



COURSE OUTCOME:

➤ **Course Description:**

This class introduces students to the political, economic, religious, social, intellectual, and artistic trends that shaped Europe from 1450 to the present. Students will acquire knowledge of the chronology of events and movements as well as develop the ability to analyze historical documents and express historical understanding in writing. As part of the Advanced Placement program, the course prepares students for the AP European History exam. All students are expected to take the exam.

➤ **Curriculum**

The *AP European History Curriculum Framework* is comprised of three parts:

I. Historical Thinking Skills

Historical thinking skills are central to the study and practice of history. Teachers should help students develop and apply the described historical thinking skills on a regular basis over the span of the course.

II. Thematic Learning Objectives

The 69 learning objectives, organized into five major themes, describe what students should know and be able to do by the end of the AP European History course. The thematic learning objectives are the targets of AP Exam questions.

III. The Concept Outline

This outline details key concepts that colleges and universities typically expect students to understand in order to qualify for college credit and/or placement.

INSTRUCTION:

➤ **Topics and General Pacing**

The order of the content units will be as follows:

Unit I: A Society Awakens, 1450 – 1556

Each of the course historical periods receives explicit attention.

Major Topics:

- Renaissance society: Political, economic, and cultural causes
- Major voices: Machiavelli, Castiglione, Valla, and Della Mirandola
- Northern and southern Renaissance art works
- New monarchs and their tactics: Louis XI, Henry VII, and Ferdinand and Isabella
- European exploration: Causes and consequences (Columbian Exchange and price revolution)
- Problems of the Catholic Church
- Voices of reform: Desiderius Erasmus Roterodamus, and Thomas More
- Luther's Reformation and the growth of Protestantism: Calvin, Anabaptists, and Henry VIII
- The revolution in science: Copernicus speaks from the grave
- The empire strikes back: The Catholic Church's counter Reformation—Jesuits, Trent, and index of books
- Protestant Reformation's effect on daily life



Unit II: The Age of Religious Tension, 1556 – 1648

Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapters 13–14

Major Topics:

- Two key issues: Absolutism and religious uniformity ◊ French Wars of Religion and Bourbon Rule (Henry IV and Louis XIII)
 - ◊ Elizabeth vs. Philip II
 - ◊ The Stuarts vs. Parliament in Great Britain
 - ◊ The Dutch Golden Age
 - ◊ Thirty Years' War
- Business: Mercantilism, joint stock, and rise of cities
- Scientific inquiry: Kepler, Galileo, Newton, Vesalius, Harvey, Bacon, and Descartes
- Witch-hunting
- Mannerist/Baroque art

Unit III: Society in Transition, 1648 – 1750

Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapters 15–18

Major Topics:

- Louis XIV's absolutist France
- Absolutism in the East: Prussia and Russia, and Austria (and not Poland)
- Rejecting absolutism: Great Britain and Netherlands
- Enlightenment thinkers (Locke, Smith, Montesquieu, Voltaire, Diderot, Rousseau, and Beccaria)
 - ◊ Women's roles in the Enlightenment
 - ◊ Enlightened absolutists in Eastern Europe
- Rococo and Neo-Classical art
- Compare the lives of the popular classes and the elite class
- War of the Austrian Succession/Seven Years' War
- Agricultural revolution, cottage industry, and banking

Unit IV: An Age of Revolution, 1750 – 1815

Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapters 19–20

Major Topics:

- Industrial Revolution in Great Britain
- Issues of industrialization: Urbanization, sanitation, and labor movements
- French Revolution ◊ Prelude: Three estates, debt, and discontent
 - ◊ 1789
 - ◊ Moderate achievements: Civil Constitution, Declaration of the Rights of Man, and French Constitution of 1791
 - ◊ Radical politics: Republic, economic policies, cultural revolution, CPS, and Thermidor
 - ◊ Napoleon: Child of the Enlightenment or last enlightened despot
- Congress of Vienna: Metternich and conservatism

Unit IV ½: Introduction to the Age of Isms, 1815 – 1830

Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapter 21

Major Topics:



- Continental industrialization
- Conservatism and interventionism ◇ Metternich
 - ◇ Burschenschaften and Decembrist Revolts
 - ◇ Tory vs. Whig (Peterloo Massacre)
- Nationalism
 - ◇ Greek revolt
- Liberalism ◇ Bentham, Mill, Malthus, and Ricardo
- Socialism ◇ Saint-Simon, Owen, and Fourier
- Romanticism ◇ Goethe, Shelley, Friedrich, Delacroix, and Beethoven

Unit V: An Age of Change, 1830 – 1871

Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapter 22

Major Topics:

- British Reform 1832
 - ◇ Factory acts
 - ◇ Corn laws revoked
 - ◇ Chartist complaints
- The Modern (middle class city)
 - ◇ City features
- 1848 Revolutions; history fails to turn
- Louis Napoleon
 - ◇ Economic reform, political stability, and rebuild of Paris (modern city)
- Challenges to conventional thought: Marxist Socialism and Darwinian theory
- Crimean War destroys the concert system, allows for unification movements
- Realist politics
 - ◇ Cavour's Italian campaign
 - ◇ Bismarck's Realpolitik
 - ◇ Hungarian challenges to Austria; dual monarchy
 - ◇ Alexander II's reform in Russia
- Medical improvements: Pasteur and Lister
- Realist art and literature

Unit VI: An Age of Questioning, 1871 – 1914

Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapters 23–24

Major Topics:

- Second Industrial Revolution
 - ◇ Economic changes, effects on working class, and gender roles
 - ◇ Conditions of the modern city and reform movements
- Handling discontent at home
 - ◇ Britain: Home rule for Ireland?
 - ◇ Germany: Kulturkampf and rise of the social democrats
 - ◇ France: French Third Republic, Paris Commune, and Dreyfus Affair
 - ◇ Russia: Conservative rule
- Challenging intellectual conventions
 - ◇ Atomic age: Curie, Planck, and Einstein
 - ◇ Nietzsche
 - ◇ Freud
- Impressionist and post-impressionist art



- Women's rights?: Pankhurst, Fawcett, and Emily Davison
- Jews: Dreyfus and Herzl
- Diplomatic issues:
 - ◊ Bismarck's alliances and the balance of power
 - ◊ Bismarck fired and Wilhelm II's rise
 - ◊ Balkan instability
- Imperialism: Motives, proponents, opponents, technological advantages, and resistance
- Russian Revolution of 1905

Unit VII: A Time of Crisis, 1914 – 1939

Each of the course historical periods receives explicit attention.

Textbook: Spielvogel, Chapters 25–26

Major Topics:

- Long- and short-term causes of the outbreak of World War I
- Fighting of World War I (technology and tactics)
 - ◊ Total war on the home front
 - ◊ Social causes shelved (women's rights, Irish nationalism, and individual rights)
- Paris Peace Conference and Treaty of Versailles
- Russian Revolution (1917)
 - ◊ First and second revolutions
 - ◊ Bolshevik consolidation of power/Civil War
 - ◊ Rules of Lenin and Stalin
- Instability of the 1920s
 - ◊ Economic problems (depression and Dawes Plan)
 - ◊ Political uncertainty (Versailles and League of Nations)
 - ◊ Fragile coalition governments adopted Keynesian economic theories
 - ◊ Totalitarian states emerged (Fascist Italy, Nazi Germany, and Franco's Spain)
- Culture of the 1920s (lost generation, Dadaism, Surrealism, and Bauhaus)

Unit VIII: A Time of Tragedy and Triumph, 1938 – 2010

Each of the course historical periods receives explicit attention.

Chapter: Spielvogel, Chapters 27–30

Major Topics:

- Aggression and appeasement: Road to war
- Major events of World War II
- Nazi policies on race and conquered territories
 - ◊ Holocaust
- War conferences: Seeds of the Cold War
- U.S. and Soviet influences on Europe
 - ◊ Truman Doctrine, containment, airlift, and NATO
 - ◊ Council for Mutual Economic Assistance (Comecon), Warsaw Pact, and Iron Curtain politics
- Khrushchev's policies
- Decolonization: Algeria, India, and Palestine
- European economic unity
- Society post 1945: Feminism, cradle-to-grave care, green parties, and right wing movements



- Collapse of the Soviet Order (Gorbachev)
 - ◊ Eastern Europe collapses
- Yugoslavia's ethnic issues
- Putin's rule of Russia
- Crisis in the Ukraine

Materials Needed

Textbook: Spielvogel, Jackson J. *Western Civilization*. 9th ed. Boston: Wadsworth Publishing, 2015.

1 ½ or larger 3-ring binder

9 Dividers & standard notebook paper

Fees – There is a \$20 class fee for each student.

➤ Resources

Clips from the following movies, videos, and websites may be used to enrich course content

Elizabeth

Luther

Schindler's List

Napoleon Bonaparte: The Glory of France

The French Revolution (History Channel)

Band of Brothers: We Stand Alone Together

WWII in HD (History Channel)

Engineering an Empire (History Channel)

Lost Battalion

The 60s (MTV mini-series)

The Great Gatsby

Forrest Gump

Grapes of Wrath

Hotel Rwanda

- If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request should include your name, the child's name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection.
- **Safety Procedures:** Students will periodically visit the library's computer lab for research and class activities. Students must follow the appropriate computer usage policies set in place by Carter High School. Please see the Student Handbook for further information.



ASSESSMENT:

➤ Expectations

- I will make every effort to be fair and consistent in my teaching, grading and discipline.
- Attendance is crucial for student success; be here! Each day we will be actively learning new concepts and information. If you are absent, your learning experience will not be the same and it may impact your grade.
- If you are absent, you are to complete our absent work within the allowed time frame as described in the student handbook.
- Cheating of any kind will not be tolerated. This includes allowing someone to copy your assignments! Cheating will result in a zero for that assignment or test.

➤ Grading Policy/Rubrics

Students will be evaluated based on the following scale:

75% Daily Grades--tests, quizzes, assignments, projects, other requirements

25% End of Course Final examination

Knox County grade scale:	A	93-100
	B	85-92
	C	75-84
	D	70-74
	F	0-69
	I	Incomplete

➤ Make-Up Work Policy/Late Work Policy:

1. Missed work due to illness must be asked for within 3 days of returning to school. In most cases, the student will be given 3 days for each day missed to complete the work.
 2. Late work is accepted, but 10% will be lost for each day that it is late. No more than 40% will be subtracted. However, late work will not be accepted after 20 days.
 3. You may redo any assignment on which your grade was not satisfactory to you, for a grade up to a maximum of 90%. Redos may be turned in throughout the semester, until December 8th at 3:30 pm. In order to qualify for a redo or late turn-in, a student must first attend tutoring with the instructor before school or during hour lunch and complete extra practice. The late/redo assignment may vary from the original assignment, though it will cover the same objectives. A few assignments, including but not limited to the EOC and progress reports, are not eligible for the late/redo policy; any others will be announced in class when they are assigned.
- **Extra Credit – There are very few “extra credit” opportunities.**
Extra credit is not assigned to help boost a grade that is below the student’s or parent’s expectations. I will occasionally and randomly assign short research tasks that are meant to spur the student’s academic curiosity. Student’s that complete these tasks by the due date will receive a few points of extra credit. Late work and redos are not accepted on these assignments.



- **Portal Post Policy – I will do my best to post grades to the Portal *at least* once per week.**
One way in which I am able to communicate with the student and parent is through Parent Portal. In order to give timely feedback, I will update grades at least once per week.

GENERAL EXPECTATIONS:

Students:

- **Attendance Policy:**
Students who attend regularly make progress and students who do not attend regularly do not make progress.
- **Classroom Policy/Procedures**
 - Follow the teacher's first request
 - Do not talk while the teacher is talking
 - Be prepared for class. Bring all materials; paper, pencil/pen, textbook, notebook, etc.
 - No inappropriate comments, language and gestures.
 - Treat each other and the teacher with respect.
 - No sleeping in class.
 - No food or drink. (water in sealable container is ok)
 - No cellphones, mp3 players or other electronic devices without teacher's explicit permission.
 - Behave like an adult to be treated like an adult; "save the drama for your mama."
- **Honor Code**
Students must do their own work. Students are not expected to give or receive answers to or from other students or copy from other sources as if it were their own work (plagiarism). Cheating and/or plagiarism will not be tolerated!

Teacher:

- **Communication:**
My preferred method of communication is via School Fusion. I will send messages to students and parents only through this method. If School Fusion is not available to you, I can be reached through the school office at 865-933-3434.
- **Remind 101:**
Students will be expected to register for text updates on Remind.com for this course. This service will be used to communicate changes in assignment due dates, reminders for major assignments and during unscheduled or unforeseen absences from school (snow days, etc.) Parents/guardians are always welcome to join this remind group. See attached instructions.
- **Intervention:**
Tutoring and extra help are available. I will gladly help any student seeking extra help in understanding the subject matter. Just ask.



Board Policy I-431

Issued: 7/95 Revised 6/08

The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following:

Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs, provided it is essential to the learning experience in the various fields of study and is presented objectively; The emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech, and debate.

Additionally, if a course features religion within the curriculum and instructional materials, this information must be included within the syllabus, and the syllabus must be publically posted. Within the syllabus, teachers must include specific religion-aligned selections that will be used throughout the year or semester.



Parent/Guardian:

After you have read this syllabus, please sign & date in the space below and have your child return it. Your signature indicates you have been given the opportunity to read the syllabus and are aware of all class requirements, resources, and activities. Please contact the teacher with any questions or concerns. You may check your student's grade via the Carter High School Parent Portal website. Also, please visit the classroom webpage via the Carter High School website for announcements and updates.

Thank you very much.

Parent Signature _____ Date _____

Student Name _____ Class Period _____

Preferred email address: _____

Phone number: _____

Best time to Contact: _____