Mr. Kurrass Room: Lecture Hall

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**Syllabus for AP European History**

**Materials and Assignments**

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 Students will acquire knowledge of the chronology of events and movements as well as develop the ability to analyze historical documents and express historical understanding in writing.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.

**Outline of Course Materials and Resources**

Wood, Ethel. *AP European History: An Essential Coursebook*. Reading, PA: WoodYard Publications, 2009.

—The course includes a college-level European history textbook.

McKay, John P. *A History of Western Society since 1300 for AP*. 11th ed. Boston: Bedford/St. Martin's, 2014.

**AP European History simultaneously:**

Divides the material into four historical periods, which we will tackle in two parts accordingly:

• 1450–1648 (1450–1556, 1556–1648)

• 1648–1815 (1648–1750, 1750–1815)

• 1815–1914 (1815–1871, 1871–1914)

• 1914–Present (1914–1945, 1945–Present)

Each of the course historical periods receives explicit attention.

Explores five major themes:

• Interaction of Europe and the World (INT)

• Poverty and Prosperity (PP)

• Objective Knowledge and Subjective Visions (OS)

• States and Other Institutions of Power (SP)

• Individual and Society (IS)

Develops nine historical thinking skills (within four major categories):

**I. Analyzing Historical Sources and Evidence**

• *Analyzing Evidence - Content and Sourcing*: Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and draw conclusions about their relevance to different historical issues. A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that source, assessing the usefulness, reliability, and limitations of the source as historical evidence.

• *Interpretation*: Historical thinking involves the ability to describe, analyze, and evaluate the different ways historians interpret the past. This includes understanding the various types of questions historians ask, as well as considering how the particular circumstances and contexts in which individual historians work and write shape their interpretations of past events and historical evidence.

**II. Making Historical Connections**

• *Comparison*: Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event. It also involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.

• *Contextualization*: Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.

• *Synthesis*: Historical thinking involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines.

**III. Chronological Reasoning**

• *Causation*: Historical thinking involves the ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.

• *Patterns of Continuity and Change over Time*: Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.

• *Periodization*: Historical thinking involves the ability to describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods. Historians construct and debate different, sometimes competing models of periodization; the choice of specific turning points or starting and ending dates might accord a higher value to one narrative, region, or group than to another.

**IV. Creating and Supporting a Historical Argument**

• *Argumentation*: Historical thinking involves the ability to create an argument and support it using relevant historical evidence.

**District Grading Policy:**

The course grade is a weighted average consisting of the following elements:

Nine-Weeks Grades 40% (each)

Semester Exam 20%

9 Weeks grades are a weighted average consisting of the following elements:

Exams, Projects, Research, Essays 60%

Quizzes, Timed Writings (major) 30%

Home, Class & Daily work, Timed Writing 10%

**Required Supplies:** 3-ring binder for quizzes and tests and either a 100 page Composition book (will stay in class), 3-ring binder, 1 ½” 3-ring spiral notebook for the Interactive Notebook, glue stick, blue or black pen, non-mechanical pencil, pen of any color except red for grading. May need map color pencils or markers on occasion.

**Assessment Practices**

**Unit Tests**

These tests are modeled on the AP Examination with multiple-choice and short answer questions and/or an essay to be timed.

**Quizzes**

There are randomly selected, announced and unannounced, over each chapter using the multiple-choice format.

**Essays/Observations**

Essays will be Document Based Questions (DBQ), and Long Essays which include analysis of significant issues in European history and developing an argument supported by an analysis of historical evidence.

**Outside Readings** will be assigned.

**MAJOR Project:** A major project will be required and due by Christmas break. The topic is “Conflict and Compromise in History”