

Vista del Lago High School

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School Year 2013-2014
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Welcome to Advance Placement European History

This will be one of the most challenging classes you have yet to take, but it will also allow you to explore new ideas and experiences events throughout time. This class is not just a history class. We will be discovering geography, economics, cultural history, archeology, demographics, ethnic studies, art, music, and classical studies. We will be discovering different cultures from around the world and throughout history. History is something we all experiences every day. One day in a thousand years students just like your selves will be sitting in similar seats learning about how you lived. Sound interesting? It should be history teaches us our faults and what we should do next time to change things. History tends to repeat itself, so the more history we learn the fewer mistakes we make when it does come around.

Course Description

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 interpretations and (c) an ability to express historical understanding in writing.

Mission Statement for Vista Del Lago High School

The mission of Vista del Lago High School is to create a culture of excellence.

Vision Statement for Vista del Lago High School

In recognition of the partnership that exists with higher education, Vista del Lago High School, a diverse educational community, integrates technology and provides a rigorous and innovative instructional program. Our middle college partnership and our career pathways are two of the many ways we see this vision in effect. A collaborative team of highly qualified educators, students, parents, and community members assist students in acquiring marketable tools and essential values conducive to becoming productive, responsible learners who are assets to American society and the global community we all share.

Classroom Procedures

1. Respect to yourself and others.

2. Be Prepared to Learn

- a. Go directly to **assigned** seats
- b. Look for daily agenda
- c. Begin bell work

3. Materials

- a. Bring paper, dark ink pen, and notebook
Paper must have clean edges.

No Red, Orange, or light colored inks.

- b. Borrow paper before bell ring
- c. Write Name, date, and period in top right hand corner

4. Stay on Task

5. Dress code

- a. Be sure you attend my class following the school dress code. Violations will result in an immediate pass to your administrator.

- b. No offensive pictures, language, advertisement on you clothing, books, notebooks, or bags.

6. Electronics

- a. Are **not** allowed in my class.
- b. Cell phones, walkmans, CD players, MP3, and other electronic equipment will be turned off and stowed in your bag.

7. Cheating

- a. *Plagiarizing* is cheating. If you work in groups your part of the assignment must be in your own words. Do not copy what another student writes.
- b. Tests and quizzes are always open mind closed book

and friend. All students caught cheating will receive a **ZERO** and those participating in cheating will receive a 50% reduction in the participation portion of that assignment.

8. Passes

- a. Only one student is allowed out of the classroom at a time.
- b. Students are allowed 3 passes per semester if your passport has remaining uses. Any/ all extra passes, if you have one left on your passport, will cost you a 10 point reduction in your participation grade.
- c. Passes are only good for 7 minutes. Additional time will cost you participation point.

9. Body Spray, Cologne, Perfume, or aerosols ARE NOT allowed to be used in the classroom.

Consequences

Actions to above, notwithstanding any school rule or policy, will be dealt with based on the severity and repetition of the violation. Depending on severity parental or administration contact will be immediate! 1. Verbal documented warning. 2. Documented conference with student after class / Detention (parental contact). 3. Referral to administration. 4. Class suspension.

All Assignment

For each assignment you will write your full name, date and period in the upper right hand corner of all assignments. Second, on the first line you will write the title of the assignment.

Technology Usage

All students are given internet access at the beginning of the school year. It is your responsibility to keep your access. Meaning, you will use the internet for activities, submitting papers, and research. If you lose access from violating the school's internet access policy it is your responsibility to make concessions to accommodate the assignments (ex. Turning in assignments typed and early, having friend submit, or coming in on your time to use classroom computer).

Forum Postings

I have also included a bulletin board for usage outside of the normal classroom. Weekly I will post articles, cartoons, or questions for the class to discuss. You will be required to post a response, and to comment on a fellow student's response. Remember be professional students and respond accordingly. Please refer to the forum rules before posting. Each weekly response is due Sunday at 12am.

Peer Review

After each essay has been submitted, we will peer grade the essays using a specific rubric. You will use a topic specific rubric and give positive and corrective feedback to our peer's essay. Examples of the rubric and peer responses will be reviewed before each grading session.

Group Projects

There are several in class group projects. In the real world, you will have to work with all types of personalities, work ethics, and different beliefs. These projects are intended to help you better understand economics and teach you coping skills. Many projects are simulations and require you to participate and act responsibly. Other projects have you construction meaning giving a task to complete (creating thematic concepts poster).

Papers

You will complete four papers for this class. The essays will be selected from past free response

topics from the AP European History test. We will center on the writing portion of these questions. You will send your completed essays to the student work folder “eviebach” or emailed as a Microsoft word document for the plagiarism check. You will use the following naming convention **lastname_p#**. You will also turn in 2 drafts prior to submitting the paper typed. You will only be allowed to receive a score of 5% or less to be considered original. The next day you will bring a typed copy to class. I will read the paper to ensure you answered the prompt.

Testing

All tests are given via the internet. This requires you to keep your internet access here on campus. You may take the test at home on your own computer. Tests will consist of 115 multiple-choice questions. Yes, there are more questions than you can answer, however you only receive points for those you answer correctly, and lose ¼ pt for each incorrect problem.

Outline Prompts

You will be required to create outlines answering specific prompts. These are intended to give you practice planning essays. A very important skill in writing clear and concise essays is preparation. Writing outlines in the content area will prepare you both in content and in essay writing strategies.

Chapter Notes

You will be required to take notes in my class. There are two types of notes. The first type is notes taken out of the textbook. These notes are taken in Cornell format. Please check with me for any questions regarding the format. The second type is lecture notes. These notes must be taken in some form of Cornell notes. I will show you several types. Your left margin must not be larger than 2 in. You must also paginate your notes. Meaning write the textbook page number you are taking notes from. This will help you complete the AP notes assignments.

Class Participation

Participation is either earned or lost through your activities in class. What does this mean? Every day there will be a warm-up question on the board. These questions must be answered and turned in by the first 5 minutes of class. Two times a month a progress report will be sent home to communicate your grade to your parent/guardian. This must be returned signed to earn participation points. Points are given for participating in class discussion, answering questions, helping with simulations. You can lose point for unexcused absences, discipline problems in my class or another (in case of detention or suspension), not performing warm-ups, or violating classroom /school rules. Unexcused tardies will generally remove your ability to earn those participation points. Throughout the quarter you will be given a chance to earn participation points. The following is the breakdown of possibilities, but not limited to:

- Presentations: 0-4
- In-Class essay: 0-4
- Simulations: 0-4
- In Class discussions: 0-5
- Debate: 0-5
- Vocabulary Cards:0-10
- Timed Writing:1-9
- Timed Tests:1-5
- Reading Quizzes: 2-5
- Chapter Tests: 10-20

Group Projects

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better understand economics and teach you coping skills. Many projects are simulations and require you to participate and act responsibly. Other projects have you construction meaning giving a task to complete (creating thematic concepts poster).

Simulations

Throughout the year we will be performing simulations. These simulations include factory working conditions, picketing, newscasts, and trench warfare to name a few. These activities may require you to move around the classroom; because of this you must follow all teacher directions. Not doing so will result in be excluded from future simulations.

Notebook

This is intended to have you organize. Organization is essential to success in any upper division course. It is recommended you have a binder of at least 1.5 in. Suggested sections: Syllabus, Lecture Notes, Textbook notes, Primary sources, Outlines/Essays, Tests. Spiral bound notebooks work great for chapter notes. You can also use a section in your AVID binder.

AP Notes

You have been provided with the textbook correlation to the Collegeboard's AP European guidelines. The guidelines are divided into 6 units. You will be required to create detailed notes for each unit. Your notes will follow the course guidelines. There are very important in the review process, and will be used during our review sessions.

Typical Class day

Class begins with the completion of the warm-up. I will lecture for approximately ½ the period. We will then look at AP questions pertaining to our topic, practice concepts through repetition (oOo participation points), worksheets, or simulations

Grades

90-100% A
80-89% B
70-79% C
60-69% D
60% below F
I will award +/- based on my discretion.

Breakdown (each semester)

Forum Assignments	71
Papers (2 @ 50pts ea)	100
Exams (3 @ 75pts ea)	225
Outline Prompts (7 @ 10pts ea)	70
Chapter Notes (11 @ 8pts each)	88
Class Participation	691
Notebook (4 checks @ 10pts ea)	40
<u>AP Notes (3 Units @ 25pts ea)</u>	<u>75</u>
Total	1360

Grades

Grades based upon the accumulation of points for forum questions, exams, papers, outline prompts, chapter notes, notebook checks, AP notes, and class participation. Class participation points cannot be made up due to the nature of the activities. Involved class discussions cannot be recreated for absent students.

This is an Advanced Placement class and will be taught as a college level class. It is your responsibility to find out what you missed. If you are absent on the day an assignment is due, it is due when you return. If you are absent when we have a test, you must supply a written excused note, signed by a parent or guardian. This will give you three days to complete the test at an arranged time. Work is due when the bell rings. **I will not remind you to turn in your homework! Be responsible! Late work is not accepted unless prior arrangements have been made with me. No exceptions! Unexcused absences will result in an automatic ZERO. No Exceptions!**

Online

I have created website where students, parents and teacher can communicate. This site will include a link to all previous assignments, notes, handouts, and a link to grades. This site is to serve as a reference and an aid for all students. If your student has limited access to the internet at home please have the student make me aware of this so accommodations can be made for your student. However, every student was given access to the internet on school campus. There are assignments require the student to perform tasks outside of class. These assignments are posted on the bulletin board located and www.mrvshistory.com. The current site is located at **www.mrvhistory.com**.

Study Tips

Organization is crucial in any class. So, keeping an organized notebook will ensure you have access to information to propel you to success. Your notebook should have the unit we are studying in it. During our study period you will be required to bring all seven periods.

Vocabulary is crucial to understanding history. I would suggest creating a dictionary of the AP world terms we cover in class. I would also include word you come across in your readings that you are not familiar with their definitions. Your textbook also has vocabulary terms in the margins you should include in this dictionary.

Notes who would think you would need them after you take them. It is important that you review your notes when you get home, from either work or school. The more you review the more you will retain.

Required Textbook

McKay, J., Hill, B., & Buckler, J. (1999). *A History of Western Society*. Boston, MA: Houghton Mifflin Company.

Additional web resources

www.mrvshistory.com
www.mrvsedesk.us
www.collegeboard.com

Additional test resources

Diamond, Jared. (1997). *Guns, Germs, and Steel: The fates of Human Societies*. New York, New York: Norton

Magazines – *located at local public library*

Current History
The Economist

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I have read and understand the Classroom procedures and understand the requirements and responsibilities that are necessary for the successful completion of this course. Email addresses are used for communications of your progress in this course.

Student’s name (please print): _____ Signature _____

Parent’s / Guardian’s name (please print): _____

Parent’s / Guardian’s Signature: _____ Date: _____

Parent’s / Guardian’s Contact Phone: _____ Email: _____

Topic #1-7

Outline #1

Outline #2

Outline #3

Notebook Check #1

Exam #1

Primary Sources

Source: Flood excerpts: “The Flood Stories of the Ancient Near East”, Sumerian King Flood stories, Flood Story from the Myth of Atrahasis III, Flood Story from the Epic of Gilgamesh, Flood Story from the Book of Genesis.

In- class essay (In groups): How are these myths similar/different? What are the supernatural events in each essay? Can these events be explained scientifically? Remove the supernatural in each myth and construct a scientific explanation for each myth. (Outline #1)

Source: Book XXIII of Homer’s Iliad.

Focus Questions: List the games in which the Greek warriors engaged. Write a short paper in which they discussing the significance of these games for Greek society. What did the “playing” of the games mean to the Greeks? How did they commemorate the slain Patroclus?

Additional Source:

Roman 12 Tables

Code of Hammurabi

Book Work

p. 160-161 # 1-3: Listening to the Past: Popular Roman View of Religion and Magic

p. 196-197 # 1-4: Listening to the Past: Rome Extends Its Citizenship

Lecture/discussion topics

7. The Making of Europe (p.198-236)
The Migration of the Germanic Peoples
The Arabs and Islam

Topic #8

Notebook#2

Primary Source

Source: Magna Carta

In-Class Debate Topic: Is the Magna Carta reactionary or progressive?

Lecture/discussion topics

11. The Creativity and Vitality of the High Middle Ages (p.334-372)

Medieval Origins of the Modern State

Towns and Economic Revival

Medieval Universities

Gothic Art

Heresy and the Friars

A Challenge to Religious Authority

Topic #9

Outline #4

Essay #1

Primary source

Christine de Pisan's Book of the City of Ladies.

In-class discussion question:

Using Pisan's advice to the princess regarding the behavior of her friends and attendants, in what kind of an atmosphere did courtly women live? Was the court a safe environment for women?

Lecture/discussion topics

12. The Crisis of the Later Middle Ages (p.378-408)

Prelude to Disaster

The Black Death

The Hundred Years' War (ca 1337-1453)

The Decline of the Church's Prestige

The Life of the People

Vernacular Literature

Topic #10**Primary Source**

Source: Castiglione's *The Book of the Courtier*.

In-Class Essay:

List the qualities described in the book for the ideal "Renaissance Man." List qualities of how the term "Renaissance Man" is interpreted today. Write essay describing the continuities and changes of the term (45 minutes)

Lecture/discussion topics

13. European Society in the Age of the Renaissance (p.414-445)

The Evolution of the Italian Renaissance

Intellectual Hallmarks of the Renaissance

Art and the Artist

Social Change

The Renaissance in the North

Politics and the State in the Renaissance (ca 1450-1521)

Topic #11

Outline #5

AP Notes #1

DBQ: Spanish Conquest

Lecture/discussion topics

14. Reform and Renewal in the Christian Church (p.450-480)

The Condition of the Church (ca 1400-1517)

Martin Luther and the Birth of Protestantism

Germany and the Protestant Reformation

The Growth of the Protestant Reformation

The Catholic Reformation and the Counter-Reformation

Topic #12

Outline #6

Group Presentations

Each group will select from the following leading explorers and present biographical accounts of the accomplishments: Columbus, da Gama, Cabral, Magellan, Cartier, the Cabots, Vespucci, Verrazano, Drake, De Soto, Pizarro, Cortés, or Gilbert.

Lecture/discussion topics

15. The Age of Religious Wars and European Expansion (p.486-523)

Politics, Religion, and War

Discovery, Reconnaissance, and Expansion

Later Explorers

Changing Attitudes

Literature and Art

Topic #13

Exam #2

Notebook Check #3

Lecture/discussion topics

16. Absolutism and Constitutionalism in Western Europe (ca 1589-1715) (p.530-559)

Absolutism

Constitutionalism

Topic #14

Essay #2

Lecture/discussion topics

17. Absolutism in Eastern Europe to 1740 (p.564-589)

Lords and Peasants in Eastern Europe

The Rise of Austria and Prussia

The Development of Russia

Absolutism and Baroque Architecture

Topic #15**Group Presentation**

Each group will create a presentation about one of the leading figures of the Enlightenment. Each presentation will have picture(s) of the figure, a timeline of his life, and a list of contributions he made to the thought of the Enlightenment. Select from: Voltaire, Montesquieu, Bacon, Galileo, Newton, Diderot, or others upon approval.

Lecture/discussion topics.

18. Toward a New World-view (p.594-623)

The Scientific Revolution

The Enlightenment

The Enlightenment and Absolutism

Topic #16

Outline #7

AP Notes #2

Lecture/discussion topics

19. *The Expansion of Europe in the Eighteenth Century* (p.628-656)

Agriculture and the Land

The Beginning of the Population Explosion

The Growth of Cottage Industry

Building the Atlantic Economy

20. *The Changing Life of the People* (p.660-684)

Marriage and the Family

Children and Education

Food and Medical Practice

Religion and Popular Culture

Topic #17

Exam #3

DBQ: Enlightenment Thinkers

Primary Sources

“Declaration of the Rights of Man”, excerpts from the Magna Carta

In Class Essay:

What evidence of Enlightenment thinking is noticeable in the “Declaration of the Rights of Man”?

Lecture/discussion topics

21. *The Revolution in Politics, 1775-1815* (p.690-718)

Liberty and Equality

The American Revolutionary Era, 1775-1789

The French Revolution, 1789-1791

World War and Republican France, 1791-1799

The Napoleonic Era, 1799-1815

Topic #18

Notebook Check #4

Primary Sources

Sources: Selections from: C. Dickens, *Hard Times*, *Oliver Twist*, *A Christmas Carol*; A. Ure, *The Philosophy of Manufacturers* (1835); E. Gaskell, *Mary Barton* and *North and South*; E. Zola, *Germinal*.

Focus Questions

Have students read selections from the following sources and write short papers on how these works reflect the times.

Lecture/discussion topics

22. *The Revolution in Energy and Industry* (p.724-749)

The Industrial Revolution in Britain

Industrialization in Continental Europe

Capital and Labor

Second Semester

Topic #19

Outline #8

Exam #4

Notebook Check #5

Lecture/discussion topics

23. *Ideologies and Upheavals, 1815-1850* (p.754-784)

The Peace Settlement
Radical Ideas and Early Socialism
The Romantic Movement
Reforms and Revolutions
The Revolutions of 1848

Topic #20

Outline #9

Lecture/discussion topics

24. *Life in the Emerging Urban Society* (p.788-817)

Taming the City
Rich and Poor and Those in Between
The Changing Family
Science and Thought

Topic #21

Essay #3

Primary Source

Source: Edward Bernstein's Evolutionary Socialism and Engels in The Communist Manifesto
List the differences between Bernstein's ideas and those of Marx. Write a paper comparing the two views of socialism (45 minute writing time).

Lecture/discussion topics

25. *The Age of Nationalism, 1850-1914* (p.822-851)

Napoleon III in France
Nation Building in Italy and Germany
Nation Building in the United States
The Modernization of Russia
The Responsive National State, 1871-1914
Marxism and the Socialist Movement

Topic #22

Outline #10
Notebook Check #6

DBQ: Effects of Imperialism: Middle East

Lecture/discussion topics

26. *The West and the World* (p.856-886)

Industrialization and the World Economy
The Great Migration
Western Imperialism
Responses to Western Imperialism

Topic #23

AP Notes #3

Primary Source

Sources: L. Trotsky, *History of the Russian Revolution* (1932)

Focus Questions

How did the Bolsheviks see themselves and their revolution? What insights can we gain about the personal lives of these leaders and the period in which they lived by reading primary sources?

Lecture/discussion topics

27. *The Great Break: War and Revolution (p.890-922)*

The First World War

The Home Front

The Russian Revolution

The Peace Settlement

Topic #24

Exam #5

Notebook Check #7

Primary Source

Sources: P. Gay, *Weimar Culture* (1970); T. Wolfe, *From Bauhaus to My House* (1981); P. Fritzsche, *Rehearsals for Fascism: Populism and Political Mobilization in Weimar Germany* (1990).

Focus Questions

How could there have been such a resurgence of arts and letters during the politically corrupt Weimar Republic? Are there parallels in the history of Western civilization where artistic and literary renaissances occur during periods of political dysfunction?

Lecture/discussion topics

28. *The Age of Anxiety (p.926-952)*

Uncertainty in Modern Thought

Modern Art and Music

Movies and Radio

The Search for Peace and Political Stability

The Great Depression, 1929-1939

Topic #25

Outline #11

DBQ: European aggression in Africa

Presentation Topics

Leaders of World War II: Six teams will do research and make reports on six significant leaders of World War II: Hitler, Mussolini, Stalin, Churchill, Roosevelt, and de Gaulle. After the presentations, the class will write short papers analyzing the leadership characteristics of the six leaders.

Lecture/discussion topics

29. *Dictatorships and the Second World War (p.956-987)*

Authoritarian States

Stalin's Soviet Union

Mussolini and Fascism in Italy

Hitler and Nazism in Germany
Nazi Expansion and the Second World War

Topic #26

AP Notes #4

Primary Source

W. Bullitt, "How We Won the War and Lost the Peace" (Life, August 30, 1948, p. 94).

Lecture/discussion topics

30. Cold War Conflicts and Social Transformations, 1945-1985 (p.992-1025)

The Division of Europe

The Western Renaissance, 1945-1968

Soviet Eastern Europe, 1945-1968

Postwar Social Transformations, 1945-1968

Renewed Challenges in the Late Cold War, 1968-1985

The Changing Lives of Women

Topic #27

Essay #4

Lecture/discussion topics

31. Revolution, Rebuilding, and New Challenges: 1985 to the Present (p.1030-1060)

The Decline of Communism in Eastern Europe

The Revolutions of 1989

Building a New Europe in the 1990s

Entering the New Millennium

Topics #28-31

Outline 12

Outline 13

Outline 14

Notebook Check #8

Exam #6

Review