our study of the content covered in class. The themes listed here and the course outline which will follow are valuable tools which will help prepare students for the AP Exam in May.

The growth in power of the state and competition among nation States

The struggle by women, workers, peasants, and ethnic minorities for emancipation and power

Individualism as a force of progress and its conflict with the demands of society

The dynamism and destructiveness resulting in Europe’s quest for mastery of its natural and human environments

The impact of economic innovation on the standard of living and traditional ways of life



Course Themes (cont.)

Suburban expansion.

Globalization

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, cultural exchange.

Politics and Citizenship

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

Reform

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, war, public health, and government.

Religion

The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

Slavery and Its Legacies in North America

Systems of slave labor and other

forms of unfree labor (e.g., indentured servitude, contract labor) in Native American societies, the Atlantic-World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

War and Diplomacy

Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.



AP Students are more likely to earn higher GPA's in college.

Course Outline

AP European history covers European history from around 1400- to the present. The course is divided into units averaging 3-4 weeks long, covering 3-4 chapters in the text (Sometimes more). The following list contains an approximation of how many weeks each unit will last. *NOTE: They are subject to change.*

- 1: **Fall of Rome and into the Dark Ages**– Summer Reading/ Videos/ Chapter 11
- 2: **Europe's Rise Forward**– Chapters 11-14
- 3: **Response to Crisis leads to a new age of thinking** – Chapters 15-17
- 4: **Out with the 18th Century in and in with the 19th/ Diplomacy, Wars, and Revolutions**– Chapters 18-19
- 5: **Reaction from the French Revolution and Industrial Revolution brings the rise of Conservatism, Liberalism, Nationalism, and Socialism**– Chapters 20-22
- 6: **"Progress" from Industrial Revolu-**

tion brings on major economic, political, social and military changes (Imperialism and World war I)– Chapters 23-25

7: A false sense of stability leads to another World War as well as a Cold War between two "Super Powers": Chapters 26-28

8: Politics during the Gilded Age/ Rise of Industry– Chapters 24-28/

9: End of Cold War and the Contemporary Western World (1970–21st Century) Chapter 29–30

10: AP EXAM PREPARATION/ POST EXAM ACTIVITIES

AP EXAM CONTENT:

Multiple Choice

1450-French Revolution and Napoleon– 50%

Napoleon– Present– 50%

FOCUS OF QUESTIONS

Political institutions, behavior and public policy-35%

Social change, cultural and intellectual developments-20-30%

Diplomacy and international relations– 30-40%

Social and Economic developments – 30-40%



Course SYLLABUS

Teacher Profile

- **Mr. Jeff Sieg**
- **Classes:** AP European History, AP United States History, GIEP Coordinator
- **18th Year @ Keystone Oaks**
- **Education:** Plum Sr. High School '93/ Westminster College '97
- **Coaching:** Football '97-'98, '00-Present; Track '06-present; Volleyball '98-00
- **Personal-** Wife- Brianne teaches 5th grade at Burgettstown, 2 sons; Matt-7, Colin - 2months

Contact Information

Phone: 412-571-6000 ext. 1148
E-mail: sieg@kosd.org

Class website:

<http://www.koapeh.weebly.com>



GRADING PROCEDURES

Exams=40% of overall grade

Quizzes=15% of overall grade

Projects/ Essays/ Papers/ Presentations=25%

Homework=10% of overall grade

Participation/ Notebook=10%

You should strive to maintain a minimum of a C average in the course for the first semester– Failure to do so may result involve changing to a lower level class.

Mission Statement

My purpose as a teacher is to empower students so they can effectively achieve their personal academic and long term personal goals.

AP US

- History of one nation over 200 years
- Most students already have a decent background in US history
- DBQ requires substantial outside information
- 2 FRQ Choices in each set

AP EURO

- Covers 500 years of the history of some 50 nations
- Many students have very little prior knowledge of many European nations
- DBQ is more lenient on outside information
- 3 FRQ Choices in each set



I don't agree with a word you say, but I defend to the death your right to say it and take APEURO!"

-Voltaire

Course SYLLABUS

KEYS TO SUCCESS

Consistent Effort- The reading load is heavier than a traditional high school class. You are responsible for meeting the criteria for this class and the AP Exam in May.

Preparation is crucial to success in this course. You should expect an average of an hour of preparation for each class nightly. (Preparation for the exam will require in and out of class time)

Meeting Deadlines- Unless a tragedy or illness, you are expected to hand in assignments on time. You will also be expected to take quizzes online during the allotted time. Even if you do happen to miss class time, because of a school activity, etc., it is your responsibility to get in touch with me via email. Most class materials, notes, and assignments will be posted on the weebly. Please note that if a family crisis occurs please note that I'm willing to work with you on a date to turn in missed assignments.

Attend Class- Due to the nature of this class, the fewer absences you have from class, the better off you will be. If you have any questions regarding a grade or material, please be sure to set up time after class or contact me or your peers through the weebly.

Write- You will have to write 3-4 times per grading quarter. Since 50% of the AP Exam is based on writing, you must master writing historical DBQ (Document Based Question) and FRQ's (Free Response Questions) responses. Your essays will be graded by an official AP grading rubric. Writing an argumentative thesis statement and using historical evidence **critically are fundamental to the success of these writing exercises**. Knowing facts are important, however, begin able to arrange and interpret those facts as evidence while prov-

Academic Honesty

Your commitment to academic honesty forms the cornerstone of your intellectual development. If you are to develop the skills necessary to succeed in this rigorous academic course you must assume the responsibility of challenging yourself intellectually and academically. Students are encouraged to help each other and work together, cheating will not be tolerated. **Do not put yourself in the position to be found cheating or plagiarizing. Do not go on the internet and cut and paste information found elsewhere and claim it as your own, this is plagiarism. You will receive no credit for the assignment and your parents will be contacted. (Unit Exams included)**

Take Mr. Sieg's
APEURO Class.
"This will be your
'finest hour!'"



Course Materials

Textbooks:

Spielvogel, Jackson J., *Western Civilization: Since 1300. (AP Edition)*. Belmont, CA: Wadsworth/Cengage Learning, 8th edition, 2012.

Sporre, Dennis J., *The Creative Impulse: An Introduction to the Arts*. Englewood Cliffs, N.J: Prentice-Hall, Second Edition.

Viault, Birdsall S. *Modern European History* United States; McGraw Hill, 1991

Primary Sources and excerpts from various readers and internet sources including:

<http://www.historyguide.org/intellect/intellect.html#table>

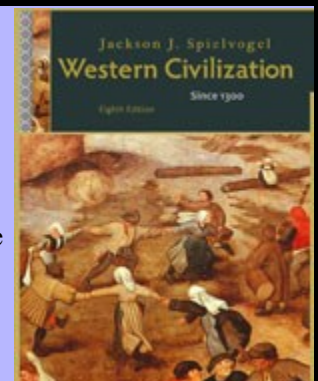
<http://www.chnm.gmu.edu/revolution/>

<http://www.fordham.edu/halsall/mod/modsbook.html>

Archer, Janice.(ed.) *Documents of Western Civilization: Volume I: to 1715*. Belmont, CA: Wadsworth Publishing Company. 1997.

Class Website

<http://siegs.wikispace.wikispaces.com/> It will be mandatory for students to join my classroom *wikispace* for participation in class.



MAJOR CHANGES IN CLASS PROCEDURE

ACADEMIC ENHANCEMENT

Log onto the class weebly and find the Academic Enhancement page. You will find summaries of students can earn nearly 80 points of extra credit per semester. This has never been offered in class. Take advantage of the opportunity. My goal is to reward students while also hopefully sparking more interest into the subjects studied in class.

READING LOGS

The purpose of maintaining a reading log on all of the chapters studied is to help students become more engaged and active in their reading. Many students struggle with grasping the material and concepts in the textbook. Guided reading activities are good and many teachers use this technique. However, many students just read to answer those specific questions and lack the ability to link important material and fully comprehend the big picture. Reading logs are designed to help the students overcome this struggle. You will be graded on your reading log, as well as need it for assignments from chapter to chapter. **Also, you may use your reading log on each Chapter Evaluation. (So do a good job!)**

Objectives and Goals:

1. Students will be writing down all their questions, thoughts and concerns for each chapter of the textbook. *(Especially material that presents confusion. This will assist the class in the review process)*
2. Students will be engaged in making the **mental connections** between events they are currently reading and those they already have read.
3. Students will be better able to understand the **cause and effect** or the how and why of events in history.
4. Students will be able to use **their reading logs to help them participate in class discussion activities and during power point lectures.**
5. Students will be able to use **their reading logs for any quizzes given in class.** (Not Unit Exams)
6. Students will be able to receive credit for their effort they put into their reading.

For more information on reading logs go to the class wiki.

NO MORE EXEMPTION FROM FINAL

Last year anyone taking the National AP Exam in May was exempt from my final. However, even though numbers for participating in the exam were up, I felt that some people bought their way to not taking the exam. As stated earlier in this syllabus, taking the AP Exam is highly recommended by colleges. It's a great preparation tool which enables students to prepare for the rigors of college exams (especially finals). This year I still strongly urge you to take the final. However, all students will have a final evaluation, but it will be a presentation at the end of the year.

SUPPLEMENTAL REVIEW TEXT

The following book is recommended to be used throughout the year to help students with the very challenging content of the class. I recommend buying this used from AMAZON.com. It can be purchased for \$3.91.

Viault, Birdsall S. *Modern European History* United States; McGraw Hill, 1991

The AP Exam: FRIDAY, May 8, 2015

The Advanced Placement (A.P.) program is an opportunity for students to earn college credit while still in high school. To do so a student must take and pass the A.P. Euro History exam. This exam, administered in early May, is 3 hours and 5 minutes in length.

Section I: Multiple-Choice

The 80 multiple-choice questions cover European history from the High Renaissance to the present. About half of the questions cover the period from 1450 to the French Revolutionary and Napoleonic era, with the second half covering the French Revolutionary and Napoleonic era to the present. Though many questions require you to be familiar with more than one chronological period or theme, for the most part, the subject breakdown is:

- Cultural and intellectual themes -- about one-third
- Political and diplomatic themes -- about one-third
- Social and economic themes -- about one-third

Total scores on the multiple-choice section are based on the number of questions answered correctly. Points are not deducted for incorrect answers and no points are awarded for unanswered questions.

Section II: Free-Response

There are three free-response questions. The section begins with a mandatory 15-minute reading period. Spend the reading period analyzing the documents for the document-based question (DBQ) and reviewing the thematic essay questions. Then you'll have 45 minutes to answer the DBQ, and 70 minutes to answer two thematic essay questions. The DBQ essay is worth 45 percent of the free-response score; the two thematic essays together contribute 55 percent of the free-response score.

The College Board suggests students typically spend 60 total minutes on the DBQ (15 minutes preparing and 45 minutes writing it) and 35 minutes on each FRQ (5 minutes preparing and 30 minutes writing).

The A.P. Euro History exam is graded on a five point scale. Generally, most public universities award credit to students who earn a 3 or higher while many private colleges require a score of 4 or higher. However, since each school is free to set its own policy, students are advised to check the policies of institutions they are interested in attending.

All students enrolled in this class second semester are *highly encouraged* to take the A.P. U.S. History exam. **In order to keep the prestige of the AP designation on each student's transcript, any student not registered to take the exam in May will take an equally rigorous exam in class the day of the actual AP exam.** The test will count as a Unit Exam. The students taking the national exam are exempt from that grade.

The approximate cost of *each* A.P. exam is **\$87**.

Unemployment– 9.2%

Volatile Stock Market

Educational funding down

College degrees worth less

Value of Dollar Down

Inflation on the rise

Government bankrupt

The Ten Skills of Highly Successful People

- Samuel A. Malone

OBJECTIVES: Purpose, vision, and goals which give life and daily actions purpose.

PLANS: provides structure to help you achieve your objectives.

TENACITY: determination, perseverance and patience are essential for success.

INTEGRITY: being honest, truthful and fair are vital to enjoying a happy life.

MOTIVATION: the driving force which propels you toward your goals.

Interpersonal Relationships: getting along with others is a critically important skill.

Self-Esteem: love and respect yourself if you expect others to do so as well.

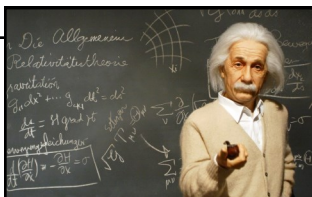
Thinking Positively: see the glass half full rather than half empty.

Improvement: successful people continually develop and improve themselves.

Control: Self-discipline, emotional intelligence and a healthy work/ life balance will help you stay on track.

In the middle of difficulty lies opportunity

– Albert Einstein



Kites rise highest against the wind

– Winston Churchill

