

European History AP
HIST 005. Survey of Modern Western Civilization.

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Catalog

HIST 005. Survey of Modern Western Civilization. Survey of the development of western civilization from the Renaissance to the present day. Stress is placed on social and economic, as well as political, factors. **Note:** Not open for credit to students receiving prior credit in HIST 105. 3 units. (CAN HIST 004)

Course Description: This course will examine the period of European history from 1450-2015. The course will focus on the social, political, religious, intellectual, technological and economic developments throughout this period of history. Questions on the AP exam will often call for students to interrelate categories or to trace developments in a particular category through several chronological periods. For this reason, students need to understand periodization in European history and to relate it to the following themes: Economic and Commercial Developments, Cultural and Intellectual Developments, Social Organization and Developments, Technological and Scientific Innovation, States and Other Institutions of Power, Interaction of Europe and the World, and National and European Identity. Within these themes, there are several sub-themes that will be interwoven throughout the semester. Students will use the textbook, as well as a variety of primary and secondary sources, to become more familiar with these themes.

Course Objectives

Upon completion of the course students will be able to demonstrate an understanding of:

- The transformations of European civilization that produced the institutions, value systems and social organizations characteristic of modern western civilization.
- Periodization in European history and to relate it to the following themes:
 - Economic and Commercial Developments(ECD)
 - Cultural and Intellectual Developments (CID)
 - Social Organization and Developments (SCD)
 - Technological and Scientific Innovation (TSI)
 - States and Other Institutions of Power (SOP)
 - Interaction of Europe and the World (INT)
 - National and European Identity(NEI)
- Students will also be able to demonstrate:
 - University-level methods of explanation, comparative analysis, historical inquiry, text interpretation, analytical writing, and critical thinking.
 - The ability to reflect upon their own lives in the light of the history of modern western civilization
 - A mastery of basic chronology and major events and trends in Europe from the Renaissance through the modern day

In addition to exposing students to the historical content listed above, an AP European History course should also train students to analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events. Students in this course will develop historical thinking skills such as chronological reasoning, comparison and contextualization, creating historical arguments from evidence, and historical interpretation and synthesis.

To assess your knowledge of each part of each unit in AP European History and to prepare you for the AP Exam, you will be required to show your understanding in the following test formats: Long Essay Question Essays, Document Based Question Essays, Short Answer Questions, Standard Content-based Multiple Choice Questions, and Stimulus-based Multiple Choice Questions. When the syllabus says “multiple choice,” be prepared to answer both types of multiple-choice questions

Materials

1. Textbooks and Supplemental Materials:

A. The Western Heritage Since 1300 - AP Edition by Donald Kagan, Steven Ozment, and Frank M. Turner (2020) (CR1a)

- Roughly eight chapters chart the social, political, and economic development of the nationstates of Europe; five chapters pivot on intellectual and cultural history. The remaining seven chapters narrate the military, diplomatic competition between groups (royal houses and churches at first, then dynastic states, and finally nation-states). The chronological center of the course is about 1700—but 15 of the 21 chapters concern the years 1776-1950. That 175-year period is the center of the AP Exam and the text.
- Because of the curriculum themes, instead of following the chapter by chapter format, we will be skipping forward, jumping back, reviewing and reintroducing material etc. . so it will be important that you follow the reading schedule as it is posted in class.

Warning: These text books are level college readers. The most common cause of student under performance is not doing the assigned reading. You should be an above average reader if you wish to succeed in this course!

- Please take your books home. You are responsible for all marks and damage done to these books.

B. 5 Steps to a 5 AP European History Exam 2020 or later

The College Board recommends that you purchase your own copy of a review book, because you can mark in the text, underlining and reviewing. **It is not required, just recommended.** Other review books may work just as well – Kaplan and Princeton review have their own review books. Regardless of the publisher, do not purchase a review book published earlier than 2016. The AP Euro exam changed format and while the content will be basically the same, the testing tips will be out of date.

C. Secondary Readings: The College Board requires students to be given material above and beyond their textbooks. While the majority of the material will be primary documents, the others will be more contemporary secondary materials. Below is a list of some of the possible articles students will be given this year.

“The Columbian Exchange”

“Functions of festivals in Early Modern Europe.”

“British Textiles Clothe the World”

“Was Bismarck the Key Factor in the Unification of Germany?”

“Why we ruled the World- The British Empire”

“Romanticism”

“The World the Superpowers Made”

“A Robust Vision of Europe for the 21st Century”

“Jihad and the Roots of Europe's Religious Identity”

“Europe's Deadly Borders”

“Little Emperors”

“The Making of Modern Asia”

“Democracy and Drugs in Central America”

“African Agriculture and Medicine: Modern Orphans in a Globalizing World”

“Education in Apartheid South Africa: Propaganda with a Purpose”

“Freedom and Justice in the Modern Middle East “

“The Growth of Palestinian Arab Identity”

Grading Procedures:

INSTRUCTOR: Grades are a reflection of the standards of excellence that are set for both the students and the instructor. A grade, once given, rarely will be changed, without a reasonable justification. I encourage all students to come and discuss why they received a specific grade. Grading will be TOUGHER at the beginning of the year, especially on essays, as I need to make sure everyone understands the expectations quickly. I will also be more inclined to give you the benefit of the doubt on your final grade than on your progress report grades. Further, I want to make it very clear to you now that how well your assignments are written will be as important as their content when determining your grades. I will give you the necessary rubrics for specific essay assignments and you **NEED** to follow them. In addition to your grades on essays, class discussions will be an important part of your grade. This will be particularly true when your discussion is original and when it displays evidence that you have read assigned work carefully.

STUDENTS: One of my rules will always be to keep my evaluation of your work private. I expect you to extend to me the same courtesy. I **ENCOURAGE** you to talk to me about your grades, how you think the course might be improved, or how a specific assignment might be changed. However, I would like you to do this in private and not in front of the class. I would also expect you to discuss any problems you are having with me before you bring in a third party. I will extend to you the same courtesy. Your grade is based upon the accumulation of points from a variety of sources. I will try to update point totals on a weekly basis if time permits. The semester grade is determined by your percentage of points possible based on a cumulative point scale.

Class Assignments

Overview: This is a **content course**. That means you (a) must know a lot of information (500+ years of European History) (b) be able to analyze it, not just memorize it. This is not an easy course, but it's not painful, either.

Reading Assignments

- Textbook & outside sources: You are a young adult, it is your responsibility to complete the reading. Two things should be noted up front. First, due to the nature of this course's goals, and since class time is limited to an hour, we will be ***unable to cover everything on the AP exam in class***. Consequently, it should be understood that you will be responsible for keeping up to date on the nightly readings, even if they are not covered in class. I will not worry about where you are in your reading - if you want to wait until the night before the exam or quiz to read that is your decision - I suggest you do not. While we will cover a large portion of the text in class, the rest you must complete outside of class.

Homework

- Students should expect between one and two hours of homework a night including the weekends. Unless otherwise permitted, **ALL** homework must be completed in dark ink and be submitted on standard notebook paper or typed and printed with black ink. Any paper that cannot be read quickly will NOT be read. If your writing is difficult to read you should consider typing your homework (**Recommended**).

Your grade is based upon the accumulation of points from a variety of sources. I will try to update point totals on a weekly basis if time permits. The semester grade is determined by your percentage of points possible based on a cumulative point scale.

The scale is as follows:

100-97 A+

94-96 A

90-93 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-69 D+

64-66 D

60-63 D-

59 and below- F

Below are the various types of evaluations that will be used to determine your final percentage. The percentages listed are working numbers, which means if a specific assignment is added or removed throughout the year, it could influence the final number of points. If a modification influences the final percentage by more than five percent, I will recalculate percentage breakdown and inform the class of the adjustment.

Written Evaluations:

30%	Take it APPARTS Assignment and Study Guides - For each unit you are required to read a series of primary source and secondary source documents. The assignment for those documents will fall into two categories -APPARTS Essays
	Study Guides -DQ's (Document Questions)

Multiple Choice Evaluations

35%	Exams and Quizzes- Each six weeks students will take two or three exams covering material from the textbook, supplemental readings, discussions, and lectures. Tests will always have objective questions and essays on them. Essays will always require students to manipulate the information learned, not just memorize and repeat it. - The design of each exam will be multiple-choice in the style of the AP test with five answer choices per question, but can also be LEQ, DBQ or SAQ in format as well. Exams measure not only how well a student can answer basic factual information, but one's ability to understand the concept. Each exam is approximately 3% of your final grade.
	DBQ's (Document Based Questions) Essays - You will have several document-based essays during the year. You will be given a series of essays, and a question(s) you will need to address. You should use the DBQ Essay Assessment Rubric for the format of your essays. - You will also have some DBQ's as part of unit exams. LEQ (Long Response Question) and SAQ (Short Answer Question) Essays - You will have several free response essay questions during each semester. These essays should stress details, analysis, and factual support for information we have been covering. - You will also have some LEQs and SAQs as unit exams

Class Activities & Projects

30%	- We will have several activities/projects each semester. You need to make sure that you put forth effort in these projects & activities. Because this course is taught as a seminar, you need to bring your intellectual "A" game, when we have discussions, you must be prepared. Think of the discussions as "oral essays", you have to show you've not just read the material, but that you understand it. - Projects will include, but are not limited to the following categories: - Debates - Biographical presentation - Artistic Interpretation and Analysis - Map Interpretation and Review - Annotated Readings - Comparison charts - Review statistical graphs and charts
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Class Notes

5%	Notes: It's a history class; <i>OF COURSE</i> you have to take notes. The PHS school standard for all notes is Cornell style. Completing a detailed, thorough and yet relevant notebook is critical for success in reviewing for the AP Exam. It is impractical (not to mention impossible) to cram for the AP exam by simply re-reading the textbook in May, which is why your notes become important. To reinforce this idea I will check your notes at the end of each unit. However, like all college, History courses, with the exception of your notes for your summer assignment, I will not be collecting your notes for points. Copying the material I give you doesn't give you anything, how you individually enhance the notes you take, those are worth points. One point though, while I don't mind if your final notebook is typed, your weekly notes must be handwritten. The reason for this is two fold: 1. You learn more by doing. 2. The incentive to copy and paste from an Internet source, or from the notes I give you is greatly diminished if you still have to write them out yourself.
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Class Participation

In many high school courses, participation is included as part of a student's overall grade. In an AP history class, participation is also very important for a student to be successful in the course, but just as in college, it is not a component that is included as a grade.

Course Format

Welcome to ***YOUR SYLLABUS***. You will never have to guess what will happen in class; you will never come back after an absence and ask, "What did I miss?" or the dreaded, "Did we do anything important while I was gone?" (Instructors really hate that!!) You will always know when the next quiz and test is, or when homework assignments are due. There is a large amount of material for which you will be responsible and must be able to interpret, analyze, and use, not just memorize! In order to be successful in this course, time-management will be very important. You will always know dates in advance for tests, quizzes, essays, FRQ's, DBQ's, and projects so you must take the responsibility for planning your own study schedule, etc. Your maturity and participation is also extremely important for you to be successful in this course and for the class, overall, to be interesting and worthwhile.

Academic Honesty:

Do not CHEAT or PLAGIARIZE in this class. Look in the student handbook for the exact legal definition. However, I define cheating and plagiarizing as turning in work that is not your own, copying work or giving INADEQUATE notation of your sources, using crib sheets or any other methods that gives one an unfair advantage on an exam. I can understand the temptation, coming up with new ideas is difficult, I've cobbled together this course's curriculum from a variety of resources, but then I'm not attempting to gain anything from my work except to give you the best class possible, while you are trying to earn a grade from yours.

Special Note: Chat GPT and other AI writing tools: The use of Chat GPT/AI writing tools for any assignment is not allowed. It is considered plagiarism. Here is my rule of thumb for AI tools: if I run an essay or other written assignment through an AI writing detecting tool, the margin must be below 20%. If it is above 20% any text that is indicated to be artificially written will not be read, AI writing tools generally highlight any text in question, and therefore your assignment/assessment will be scored based on what you have written.

Accommodations:

Students with 504s and IEPs will be accommodated based on their level of needs as long as the accommodations are considered reasonable within the context of an AP course. I can extend due dates, give extra time on tests and provide notes when requested, but I cannot reduce the amount of reading, change the types of tests, or slow down the pace of the course. In order to have a course approved by the College Board as an AP class, instructors have to submit their assignments, types of tests etc. . in advance. AP instructors do not have the same flexibility in modifying assignments as their college prep counterparts.

Attendance:

The world moves whether you are aware of it or not. The class will continue whether you are here or not. If you know that you will have a field trip, a team competition, or some other school activity that will cause you to miss class, let me know ahead of time so I can tell you what the class will be covering that day. If you are sick or have a medical appointment, send me an email and I can let you know what you missed. If you're absent and it's not excused, you will have a tough time catching up and staying on track. Club sport activities such as soccer, softball, basketball are not sanctioned by the district and are therefore not excused activities.

Expectations:

Your instructor: I will try to keep in mind that you have 1) a life, and 2) other courses. If you bring a positive, dedicated attitude, come prepared, and give 100% attention in class—plus whatever you can muster out of class—then you're guaranteed a genuine experience that will serve you well beyond high school. My own expectation is that you will all—especially graduating seniors, whose letters of acceptance will arrive in the second semester—demonstrate poise, a decent respect for learning, and the ability to see beyond the May Exam. I will be available on Tuesdays and Thursdays after school, or by appointment, if you have questions over content not covered in class..

Students: We all know what AP courses are supposed to do: help you obtain college credit while in high school, and to raise your overall G.P.A. Sadly, many students expect a typical high school course and become upset when they realize that this is **NOT** a typical course. Advanced Placement European History, like other AP courses, aims to approximate a freshman level college/university course. Consequently, material covered in class corresponds to that same level of intellectual rigor and maturity level. As such, there will be a **heavy** emphasis on reading and writing. As stated earlier, the goals of this class being what they are, and time being of the essence, your active participation in class is essential. Beyond the readings, and note-taking during lectures, it is expected that you will engage in classroom discussions. The material we will be reading and the movies we will watch, should lend themselves very easily to some fascinating discussions. As such, I will try and limit class lectures to no more than three times a week (hopefully less). The remainder of the week may be used for class and small-group discussions; student-led mini-lessons; debates, movies, or simulations. One must remember that the goal of class is to have students prepared for the AP Euro Exam in May not just to get the “A” for the transcript.

Unit Sections average 30 pages each—and since we need to work in a way that we do not to become bogged down in rote memorization and recitation of the text, each of you must personally address the following questions: **“How can I best master the material given in the text for myself? What categories of history are my strengths? Which are really tough? What methods work best to make the book’s contents my own knowledge?”** Student writing is an important component of the course. These courses are content based, not outcome based; there is no gray area for essays or tests that are “sort of” correct, or “slightly” on topic. Essays and tests are either correct or they are not. We will establish study groups of approximately 4 students each that will facilitate some of the more burdensome aspects of conquering the material.

This course will be taught as a seminar, which means that each student will play a vital role in the learning process. In the traditional seminar, students are responsible for completing outside readings so that the interpretation of the text can be discussed for deeper analysis and understanding in class. As part of class participation, each student as part of their study group is expected to guide a class session over an assigned problem and/or concept.

Use your units to plan your study/reading/writing time. Use your study groups to coordinate study topics. We must live by the syllabus in order to maximize the advantage of the course and realize the full potential of AP. Feel free to remind me, kindly, should I forget this. Of course, flexibility is always a good thing, I’ve built in a few “Flex days”, those days are designed with unforeseen delays.. . rallies, assemblies, a discussion that goes too long etc, but at the same time we all have to be diligent about staying on track.

Extra Credit:

Extra credit is looked upon as extended learning not a substitute for missed or make-up work. Additionally, extra credit is rarely offered at the college level, it should not be expected very often in an AP course. Do not ask for special extra credit assignments to "bring up your grade." When it is offered, take advantage of it.

Independent Study:

Students who go on independent study for more than a week have a difficult time returning to the routine of class, I do not recommend going on extended vacations while enrolled in an AP class. If you need to go on independent study, please be aware you will be assigned the exact same assignments as those who are attending class, and all outstanding work will be due on the day of your scheduled return. No extra days to catch up on work will be given.

Internet Access:

In a school wide effort to help conserve paper and save costs, many articles and worksheets will be available on the PHS website. If you lose a copy of a unit or notes, a second copy may not be available. If you do not have Internet access at home, you may always use the computer lab at school, the library or you may qualify for WiFi access using a district Chromebook.

Late and Makeup Work:

I realize you have other classes, so you will have three days of flexibility from when an assignment is due (unless it is a presentation or discussion related assignment). Keep in mind that the purpose of most of the assignments is to prepare you for unit tests, so completing the work after a test defeats their purpose. If you have an excused absence from class, you have only **three days** to make up a test or quiz and/or turn in any assignments that were given in your absence. Please keep in mind that I will not track you down to ask you to turn in a missing assignment! Failure to turn your work in will result in a **zero**. If your absence is not excused, you do not have additional time to make up

assignments.

Questions:

Got them? Ask Them. Do not be SHY. That is why we are here

Study Groups

A word about study groups: choose wisely, young ones. . .

1. Your study group members must be classmates you can trust to carry their share of the load. While it may be fun to have your best friend/girlfriend/boyfriend in your group, remember that this college-level course requires *serious study*. **Remember, that for this class,** “Do or do not... there is no try.”

2. In order to prevent the class from becoming a recitation of the “facts and stats,” it will not be your friendly neighborhood instructor’s job to cover everything in the book in class; you must be willing to work on your own and in your study groups.

Videos:

The nature of this course lends itself well to film. Indeed a great number of films are recommended by the College Board to increase your understanding of Modern European History. However, please keep in mind two things. **First, this is a college-level content course.** As such, the material we read and watch will be at a level that college-level students would be expected to encounter. The material, in some cases, may be offensive to you. If this is the case, this may not be the course for you. If you are concerned about material, see me. **Second,** this is A.P. European History, not *European History through Film*. As such, we cannot watch feature films over every unit. I may schedule films to be shown outside of class this year . These activities will be strictly voluntary, but should be a fun way to learn outside the confines of a class. Films will mostly be dramatic, but will include comedies also. At this point, films may range from *The Name of the Rose* to *Dr. Strangelove, Or How I Learned to Love the Bomb*. As the year develops I will give you more information on this idea.

Final Caution:

If you do the work, have a good attitude; the class will not be as bad as you fear. You might even have fun and be amused as well as learning new ideas and skills. So **RELAX** and **DON’T PANIC**

Course Unit Topics

Summer Assignment	Enrichment Material
Unit 1 . The Late Middle Ages: Social and Political Breakdown	The Black Death The 100 years' War Ecclesiastical Breakdown The Great Schism and Impact Medieval Russia
Unit 2. Change in Thought and Knowledge - The Renaissance and the Scientific Revolution	The French Invasions Major Figures of Italian Ren Politics- Medici/ Machiavelli The Northern Renaissance Images of Renaissance Life & Thought The Scientific Revolution Philosophy vs. Science New Scientific Institutions Women in Science Society and Religion
Unit 3. Change in Religious Belief - The Reformation and Age of Religious Wars	Reformation and Counter-Reformation Societal Change/English Reformation Imperial Spain and Philip II Religious Wars 30 years' war
Unit 4 Change in Power - Political Centralization	The New Monarchs Imperial Spain and Philip II Parliament vs. Stuart Kings English Civil War The start of Absolutism The Dutch Republic
Unit 5 Change in State Competition: Exploration and Expansion	Age of Exploration Overseas Empires The Spanish Colonial System Black Slavery, the Plantation The Colombian Exchange
Unit 6 – Change in the Economy and Society from the Renaissance to the 18th Century	The First Agricultural Revolution The Commercial Revolution The Old Regime - Social Orders Impact of Agricultural and Commercial Revolution on Women, Children Witch-Hunting Urbanization
Unit 7- Change in Power – Rise and Reaction of the Absolute Monarchies	The Age of Absolutism Absolute Monarchy in France The Romanovs The Ottoman's Mid-18th Century Wars The American Revolution
Unit 8- Change in Thought and Society 2.0 – The Enlightenment and Enlightenment Society	The Enlightenment Philosophes on Politics and Religion Enlightened Absolute Monarchs Enlightenment Society The Second Agricultural Revolution 18th Century Industrial Revolution Enlightenment on Art and Architecture Women in the Enlightenment Romanticism Romantic Literature and Art Religion and Nationalism in the Romantic Age

Unit 9 - Change in Everything - The French Revolution and the Age of Napoleon	The French Revolution Crisis of the French Monarchy Reconstruction of France Women and the Church End of the Monarchy Europe at War Reign of Terror The Thermidorian Reaction Rise of Napoleon The Consulate in France Napoleon's Empire European Response to Empire Congress of Vienna
Unit 10- Change in the Economy, Society and Politics - The Industrial Revolution	Toward an Industrial Society Family Structures and the Industrial Revolution Industrial Revolution Crime and Order Family Life and Child Labor Women in the Industrial Revolution The Second Industrial Revolution The Middle Classes in Ascendancy 19th Century Urban Life Jewish Emancipation Conservatism and Liberalism Conservative Failure The abolishment of Slavery Labor, Socialism and Politics to WWI
Unit 11: Nationalism and the Rise of the Nation State	Emergence and Ideals of Nationalism Wars of Independence in Latin America Revolutions of 1848 The Crimean War Italian Unification The Hapsburg and Russian Emancipation German Unification The Third Republic
Unit 12 - Birth of Modern Thought	Romanticism in Art, Literature and Music Science in Mid-century- Darwinism, Science and Ethics Christianity and the Church Under Siege Toward a 20th Century Frame of Mind - Science: The Revolution in Physics Nietzsche and Freud The Coming of Modern Art - Impressionism
Unit 13 -Imperialism	European Imperialism- Africa, China and India
Unit 14- Alliances and Europe in Crisis	Emerging Alliance Systems World War I Russian Revolution Settlement at Paris Political and Economic Factors after the Paris Peace settlement Trials of the Successor states in Eastern Europe The Weimar Republic Again the Road to War The Spanish Civil War, The Anschluss, Munich WWII The Nazi Assault on the Jews of Poland The Fall of Nazi Germany Explanations of the Holocaust The Domestic Fronts

<u>Unit 15 The Cold War Era and European Economics</u>	The Emergence of the Cold War The creation of Israel and the Korean War Soviet Domination of Eastern Europe The Khrushchev Era and Brezhnev Era French Decolonization The collapse of the Soviet Union The Soviet Experiment Begins The Fascist Experiment in Italy Causes of the Great Depression The Great Depression in Great Britain, France, Germany Nazi Economic Policy The Great Depression in Italy The Great Depression in the Soviet Union The Marshall Plan Post War politics - England and France The collapse of European communism The Yeltsin Decade
<u>Unit 16 – The West at the Dawn of the 21st Century</u>	The 20th Century movement of people Modernism in art, music and literature New Patterns in Work and Expectations of Women The rise of radical political Islam Toward a Welfare State Society Transformations in Knowledge and Culture The challenges of the EU The Christian Heritage The arrival of the computer AP Course Review
<u>AP Europe Exam</u>	
Unit 17- The World Outside of Europe	Africa After WWII Impact of AIDS on the African Continent The Middle East After WWII The creation of Israel and modern Palestine South Asia After WWII Asia After WWII Latin America After WWII Transnational Issues- Overpopulation, Global Warming, Terrorism

Dear parents,

Curriculum Notice:

While an enjoyable task, teaching European history can be a difficult undertaking. European history chronicles some of the finest achievements in human accomplishments; European history, however, also contains some of the cruelest examples of barbarism. In addition, one must remember that the beauty of art in one generation is sacrilege to another generation. I make every effort to smooth the edges; however, an AP European History class can only be filtered to some extent before the course becomes irrelevant. Michelangelo's David does not wear a fig leaf, the Thirty Years War was not bloodless, and the Holocaust cannot be reduced to an unpleasantness. If any unit within the course curriculum is objectionable to you, please indicate ahead of time so the issue can be discussed in advance, but please realize; however, I cannot adjust the content of the course

Course Expectations

AP courses in the Social Sciences cover a greater breadth of factual information and are heavily geared towards research methodology and analysis. It is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in European or United States History. Student writing is an important component of the course. These courses are content based, not outcome based; there is no gray area for essays or tests that are "sort of" correct, or "slightly" on topic. Essays and tests are either correct or they are not.

Student Work

AP European History and AP U.S. History are introductory freshman college courses. Students are expected to come to class prepared on a daily basis and abide by all classroom and school rules. Students, who may consistently miss class because of any reason, whether extracurricular or personal, will have great difficulty being successful in these classes. Students who miss due to an excused absence are expected to arrange make-up work with their instructor in a timely fashion. Because it is expected that students attend every day, to that end; independent study contracts for extended leave of absences, except for medical reasons, are generally not accepted.

Students may find that the amount of time necessary to do the reading and to perform well on tests, essays and other assignments is much greater than their average courses. Homework assignments for an AP History class average 1 to 2 hours per class period.. Homework in an AP course doesn't typically fall into the same categories as a regular class, e.g. – "complete the chapter section questions, or finish the crossword" and you're done, typically it's review the material covered from the day, complete the material from the day, work on part of a long term project, and begin the next section of reading for discussion in the following class.

Students who enroll in an AP class frequently have the pattern of consistently earning high grades in their regular classes, with minimal effort. This will not be the case for their AP classes; they will have to stretch themselves mentally and academically. For some reason, I have had both AP students and parents that are under the impression that I should make individual "deals" with them in regards to their final grade, especially if they have become increasingly active in extracurricular activities. To maintain the integrity of the course, I cannot modify the curriculum; all I can do is to create a plan of action to follow based on the curriculum. There is no "guarantee" of a high grade in an AP course; but students who apply themselves to the commitment of their coursework and homework have an excellent chance of doing well in their classes.

Factors to consider

To succeed in AP classes, students should consider additional factors. Many students are driven to attempt advanced courses for the wrong reasons, e.g., "My friends are in the class," or "I must have this class to get into college, or "I need to boost my GPA," etc. They suffer undue stress and have difficulty managing their homework and activities. Please review these recommendations and be prepared to help your student make a commitment for an academic year.

I have read and understand what is required for my son/daughter to be successful in this course and I am indicating that I have been informed of the content of this class.

Parent/Guardian Signature

Date