NOTE: Please either download a copy for yourself or, if you want to fill this out as a Google doc, please "Make a Copy" (under File) and then you can fill it out and send me the link. If you send a Google Doc link, make sure you choose the "Anyone with the link" option of sharing.

Aim Academy
Advanced Placement European History
Live Class Sessions: Thursdays, 1:30 to 2:45 PM ET

You may e-mail a copy of this form to:
lhawkins@aimacademy.online

Basic Information About the Course:

Estimated number of hours of study per week: 9-12 (more if you are a slow reader)

This course is authorized through the College Board AP Audit process, meeting all curricular guidelines. Homeschool students completing this course will be authorized to use the AP designation on their official high school transcript. Families need to secure a testing site for the AP Exam on their own at a local school. The AP exam is separate from this course. You will receive a final grade after the course concludes in May. If the student takes the exam, the official AP exam score comes directly from the College Board, typically in July.

This course is best suited for juniors and seniors (although some sophomores have also taken this course with great success) who have some experience with analytical writing - that is, with writing that makes arguments based on evidence. For example, if you have taken a challenging English literature course where you were required to show the development of a theme in some piece of literature, or to make some other sort of argument with references to the literature to back up your argument, then you have had experience in analytical writing. If you have had history courses where you have read primary documents (that is, speeches, or letters, or essays, etc. written by people in the past) and where you need to show a deep understanding of what is going on in the primary documents, that also involves analytical writing. I have had students without this sort of experience do well in the course before, but typically, students encountering this sort of work tend to have a much steeper learning curve.

There are five parts to this application. Please remember to include all five parts, either as attachments in an email, or all mailed together in a single envelope to the address listed above. If you have any questions, please email me at the email address listed above.

1. A sample, or excerpt of a sample, of a writing assignment. Please include at least the first two pages from a previous writing assignment. My preference would be to see a paper that analyzes some piece of literature and makes specific references (quotes and/or paraphrases) to the literary piece to back up what you are saying. If you happen to have a history paper that analyzes primary documents (that is, writings from the time period studied), that would be great. If you don't have either of those, simply submit your best example of non-creative writing.

2. A short ‘introductory’ essay (200-400 words) about yourself that reflects not only your best writing, but also your personality. You may include what areas of history you’ve already studied and what eras or individuals interest you the most. You can tell me about your favorite books or favorite sites. You can tell me about issues or activities that mean a great deal to you. You can tell me about your strengths, weaknesses, and quirks.

3. Completion of the following chart. You can type your information directly into the form or you can print this out and fill in the information.

4. Completion of a short analytical exercise, below the chart.

5. Terms of Participation, which require student and parental signature (typed-in 'signature' is fine).

Basic Information

Student Name	
Age and Date of Birth	
Address	
Phone Number	
Student E-Mail (please provide – I need for enrolling purposes)	
Parent’s Name	
Parent’s E-Mail ((please provide a different address from student’s – I need for enrolling purposes)	
Have you taken any AP courses before this? If so, which one(s)?	
What activities are you involved in outside of academics?	
Is there anything else about you that I should know about? For example, do you expect to have significant periods of interruption (like travel) during the course of the school year, or do you have any learning issues that I should know about up front? [Please note that if you do have unusual circumstances, this will not typically disqualify you from consideration for the course. I’ve taught students under all kinds of circumstances. I just need as much information up front as possible.]	

<u>Short Analytical Exercise</u>

Read the following two documents written just before the start of WWI (1914).

1. **In two or three sentences, explain the main ideas of Document 1.**
2. **In two or three sentences, explain the main ideas of Document 2.**
3. **In a short paragraph, compare/contrast the two perspectives in what they each believe about which group was the most responsible for starting WWI. Avoid direct quotes. (Compare/contrast involves not only differences, but similarities.)**

Document 1: Henri Massis and Alfred de Tarde

"Consider something even more significant. The most cultivated elite young people declare that they find warfare an aesthetic ideal of energy and strength. They believe that 'France needs heroism in order to live.' How many times in the last two years have we heard: 'Better war then this eternal waiting!' There is no bitterness in this, but rather a secret hope. War! The word has taken on a sudden glamor. It is a youthful word, wholly new, adorned with that seduction which the eternal aggressive instinct has revived in the hearts of men. These young men imagine war to have all the beauty with which they are in love and of which they have been deprived by ordinary life. Above all, war in their eyes, is the occasion for the most noble of human virtues.... For such men, fired by patriotic faith and the cult of military virtues, only the occasion for heroism is lacking."

Document 2: Jules Cambon, "The debate about the financial means by which Germany intends to pay for these new military measures is the sole cause of the government's delay in proposing the measures to the legislature. In spite of the patriotism with which the rich classes pretend to accept the sacrifices asked of them, they are none the less dissatisfied with the financial measures which have been announced, and they feel that a new tax imposed in times of peace creates a dangerous precedent for the future. [As a result of these concerns], the Imperial German government is constantly rousing patriotic sentiment. Every day Kaiser Wilhelm delights to revive memories of 1813[note – Germany had finally beaten France under Napoleon at this time]. Yesterday evening a military parade went through the streets of Berlin, and speeches were delivered in which the present situation was compared to that of a hundred years ago. The trend of public opinion will find an echo in the speeches which will be delivered next month in the Reichstag, [note – this is the name of the German legislature] and I fear that the German Chancellor himself will be forced to allude in his statements to the relations of France and Germany."

Terms of Participation in Lisa Hawkins' AP EURO History Course:

As your teacher, I will:

Create an interesting course that includes a variety of teaching/learning methods that will prepare you for the AP exam in May.
Provide clear expectations for course requirements and grading procedures.
Monitor your submissions in such a way that will challenge you to elaborate, provide additional evidence, Use logic and creativity, reevaluate assumptions, and generally learn to think more critically and creatively about historical issues
Create regular exams and additional practice exams that will help prepare you for the AP exam.
Provide feedback on your various assignments, with extensive feedback particularly at the beginning of the course.
Provide instruction on how to study history, how to read and interpret primary documents, how to write about history, and how to grow in wisdom from history.
Provide direct instruction about how to approach the different kinds of questions you will see on the AP exam.

I am indicating my agreement to the above conditions by typing my name in the box:



As my student, you agree to:

Do all the work on time and to your best ability.
Expect to spend 9-12 hours weekly on course work. (If you are a slow reader, expect to spend more time; also note that some Units are more rigorous than others.)
Take excellent notes over the course of the school year which you will use for more intensive study as we approach the date for the AP exam.
Contribute substantially to course discussions maintaining a civil, respectful attitude towards your classmates and teacher.
Provide thoughtful, constructive assessments of your classmates' submissions, when required.
Never plagiarize.
Never use AI in a way that lessens your need to do your own analysis, make your own arguments, or compose your own writing.
Never cheat on exams or any other assignment.

Inform me as soon as possible about unexpected and unavoidable interruptions to normal course activities.
Actively contribute to your classmates' learning experience in any way you can.
If placed on probation, adhere to the teacher's requirements for getting out of probation.

Please indicate your agreement to the above conditions by typing or signing your name in the box.



As the parent/guardian of this AP student, you agree to:

Follow all given instructions concerning registering for the course.
Create your own separate parental 'observer' account on the Canvas website.
Acquire the necessary textbooks.
Provide your student with the level of oversight he/she needs in order to submit required work on time.
Encourage student to work towards the long-term goal of mastering the content and skills necessary to do well on the AP exam.
Communicate with the teacher as soon as possible concerning any information she needs to know about the student.
Respond to all teacher communication as soon as possible, especially if it concerns delinquent behavior on part of the student.
Understand that negligent or deficient work on part of the student will result in a probationary status.
Understand that if the student does not meet the requirements for getting out of probation (terms and the timeline for doing so will be laid out clearly), the student might be dismissed from the course.
Support the teacher in her task of instructing the student.
Sign the student up for the AP exam and communicate AP exam information to the teacher (if you choose to have your student take the exam.)

Please indicate your agreement to the above conditions by typing or signing your name in the box.

