

Course Expectations Planning Guide

Social Studies

504 AP European History

Please Note: All listed information is intended to provide a general guideline for students in planning their course load. All information provided will vary according to the individual study needs and academic motivation. Events and responsibilities may vary year-to-year.

Time Commitment

3-4 hours per week

Standard Responsibilities

The average person looks at history and labels it, but historians look at history and learn from it. [1] If we are to take that approach with our European History class what could we learn? Many historians claim that that depends on what we ask. How can we move beyond the study of “European history?” What is it that we, as a history class, can learn from European history? This year, while employing the historical process, we will ask, “Why Europe?” This does not mean the study of dead, white men, but challenges us as American students to consider why Europe became significant to the world after 1450, and to us as a nation formed in its shadow. It is arguable that the ideas that originated in Europe, due to its unique history, geography, climate, and culture, created the measure of successful nations still used today – industrialization, democratic government, market economy, etc. Making sense of these changes requires a careful study of European social, economic, political, diplomatic, intellectual, and cultural history. These various schools of historical thinking could fragment our study, but if we keep revisiting our question, what emerges instead is what sets Europe apart, and what allowed it to dominate a world that it lagged behind for most of history.

Each period of European history offers its own answer to our question. Our task, this year, is to find those answers and piece together an account of European history. In this way we will develop an (a) understanding of some of the principal themes in modern European history, (b) ability to analyze historical evidence and historical interpretation, (c) ability to apply historical skills to that analysis such as historical causation, patterns of continuity and change over time, periodization, comparison and contextualization, and (d) ability to express historical argumentation writing through the appropriate use of historical evidence, interpretation and synthesis.[1]

[1] Based on the College Board’s *European History Course Description*

Significant Events:

The methods of evaluation and assessment will include Multiple Choice Tests, Written Free Response Question Tests, Chapter Note Checks, Projects, Text-based and supplemental videos, and class participation.